Student Teacher and Mentor Teacher Handbook

Special Education
K-12 Art Education

2024-2025

UNIVERSITY OF WYOMING

College of Education
School of
Teacher Education

Contents

Important Dates

Fall 2024 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 20, 2024 (Friday)
First Final Evaluation due: October 11, 2024 (Friday)

Beginning of new placement week of October 7, 2024
Second Midterm due: November 1, 2024 (Friday)
Second Final due: December 4, 2024 (Wednesday)
Last Day of Student Teaching   **December 6, 2024 (Friday)**

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: _____

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-mail _____

Mentor Teacher(s)
 Name _____
 Telephone _____ e-mail _____

 Name _____
 Telephone _____ e-mail _____

District Facilitator
 Name _____
 Telephone _____ e-mail _____

School Principal
 Name _____
 Telephone _____ Fax _____

Additional Contacts

Director of Student Teaching
 Elizabeth McMahan   307.766.6385   emcmaha2@uwyo.edu

Director, School of Teacher Education
 Scott Chamberlin   307.766.3468   Scott@uwyo.edu

Supervisor of Art Education   howe.yang@uwyo.edu
Howe Yang
Assistant Dean for Student Success
 Christi Thompson   307.766.2230   christi.thompson@uwyo.edu

Academic Advising Professional, Sr.
 Jody Evans   307.766.2230   jody.evans@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 address: http://www.uwyo.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.
   - 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 models professional ethics and behavior (CoE 3.4, 5.3)	* does not comply with school policies re: absences, dress, tardies, meetings, etc. * demonstrates prejudice toward individuals or groups * takes an authoritarian stance with individual and classroom interactions	* incomplete knowledge of school policies * displays minimally appropriate professional behavior * does not demonstrate equitable treatment of all students * does not actively cultivate sense of democratic classroom community	* complies with school policies * attends required meetings * displays appropriate behaviors * accepts constructive criticism *demonstrates respect for each student *cultivates sense of democratic classroom community	* meets all proficient level expectations * classroom 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 (CoE 3.3, 5.1, 5.4, 7.3, 8.3)	*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 effective classroom	**Environment:** * does not address physical aspects of	**Environment:**	**Environment:** * demonstrates understanding of	* meets all proficient level expectations **Environment:**

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management (CoE 3.4, 5.1, 7.3)	classroom (i.e. seating, lighting, temperature, bulletin boards, etc.) **Teaching:** * inadequate planning, goal setting, and ability to establish realistically high expectations for learners * ineffective use of materials, transitions, and positive attitude * poor directions/procedures resulting in frequent learner time off task **Behavior:** * inappropriate responses to behavior that result in frequent interruptions * uses sarcasm, negative reinforcement, and rewards inappropriately	* adjusts physical room environment only when Mentor Teacher asks **Teaching:** * sporadically demonstrates thoughtful planning, ability to set goals and achieve them, and convey realistically high expectations for the learners * inconsistent effective use of materials, transitions, and positive attitude **Behavior:** * beginning to respond appropriately to behavior, reducing disruptions * uses limited sarcasm and uses positive rewards and reinforcements inconsistently	correlation between physical environment and student learning * consistently demonstrates thoughtful planning, ability to set and achieve goals, and conveys realistically high expectations for all learners **Teaching:** * consistently demonstrates appropriate use of materials, effective transitions strategies and positive attitude * non-instructional duties (attendance, lunch count, etc.) are attended to while learners become engaged with academic tasks * 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	* takes initiative to see that the classroom provides a nurturing and safe learning environment for all students **Teaching:** * independently plans and implements comprehensive lessons for most effective learner time on task * learner motivation and monitoring are built into plans as well as regular classroom expectations **Behavior:** * actively employs creative ways to promote learning and self discipline
Notations			
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
4. Content-Specific Pedagogy (CoE 1.6)	*does not create opportunities and experiences for students to connect to the discipline in a meaningful way	* creates minimal opportunities/experiences for students to connect to the discipline in a meaningful way	* creates frequent opportunities/experiences for students to connect to the discipline in a meaningful way	* meets all proficient level expectations * creates consistent opportunities/ experiences for students to connect to

	* plans using only published teacher guides * uses only whole class lecture and assessment * uses assessment only for grading purposes	* 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	* 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	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 content knowledge in teaching field and an ability to gather additional content and/or resources as needed (CoE 1.4, 1.6)	* consistently makes content errors * does not correct content errors of students or self	* draws on basic content knowledge only * demonstrates little incentive to gather additional and/or supplemental content material	* demonstrates strong content knowledge * makes connections between content and other disciplines and within the discipline * gathers additional content as needed	* meets all proficient level expectations * takes initiative consistently to select content that goes beyond traditional texts * challenges students 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 instructional strategies and assessment with standards and the needs of the learner (CoE 1.6,4.1, 4.2, 7.1, 7.2, 7.3)	* uses only prepared teacher guide plans * lesson plans are incomplete and/or untimely * assessment for grading purposes only * no apparent connection between planning and standards, benchmarks, and assessments	* plans for the short term only * plans are ready on time * unable to reflect on the reason for classroom events and solutions for improvement * plans reflect some standards, benchmarks, and assessments	* plans reflect standards, benchmarks, and assessments * reflects on lesson and implements changes based on reflections * independent preparation re-quires 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 supplementary materials	* meets all proficient level expectations * short term plans are consistently tied to long term goals * embeds supplemental materials to accomplish meaningful instruction * skillfully manages time for correctives and enrichments * assessment, planning and instruction are seamless
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
7. Sensitivity to school, community, and world cultural	* displays no awareness of cultural diversity with respect to culture, school or	* identifies needs of some students due to cultural differences	* provides multiculturalism, informs lessons and supports	* meets all proficient level expectations * models sensitivity to cultural differences

diversity (CoE 3.4, 5.1, 5.2)	community through educational input	* school, community, cultures are seldom addressed * shows awareness of cultural differences but is reluctant to intervene in problematic interactions (i.e., bullies, harassment, etc.)	* demonstrates awareness of diversity or learners' social, emotional, physical needs * respects confidentiality * addresses awareness of school, community, and world cultures * shows awareness of cultural differences in the classroom and takes appropriate actions as needed	* seeks to increase own base of knowledge with respect to school, community, world cultures
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 (CoE 10.2)	* 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 (CoE 7.4, 9.2)	* 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	* meets all proficient level expectations * implements the use of human and physical resources effectively * involves students in project research and development using

			resources in lesson planning and teaching (i.e., videos, library books, internet uses, etc.)	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 (CoE 4.2)	* 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				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
11. Effective oral and written communication skills of the Student Teacher (CoE 6.2, 6.4)	* uses language that contains grammatical and/or spelling errors, illegible and/or inappropriate for the class level * speech is inaudible and/or contains grammatical errors * incorporates little classroom discussion and questioning techniques	* written language is generally correct and appropriate to class level * occasional errors are not corrected or corrected only when asked * speech is clear and generally grammatically correct * uses low level questions during class discussions	* clear, grammatically correct written language spelled correctly, informally and formally * clear, grammatically correct use of oral language * uses high level questioning techniques during class discussions	* meets all expectations at the proficient level * uses multiple written and oral strategies to challenge students and stimulate their language development * guides students to form high level questions
Notations				

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Midterm:			
Final:			

	Level of Performance			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
12. Appropriate use of technology (CoE 6.5)	* 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) (CoE 8.3)	* 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 (CoE 10.1)	* 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
Notations				
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 (CoE 5.5, 9.1)	* 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 feedback	* 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
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		

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

exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.		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.	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 fails to recognize their own skill limitations in meeting the needs of students with	• The candidate *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 *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		

Outcome	**Level of Performance**	
	Unsatisfactory	**Basic and Beyond**
2.1 Candidates apply understanding of human growth and development and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.	• The candidate *lacks knowledge* and understanding of the varied growth and development of individuals to plan, implement, and assess developmentally appropriate learning experiences and environments. • The candidate *rarely or never creates* developmentally appropriate learning experiences relevant to the learners' needs to provide meaningful and individualized learning experiences 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.	• The candidate *has knowledge and understanding* of the varied growth and development of individuals and uses this knowledge and understanding *to sometimes plan*, implement, and assess developmentally appropriate learning experiences and environments. • The candidate *sometimes creates* developmentally appropriate learning experiences relevant to the learners' needs to provide meaningful and individualized learning experiences for children and youth with exceptionalities. • The candidate *sometimes 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 that are accessible to all learners.	• 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.

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		
Outcome	*Level of Performance*	
	Unsatisfactory	*Basic and Beyond*
3.1 Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.	• The candidate *has little to no understanding* of the generalized content standards appropriate to the developmental and instructional levels of the students served, as well as applicable national/state /district academic content standards and assessments. • The candidate *rarely or never identifies* academic content standards necessary for students with exceptionalities to progress in their individualized programs. • 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.	• The candidate *has some understanding* of the generalized content standards appropriate to the developmental and instructional levels of the students served, as well as applicable national/state /district academic content standards and assessments. • The candidate *sometimes identifies* academic content standards necessary for students with exceptionalities to progress in their individualized programs. • The candidate *sometimes 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 inconsistently designs* learning environments that adhere to universal design principles.	• 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		

Outcome	*Level of Performance*	
	Unsatisfactory	*Basic and Beyond*
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 and school-based systems of intervention for students with and without exceptionalities.	• The candidate *does not participate or observe professionals* and families in ongoing, data-based decision making to evaluate and improve school and classroom environments, instruction, and intervention across varying levels of support, as, for example, in multi-tiered 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 *does not review* multiple measures that may contribute to a student's learning and behavioral strengths and needs.	• The candidate *observes professionals* and families in ongoing, data-based decision making to evaluate and improve school and classroom environments, instruction, and intervention across varying levels 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 classroom and at school. • The candidate *reviews multiple measures that may contribute to a student's learning and behavioral strengths and needs*.

4.2 Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable, to contribute to eligibility determination for special education services.	• The candidate *does not observe others using* informal assessments such as observation tools or family interviews to assess students' academic and behavioral strengths and needs. • The candidate *does not observe others administering* culturally and linguistically appropriate informal and/or formal 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.	• The candidate *observes others using* informal assessments such as observation tools or family interviews to assess students' academic and behavioral strengths and needs. • The candidate *observes others administering* culturally and linguistically appropriate informal and/or formal assessments. • The candidate understands the limitations *of formal and informal assessments.* • The candidate *collaborates with their mentor teacher* as needed to ensure an appropriate and valid assessment process.
4.3 Candidates assess, collaboratively analyze, interpret, and communicate 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' performance. • The candidate *does not observe multiple professionals working collaboratively* to analyze and interpret results of multiple assessments across settings for each student.	• The candidate *sometimes collects* formative assessment data to monitor students' performance. • The candidate *observes multiple professionals working collaboratively* to analyze and interpret results of multiple assessments across settings for each student. • The candidate *reviews individual assessment data with students*. • The candidate *observes progress* and adjustment to instruction being communicated by their mentor teacher with family members and/or other educational

	• 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.	professionals to support individual student's progress towards short-term 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 use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.	• The candidate *does not work with their mentor teacher* to specially design instruction for individual students based on a variety of formative and summative assessments and technologies. • The candidate *fails to review learning goals and/or* plans instruction *that is not* aligned to academic, social, and behavioral standards.	• The candidate *works with their mentor teacher* to specially design instruction for individual students based on a variety of formative and summative assessments and technologies. • The candidate *reviews learning goals* and plans instruction aligned to academic, social, and behavioral standards.
5.2 Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities 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	• 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 communication) and assessment (e.g., real-time response systems) to assist in and enhance learning and engagement.

	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 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 groupings and instruction accordingly.
5.5 Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.	• The candidate *rarely or never uses* groups to provide instruction for children who have common instructional needs.	• The candidate *uses groups* to provide instruction for children who have common instructional needs.
5.6 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.	• The candidate *rarely or never designs* individualized instruction to support students and accommodate their needs. • The candidate *rarely or never promotes* the application or generalization of knowledge and skills *in other areas*.	• The candidate *sometimes designs* individualized instruction *based on informal and formal assessments to support students and* accommodate their needs. • The candidate *sometimes promotes* the application or generalization of knowledge and skills *in other areas*.

Outcome #6: Supporting Social, Emotional, and Behavioral Growth
High Leverage Practices

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

Outcome	*Level of Performance*	
	Unsatisfactory	*Basic and Beyond*
6.1 Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.	• The candidate *fails to learn about students'* strengths, interests, *and/or needs* and by responding to them in authentic and respectful ways. • The candidate *fails to contact* (written or verbal) the students' families to initiate an understanding of students' backgrounds and/or needs. • The candidate *rarely or never plans and/or implements* positive behavioral interventions and supports. • The candidate *rarely or never states* clear behavioral expectations. • The candidate *rarely or never collects* and uses data to monitor student behavior and the effectiveness of their management plans. • The candidate *rarely or never collaborates* with teachers and other professionals, in a 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.	• The candidate builds positive, caring relationships *by learning about students'* strengths, interests, *and/or needs* and by responding to them in authentic and respectful ways. • The *candidate contacts (written or verbal)* the students' families to *initiate an* understanding of students' backgrounds and/or needs. • The candidate *sometimes plans and/or implements* positive behavioral interventions and supports. • The candidate *sometimes states* clear behavioral expectations. • The candidate *sometimes collects* and uses data to monitor student behavior and the effectiveness of their management plans. • The candidate *sometimes collaborates* with teachers and other professionals, in a team approach to address individual needs consistently across school settings. • The candidate *watches for bullying*, maltreatment, violence, and sexual assault, and they report any 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 social skills programs,	• 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	• 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,

including generalization to other environments.	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.	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
     Component 7.3 - HLP 1
     Component 7.4 - HLP 1

Outcome	*Level of Performance*	
	Unsatisfactory	*Basic and Beyond*
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.	• 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 actively listen* to and respect the sharing of multiple perspectives.	• The *candidate observes 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 *actively listens to and respects 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 services that promote progress	• The 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	• The 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 understands* the reciprocal relationship with

toward measurable outcomes for individuals with and without exceptionalities and their families.	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 assessment data. • The candidate *fails to understand* the reciprocal relationship with general educators for effective and inclusive practices.	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.
7.4 Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.	• The candidate *fails to understand that special educators work with* paraprofessionals and *fails to understand the basic role of* the paraprofessional. • The candidate *fails to observe the supervising teacher* monitoring, guiding, or mentoring	• The candidate *understands that special educators work with* paraprofessionals and *understands the basic role of* the paraprofessional. • The candidate *observes the supervising teacher* monitoring, guiding, or mentoring paraprofessionals to ensure high fidelity of implementation for evidence-based practices and interventions.

	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 practice within ethical guidelines and legal policies and procedures.	The candidate *lacks basic understanding* of *and does not work* within applicable federal (e.g. Individuals with Disabilities Education Act [IDEA] and Section 504 of the Rehabilitation Act of 1973) and state/provincial/local laws, regulations, and policies pertaining to individuals with exceptionalities and how these laws affect the delivery of services and supports. • The candidate *does not recognize* that does not individuals with exceptionalities deserve to be challenged with high expectations and provided with meaningful and inclusive participation opportunities to develop the highest possible learning outcomes.	• The candidate has a *basic understanding* of and attempts to work within applicable federal (e.g. Individuals with Disabilities Education Act [IDEA] and Section 504 of the Rehabilitation Act of 1973) and state/provincial/local laws, regulations, and policies pertaining to individuals with exceptionalities and how these laws affect the delivery of services and supports. • The candidate *understands* that individuals with exceptionalities deserve to be challenged with high expectations and provided with meaningful and inclusive participation opportunities.	• The candidate has knowledge of and works within applicable federal (e.g. Individuals with Disabilities Education Act [IDEA] and Section 504 of the Rehabilitation Act of 1973) and state/provincial/local laws, regulations, and policies pertaining to individuals with exceptionalities and how these laws affect the delivery of services and supports. • The candidate practices with a commitment to understanding that individuals with exceptionalities deserve to be challenged with high expectations and provided with meaningful and inclusive participation opportunities to develop the highest possible learning outcomes.	• The candidate has a *strong knowledge* of and works within all applicable federal (e.g. Individuals with Disabilities Education Act [IDEA] and Section 504 of the Rehabilitation Act of 1973) and state/provincial/local laws, regulations, and policies pertaining to individuals with exceptionalities and how these laws affect the delivery of services and supports. • The candidate practices and with a commitment to understanding that individuals with exceptionalities deserve to be challenged with high expectations and *implements* meaningful and inclusive participation opportunities to develop the highest possible learning outcomes.

1.2 Candidates advocate for improved outcomes for individuals with exceptionalities 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 partnership*s, 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 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	• The candidate *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 *aware of some of their own skill limitations* in meeting the needs of students with	• 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 of students with	• 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 performance,

	student performance. • The candidate fails to recognize their own skill limitations in meeting the needs of students with exceptionalities and their families.	exceptionalities and their families.	exceptionalities and their families.	*and in collaboration with IEP team members and other applicable stakeholders.* • The candidate recognizes their own skill limitations *and knows when to turn to others for guidance and 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				
Outcome	**Level of Performance**			
	Unsatisfactory (U)	**Basic (B)**	**Proficient (P)**	**Distinguished (D)**
lidates apply unde learn stude	• The candidat ind exp • The candidat the chi • The candidat imp exp	• The candidat ind and • The candidat lear chi • The candidat hur exp	• The candidat indi lear • The candidat lear and • The candidat on l exp	• The candidat ind *cha* • The candidat lear exp • The candidat on l to e
2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences	• The candidate *rarely or never* structures and implements instruction that reflects the diversity of the learner and makes	• The candidate *sometimes structures* and implements instruction that reflects the diversity of the learner and makes	• The candidate *consistently* structures and implements instruction that reflects the diversity of the learner and makes informed	• The candidate *consistently* structures and implements instruction that reflects the diversity of the learner and makes informed

related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.	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.	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.	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 exceptionalities and diverse backgrounds to meet district/state standards or state alternative standards. • The candidate consistently	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 ensures inclusive learning environments that enable individuals with exceptionalities and diverse backgrounds *to meet high standards*. • The candidate consistently designs environments, curriculum,

	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
	• The candidate *rarely or never designs* environments, curriculum, and instruction in ways that are accessible to all learners.	• The candidate *sometimes designs* environments, curriculum, and instruction in ways that are accessible to all learners.	designs environments, curriculum, and instruction in ways that are accessible to all learners.	and instruction in ways that are accessible to all learners *and that use each learner's strengths to 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

Outcome	*Level of Performance*			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
3.1 Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.	• The candidate *has little to no understanding* of the generalized content standards appropriate to the developmental and instructional levels of the students served, as well as applicable national/state /district academic content	• The candidate *has some understanding* of the generalized content standards appropriate to the developmental and instructional levels of the students served, as well as applicable national/state /district academic content standards	• The candidate has a foundational understanding of the generalized content standards appropriate to the developmental and instructional levels of the students served, as well as applicable national/state /district academic	• The candidate an *in-depth understanding* of generalized content standards appropriate to the developmental and instructional levels of the students served, as well as applicable national/state /district academic content standards

		standards and assessments. • The candidate *rarely or never identifies* academic content standards necessary for students with exceptionalities to progress in their individualized programs. • 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	and assessments. • The candidate *sometimes identifies* academic content standards necessary for students with exceptionalities to progress in their individualized programs. • The candidate *sometimes provides* appropriate learning and performance accommodations, modifications, and/or assistive technology for students with exceptional learning needs in academic subject matter content of	content standards and assessments. • The candidate consistently identifies academic content standards necessary for students with exceptionalities to progress in their individualized programs. • The candidate consistently provides appropriate learning and performance accommodations, modifications, and/or assistive technology for students with exceptional learning needs in	and assessments • The candidate consistently identifies academic content standards necessary for students with exceptionalities to progress in their individualized programs *and aligns content standards to student IEP goals and objectives as appropriate*. • The candidate *designs and consistently provides* appropriate learning and performance accommodations, modifications,

	matter content of the general curriculum.	the general curriculum.	academic subject matter content of the general curriculum.	and/or assistive technology for individuals with exceptional learning needs in academic subject matter content of the general curriculum *across contexts, including the community, home, and school.*
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	• 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 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 candidate consistently 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 candidate *designs and consistently provides* appropriate learning and performance accommodations, modifications, and/or assistive technology including augmentative and alternative communication devices for individuals with exceptional learning needs in academic subject matter content 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 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.	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*.	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 learning activity.	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 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 group and individual 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

Outcome	*Level of Performance*			
	Unsatisfactory (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
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 and school-based systems of intervention for students with and without exceptionalities.	The candidate *does not participate or observe professionals* and families in ongoing, data-based decision making to evaluate and improve school and classroom environments, instruction, and intervention across varying levels of support, as, for example, in multi-tiered 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 *does not review* multiple measures that may contribute to a student's learning and	The candidate *observes professionals* and families in ongoing, data-based decision making to evaluate and improve school and classroom environments, instruction, and intervention across varying levels 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 classroom and at school. The candidate *reviews multiple measures that may contribute to a student's learning and behavioral strengths and needs.*	The candidate participates with educational professionals and families in ongoing, data-based decision making to evaluate and improve school and classroom environments, instruction, and intervention across varying levels of support, as, for example, in multi-tiered systems of support (MTSS). The candidate supports individual students without exceptionalities, who may experience difficulty in the classroom and at school by learning about the problem-solving process (problem identification, problem analysis, plan	The candidate *actively participates* with educational professionals and families in ongoing, data-based decision making to evaluate and improve school and classroom environments, instruction, and intervention across varying levels of support, as, for example, in multi-tiered systems of support (MTSS). The candidate supports individual students without exceptionalities, who may experience difficulty in the classroom and at school by *collaborating with educational professionals and families through the*

	behavioral strengths and needs.		development, plan implementation, and plan evaluation). The candidate reviews multiple measures, as well as school, classroom, curricular, instructional, home, student, and other factors that may contribute to a student's learning and behavioral strengths and needs.	*problem-solving process* (problem identification, problem analysis, development, plan implementation, and plan evaluation). The candidate *jointly analyzes* multiple measures to document *and critically examine* school, classroom, curricular, instruction, home, student, and other factors that may contribute to a student's learning and behavioral strengths and needs.
4.2 Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable, to contribute to eligibility determination for special education services.	• The candidate *does not observe others using* informal assessments such as observation tools or family interviews to assess students' academic and behavioral strengths and needs. • The candidate *does not observe others administering* culturally and linguistically appropriate	• The candidate *observes others using* informal assessments such as observation tools or family interviews to assess students' academic and behavioral strengths and needs. • The candidate *observes others administering* culturally and linguistically appropriate informal and/or formal assessments.	• The candidate uses informal assessments such as observation tools or family interviews to assess students' academic and behavioral strengths and needs. • The candidate administers culturally and linguistically appropriate informal or formal assessments. • The candidate understands the limitations of formal and informal	• The candidate *develops and uses* informal assessments such as observation tools or family interviews to assess students' academic and behavioral strengths and needs. • The candidate *selects and administers* culturally and linguistically appropriate *informal and formal* assessments. • The candidate understands the limitations of formal and informal assessments such as biases and test constructs, and *consider contextual factors such as socioeconomic status, family 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*

	informal and/or formal 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.	• The candidate understands the limitations *of formal and informal assessments.* • The candidate *collaborates with their mentor teacher* as needed to ensure an appropriate and valid assessment process.	assessments such as biases and test constructs, and previous instruction that may influence accurate interpretation based on individual student characteristics. • The candidate collaborates with their mentor teacher and the general education teacher as needed to ensure an appropriate and valid assessment process.	*well as other professionals with additional expertise* as needed to ensure an appropriate and valid assessment process.
4.3 Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as	• The candidate *rarely or never collects* formative assessment data to monitor students' performance. • The candidate *does not observe*	• The candidate *sometimes collects* formative assessment data to monitor students' performance. • The candidate *observes multiple professional*	• The candidate consistently collects formative assessment data to monitor students' performance. • The candidate works collaboratively with their	• 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

appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.	*multiple professionals working collaboratively* 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 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.	*s working collaboratively* to analyze and interpret results of multiple assessments across settings for each student. • The candidate *reviews individual assessment data with students*. • The candidate *observes progress* and adjustment to instruction being communicated by their mentor teacher with family members and/or other educational professionals to support individual student's progress towards short-term and long-term outcomes. • The candidate *sometimes*	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 understanding their own assessment data. • The candidate communicates progress and adjustment to instruction with family members and/or other educational professionals to support individual student's progress	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 results to identify patterns in learning and/or behavior*.

Outcome	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
	• The candidate *rarely or never uses* assistive technology for specific assessment purposes, including test administration, testing accommodations, and data storage.	*uses* assistive technology for specific assessment purposes, including test administration, testing accommodations, and data storage.	towards short-term and long-term outcomes. • The candidate consistently 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 (U)	Basic (B)	Proficient (P)	Distinguished (D)
5.1 Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students	• The candidate *does not work with their mentor teacher* to specially design instruction for individual students based on a variety of formative and summative assessments and technologies. • The candidate *fails to review learning*	• The candidate *works with their mentor teacher* to specially design instruction for individual students based on a variety of formative and summative assessments and technologies.	• The candidate specially designs instruction for individual students based on a variety of formative and summative assessments and technologies. • The candidate identifies learning goals and plans instruction	• The candidate specially designs instruction for individual students based on a variety of *culturally and linguistically responsive and diverse* formative and summative assessments and technologies. • The candidate identifies learning goals and plans instruction aligned to academic, social, and behavioral standards *as well as other appropriate academic and non-academic content* to meet the needs of individual learners based on assessment data.

know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.	*goals and/or* plans instruction *that is not* aligned to academic, social, and behavioral standards.	• The candidate *reviews learning goals* and plans instruction aligned to academic, social, and behavioral standards.	aligned to academic, social, and behavioral standards to meet the needs of individual learners based on assessment data.	
5.2 Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities 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, web-based documents,	• 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	• 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	• 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, web-based 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*.

	assistive and augmentative communication) and assessment (e.g., real-time response systems) to assist in and enhance learning and engagement.	interactive white boards, web-based documents, assistive and augmentative communicatio n) and assessment (e.g., real-time response systems) to assist in and enhance learning and engagement.	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*	• 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	• The candidate uses explicit, systematic instruction to focus on individualized and important academic or non-academic content. • The candidate provides a clear explanation of the content, strategy, or skill to be learned and uses scaffolds and feedback to guide the learner. • The candidate provides clear models and explanations of content, using a method such as	• The candidate uses explicit, systematic instruction to focus on individualized and important academic *and* non-academic content and *make clear what each student needs to do or think about when learning*. • The candidate provides a clear explanation of the content, strategy, or skill to be learned, *focuses instruction on the steps that lead to learning*, and uses scaffolds and feedback to guide the learner. • The candidate *provides multiple* clear models and explanations of content, using a *variety of methods*. • The candidate creates opportunities to demonstrate knowledge and skill using different modalities and students are provided with feedback (e.g., immediate discussion, written notes) *and are guided to self-reflect on their learning*. • The candidate uses students' cultural and linguistic

	to create opportunities to demonstrate knowledge and skill.	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.*	"I do, we do, you do." • The candidate creates opportunities to demonstrate knowledge and skill using different modalities and students are provided with feedback (e.g., immediate discussion, written notes).	diversity as an asset integrated into learning for all students.
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*	• 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	• 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	• 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.

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

		n of knowledge and skills *in other areas.*	generalization of knowledge and skills that are mastered into other content areas and/or other educational settings by the individual students.	

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

Outcome	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
6.1 Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.	The *fails to learn about* strengths, interests, *eds* and by responding authentic and ways. The *fails to contact* verbal) the students' initiate an ding of students' ds and/or needs. The *rarely or never plans lements* positive interventions and The *rarely or never states* vioral expectations. The *rarely or never* d uses data to udent behavior and veness of their ent plans. The *rarely or never es* with teachers and essionals, in a team to address individual sistently across school The *fails to recognize* naltreatment, and sexual assault, *o not* report instances ppropriate channels.	The builds positive, tionships *by bout students'* interests, *and/or* by responding to thentic and ways. The *contacts (written or* e students' families *an* understanding of backgrounds and/or The *sometimes plans lements* positive interventions and The *sometimes states* vioral expectations. The *sometimes collects* ata to monitor havior and the ess of their ent plans. The *sometimes es* with teachers and essionals, in a team to address individual sistently across tings. The *watches for bullying,* ent, violence, and ault, and they report ces through e channels.	The candidate itive, caring ips by taking initiative udents' strengths, nd needs and by g to them in authentic ctful ways. The candidate ith students' families n understanding of backgrounds and/or The candidate implements positive l interventions and The candidate r behavioral ns. The candidate nd uses data to monitor havior and the ess of their ent plans. The candidate es with teachers and essionals, in a team to address individual sistently across school The candidate sures to prevent naltreatment, and sexual assault, and t any instances ppropriate channels.	The candidate l *sustains* positive, tionships by taking o *learn and te* students' strengths, nd needs and by g to them in authentic ctful ways. The candidate *gages* with students' o *deepen their ding* of students' *ltures*, backgrounds, *l traditions*. The candidate *ively plans and ts* positive behavioral ons and supports in a *settings*. The candidate r behavioral ns *and provides of desired behaviors t settings*. The candidate nd uses data to monitor havior and the ess of their ent plans and *uses this ke purposeful o the plan*. The candidate es with teachers and essionals, *families, or s in a team approach* individual needs ly *across school, l community settings*. The candidate *iple active* measures bullying,

				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 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,	• 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,	• 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, and specific feedback to	• 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 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 candidate provides

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.	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.	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.	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 for 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. •

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 (U)	*Basic (B)*	*Proficient (P)*	*Distinguished (D)*
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.	• 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 actively listen* to and respect the sharing of multiple perspectives.	• The *candidate observes 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 *actively listens to and respects the sharing of multiple perspectives*.	• The candidate participates 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 actively listens to and respects the sharing of multiple perspectives and responds in a	• The candidate *facilitates and participates* 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 *encourages the sharing of multiple perspectives, soliciting feedback, and responding in a*

			supportive manner to support the building of consensus for the identification of student learning and behavioral needs and the development, implementation, and monitoring of practices to meet students' individual needs.	*supportive manner to build consensus* for the identification of student learning and behavioral needs and the development, implementation, and monitoring of practices to meet students' individual needs.
7.2 Candidates communicate, coordinate, and collaborate with families, paraprofessionals 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 families.	• The 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 assessment data. • The candidate *fails to understand* the	• The 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 understands* the reciprocal relationship with general educators	• The 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 *works to build* reciprocal relationships with general educators	• The 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 understands and works to build,

	reciprocal relationship with general educators for effective and inclusive practices.	for effective and inclusive practices.	for effective and inclusive practices.	*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 paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.	• The candidate *fails to understand that special educators work with* paraprofessionals and *fails to understand the basic role of* the paraprofessional. • The candidate *fails to observe the supervising teacher* monitoring, guiding, or mentoring paraprofessionals to ensure high fidelity of implementation for evidence-based practices and interventions.	• The candidate *understands that special educators work with* paraprofessionals and *understands the basic role of* the paraprofessional. • The candidate *observes the supervising teacher* monitoring, guiding, or mentoring paraprofessionals to ensure high fidelity of implementation for evidence-based practices and interventions.	• The candidate understands the importance of working with paraprofessionals and the potential roles of the paraprofessional. • The candidate, at the direction of the supervising teacher, monitors, guides, or mentors paraprofessionals to ensure high fidelity of implementation for evidence-based practices and interventions.	• The candidate understands the importance of working with paraprofessionals and the potential roles of the paraprofessional *based on the needs of individual learners and the educational setting*. • The candidate *monitors, guides, or mentors paraprofessionals* to ensure high fidelity of implementation for evidence-based practices and interventions.