Student Teacher and Mentor Teacher Handbook

Special Education K-12 Art Education

2024-2025



School of Teacher Education

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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:

Second Final due:

December 1, 2024 (Friday)

December 4, 2024 (Wednesday)

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-ma	ail	-
Mentor Teacher(s)		
Name		
	ail	-
Name		
Telephonee-ma	ail	-
District Facilitator		
Name		
Telephonee-ma	ail	-
School Principal		
Name		
Telephone Fax		
Additional Contacts		
Director of Student Teaching		
Elizabeth McMahan	307.766.6385	emcmaha2@uwyo.edu
Director, School of Teacher Educati	on	
Scott Chamberlin	307.766.3468	Scott@uwyo.edu
Supervisor of Art Education Howe Yang		howe.yang@uwyo.edu
Assistant Dean for Student Success Christi Thompson	307.766.2230	christi.thompson@uwyo.edu
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 addre	ess:	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	* does not comply with	* incomplete	* complies with school	* meets all proficient
models	school policies re:	knowledge of school	policies	level expectations
professional ethics	absences, dress,	policies	* attends required	* classroom
and behavior (CoE	tardies, meetings, etc.	* displays minimally	meetings	demonstrates
3.4, 5.3)	* demonstrates prejudice toward individuals or groups * takes an authoritarian stance with individual and classroom interactions	appropriate professional behavior * does not demonstrate equitable treatment of all students * does not actively cultivate sense of democratic classroom community	* displays appropriate behaviors * accepts constructive criticism *demonstrates respect for each student *cultivates sense of democratic classroom community	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	Environment:	Environment:	Environment:	* meets all proficient
effective	* does not address		* demonstrates	level expectations
classroom	physical aspects of		understanding of	Environment:

	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	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	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	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
			positive reinforcements and rewards for all	
			learners	
		Notations		
Midterm:				
Final:				

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

	l			
	* plans using only	* consistently depends	* standards,	the discipline in a
	published teacher	on Mentor Teacher for	benchmarks,	meaningful way
	guides	ideas	assessments, and	* independently
	* uses only whole	* needs frequent	enrichment for learning	implements a variety of
	class lecture and	guidance for	and reflected in lesson	theories and strategies
	assessment	preparation and	plans	* creates assessment
	* uses assessment	implementation of	* encourages critical	documents which
	only for grading	lessons and	thinking	reflect learning
	purposes	instructional strategies	* responds to	* works as a facilitator
		* has problems	suggestions from	for learning beyond
		transferring knowledge	Mentor Teacher and	expectations
		to students	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	
		Notations		
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
5. Adequate	* consistently makes	* draws on basic	* demonstrates strong	* meets all proficient
content knowledge	content errors	content knowledge	content knowledge	level expectations
in teaching field	* does not correct	only	* makes connections	* takes initiative
and an ability to gather additional content and/or resources as needed (CoE 1.4, 1.6)	content errors of students or self	* demonstrates little incentive to gather additional and/or supplemental content material	between content and other disciplines and within the discipline * gathers additional content as needed	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	* displays no	* identifies needs of	* provides	* meets all proficient
school,	awareness of cultural	some students due to	multiculturalism,	level expectations
community, and	diversity with respect	cultural differences	informs lessons and	* models sensitivity to
world cultural	to culture, school or		supports	cultural differences

		cultural differences but is reluctant to intervene in problematic interactions (i.e., bullies, harassment, etc.)	emotional, physical needs * respects confidentiality * addresses awareness of school, community, and world cultures * shows awareness of cultural differences in the classroom and	respect to school, community, world cultures
		Notations	takes appropriate actions as needed	
Midterm:	<u> </u>	Notations		

	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	* seeks no outside	* poor or no follow	* includes use of	* meets all proficient
of school and	human or physical	through in actively	outside human	level expectations
community	resources which would	involving outside	resources in lesson	* implements the use
resources (CoE 7.4,	enhance learning	resources	planning (i.e. other	of human and physical
9.2)			teachers, technology	resources effectively
			specialists, librarians,	* involves students in
			etc.)	project research and
			* researches/uses	development using
			outside physical	

		resources in lesson planning and teaching (i.e., videos, library books, internet uses, etc.)	human and physical resources
	Notations		
Midterm:			
Final:			

application of knowledge of human growth and development (CoE 4.2) inappropriate activities and/or assignments * does not plan appropriate activities and/or assignments for diverse learners inappropriate activities and/or assignments * does not plan appropriate activities and/or assignments for diverse learners appropriate activities and/or assignments for diverse learners only in consultation with Mentor appropriate activities and teaching to accommodate diverse learners * uses developmentally appropriate to the needs of the learner and teaching to accommodate the opportunities for		Level of Performance			
inappropriate activities and/or assignments * does not plan appropriate activities and/or assignments (CoE 4.2) * appropriate activities and/or assignments for diverse learners * does not plan appropriate activities and/or assignments for diverse learners * plans appropriate activities and assignments for diverse learners only in consultation with Mentor * uses developmentally appropriate blanning and implementing ideas appropriate to the needs of the learner accommodate the cognitive and interest level of the learners * Notations		Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
	application of knowledge of human growth and development (CoE	inappropriate activities and/or assignments * does not plan appropriate activities and/or assignments for	appropriate activities and/or assignments * plans appropriate activities and assignments for diverse learners only in consultation with	appropriate planning and teaching to accommodate diverse learners * uses developmentally appropriate planning and teaching to accommodate the cognitive and interest	* involves students in planning and implementing ideas appropriate to the needs of the learners * provides rich opportunities for students to gain deep
Midterm:			Notations		
	Midterm:				
Final:	Final:				

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

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-	* meets all proficient level expectations * uses outside class time to participate in additional programs and/or professional development
		Notations	keeping, etc.)	I
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	<u> </u>	The candidate has a basic
	The candidate lacks basic	
practice within		understanding of and attempts to
ethical	understanding of and	work within applicable federal (e.g.
guidelines and	does not work within	Individuals with Disabilities
legal policies	all applicable federal	Education Act [IDEA] and Section
and procedures.	(e.g. Individuals with	504 of the Rehabilitation Act of
	Disabilities Education	1973) and state/provincial/local
	Act [IDEA] and	laws, regulations, and policies
	Section 504 of the	pertaining to individuals with
	Rehabilitation Act of	exceptionalities and how these laws
	1973) and	affect the delivery of services and
	state/provincial/local	supports.
	laws, regulations, and	• The candidate has a <i>basic</i>
	policies pertaining to	understanding of and attempts to
	individuals with	work within applicable federal (e.g.
	exceptionalities and	Individuals with Disabilities
	how these laws affect	Education Act [IDEA] and Section
	the delivery of services	504 of the Rehabilitation Act of
	and supports.	1973) and state/provincial/local
	• The candidate <i>does</i>	laws, regulations, and policies
	not recognize that does	pertaining to individuals with
	not individuals with	exceptionalities and how these laws
	exceptionalities	affect the delivery of services and
	deserve to be	supports.
	challenged with high	• The candidate <i>understands</i> that
	expectations and	individuals with exceptionalities
	provided with	deserve to be challenged with high
	meaningful and	expectations and provided with
	inclusive participation	meaningful and inclusive
	opportunities to	participation opportunities.
	develop the highest	
	possible learning	
	outcomes.	
1.2 Candidates	The candidate does	The candidate <i>advocates for</i>
advocate for	not advocate for	resources to help individuals with
improved	resources and	exceptionalities.
outcomes for	professional learning	 The candidate understands that
individuals with	_	
	conditions to help	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 communities that benefit individuals with exceptionalities and their families, colleagues, and their own professional growth. The candidate inconsistently reflects on their professional performance, why they use specific practices and the impact on students. The candidate attempts to adjust their practices based on reflection and/or assessment of student performance. The candidate is aware of some of their own skill limitations in meeting the needs of students with exceptionalities and their families.

exceptionalities and their families.	

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

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

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

2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families. languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.

- The candidate rarely or never structures and implements instruction that reflects the diversity of the learner and makes informed decisions about content, which includes attention to the learner's personal and family experiences.
- The candidate fails to recognize that their own experiences, family, race, gender, and culture biases may influence their instructional decisions and their relationships and interactions with learners and their families.
- The candidate rarely or never ensures inclusive learning environments that enable individuals with exceptionalities and diverse backgrounds to meet district/state standards or state alternative standards.
- The candidate rarely or never designs environments, curriculum, and instruction in ways 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	Component 3.2 - HLP 12, HLP 13, HLP 14, HLP 15, HLP 21		
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 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 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 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 provides appropriate learning and performance accommodations, modifications, and/or assistive technology for students with exceptional learning needs in academic subject matter content of	Outcome	Level of Performance	
apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities. 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 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 sometimes identifies academic 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 provides 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 provides appropriate learning and performance accommodations, modifications, and/or assistive technology for students with exceptional learning needs in academic subject matter content of		Unsatisfactory	Basic and Beyond
understanding of academic subject matter content of the general curriculum to instructional decisions for individuals with exceptionalities. understanding of the general 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 understanding of the general 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 with exceptionalities to progress in their individualized programs. • The candidate sometimes provides 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 with exceptionalities to progress in their individualized programs. • The candidate sometimes provides appropriate to the developmental and instructional levels of the students served, as well as applicable national/state /district academic 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 programs. • The candidate sometimes provides 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 with exceptionalities to progress in their individualized programs.	3.1 Candidates	The candidate	The candidate has some
academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities. 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 • The candidate sometimes with exceptionalities to progress in their individualized • 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	apply their	has little to no	understanding of the generalized
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programmatic and instructional decisions for individuals with exceptionalities. 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 with exceptionalities to provides appropriate learning and performance accommodations, modifications, and/or assistive technology for students with exceptional learning needs in individualized applicable national/state /district academic content standards and assessments. • The candidate sometimes with exceptionalities to progress in their individualized programs. • The candidate sometimes with exceptionalities to provides appropriate learning and performance accommodations, modifications, and/or assistive technology for students with exceptional learning needs in academic subject matter content of	curriculum to		
and instructional decisions for individuals with exceptionalities. • The candidate rarely or never identifies academic content standards necessary for students with exceptionalities academic content standards necessary for students with exceptionalities to progress in their individualized programs. • The candidate with exceptionalities to progress in their individualized programs. • The candidate sometimes provides appropriate learning and performance accommodations, and/or assistive technology for students with exceptional learning needs in academic subject matter content of	inform their	students served, as well as	
and instructional decisions for individuals with exceptionalities./district academic content standards and assessments.identifies academic content standards necessary for students with exceptionalities to progress in their individualized programs.• The candidate rarely or never identifies academic content standards necessary for students with exceptionalities to progress in their individualized• 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	programmatic	* *	
• 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 identifies academic content standards necessary for students with exceptionalities to provides appropriate learning and performance accommodations, modifications, and/or assistive technology for students with exceptional learning needs in individualized			l v
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necessary for performance accommodations, students with modifications, and/or assistive exceptionalities to progress in their exceptional learning needs in individualized academic subject matter content of	_	v	
students with exceptionalities to progress in their individualized modifications, and/or assistive technology for students with exceptional learning needs in academic subject matter content of			
exceptionalities to progress in their progress in their exceptional learning needs in individualized academic subject matter content of		•	
progress in their exceptional learning needs in individualized academic subject matter content of			
individualized academic subject matter content of		<u> </u>	
J			
1 41			
programs. the general curriculum. • The candidate			the general curriculum.
rarely or never		-	
provides appropriate learning and			
performance			
accommodations,		-	
modifications, and/or		· ·	
assistive technology		· ·	
for students with			
exceptional learning			
needs in academic			
subject matter			
content of the			
general curriculum.			

- 3.2 Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.
- The candidate rarely or never provides appropriate learning and performance accommodations. modifications, and/or assistive technology including augmentative and alternative communication devices for students with exceptional learning needs in academic subject matter content of the general curriculum.
- The candidate fails to identify appropriate specialized curricula and/or fails to develop individualized goals and objectives to meet the needs of each learner.
- The candidate fails to recognize barriers to accessibility and acceptance of individuals with exceptionalities.
- The candidate fails to or 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 multitiered systems of support (MTSS). The candidate is not aware of individual students without exceptionalities, who may experience difficulty in the classroom and at school. The candidate 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 shortand 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
do	es not review or
dis	scuss individual
as	sessment data with
stı	ıdents.

- 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 shortterm and long-term outcomes.

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

Outcome #5: Using Effective Instruction to Support Learning			
High Leverage Practi	High Leverage Practices		
Component 5.	Component 5.1 - HLP 6, HLP 11, HLP 19		
Component 5.2 - HLP 8, HLP 9, HLP 18, HLP 19, HLP 22			
Component 5.3 - HLP 12, HLP 14, HLP 16			
Component 5.4 - HLP 17			
Component 5.5 - HLP 17, HLP 20			
Component 5.6 - HLP 13, HLP 14, HLP 15, HLP 19, HLP 20			
Outcome	Level of Performance		
	Unsatisfactory	Basic and Beyond	

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

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

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

recognize bullying,

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

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

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

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

- 6.3 Candidates systematically use data from a variety of sources to identify the purpose of function served by problem behavior to plan, implement, and evaluate behavioral interventions and 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	of behavioral	teachers, and other professionals to
generalization to	interventions.	develop, implement, and monitor
other	 The candidate 	plans for generalization.
environments.	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	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 7.2 - 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	The candidate	• The candidate observes in a		
utilize	fails to observe or	range of meetings with families		
communication,	participate in a	and other professionals, such as		
group facilitation,	range of meetings	annual planning meetings,		
and problem-	with families and	transition meetings, and ongoing		
solving strategies	other professionals,	collaborative meetings essential to		
in a culturally	such as annual	instructional planning meeting the		
responsive manner	planning meetings,	student's behavioral needs and		
to lead effective	transition meetings,	progress monitoring.		
meetings and share	and ongoing	• The candidate <i>actively listens</i>		
expertise and	collaborative	to and respects the sharing of		
knowledge to build	meetings essential to	multiple perspectives.		
team capacity and	instructional			
jointly address	planning meeting			
students'	the student's			
instructional and	behavioral needs			
behavior needs.	and progress			
	monitoring.			
	• The candidate			
	fails to actively			
	<i>listen</i> to and respect			
	the sharing of			
	multiple			
	perspectives.			
7.2 Candidates	The candidate	The candidate determines what		
communicate,	struggles to	information is relevant and		
coordinate, and	determine what	<i>explains</i> the information to		
collaborate with	information is	advance the collaborative process.		
families,	relevant and <i>has</i>	• The candidate <i>listens to and</i>		
paraprofessionals	difficulty explaining	respects information from and		
within the	the information to	about families and <i>observes how</i>		
educational setting	advance the	this information is utilized to		
to assess, plan, and	collaborative	maintain respectful, ongoing, open		
implement effective	process.	communication to jointly identify		
programs and	The candidate	and meet learning goals that are		
services that	fails to listen to and	informed by assessment data.		
promote progress	respect information	• The <i>candidate understands</i> the		
Promote brogress	from and about	reciprocal relationship with		

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

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						
Compone	Component 1.2 - HLP 3					
Outcome	Level of					
	Performance					
1.1 Candidates	The	• The candidate has	 The candidate 	• The candidate		
F	ididate <i>lacks basic</i>	a <i>basic</i>	has knowledge of	has a strong		
	lerstanding of and	understanding of	and works within	<i>knowledge</i> of and		
guidelines and		and attempts to	applicable federal	works within all		
0 1	applicable federal	work within	(e.g. Individuals	applicable federal		
	g. Individuals with	applicable federal	with Disabilities	(e.g. Individuals		
procedures.	abilities Education	(e.g. Individuals	Education Act	with Disabilities		
	t [IDEA] and stion 504 of the	with Disabilities Education Act	[IDEA] and Section 504 of the	Education Act [IDEA] and		
	habilitation Act of	[IDEA] and	Rehabilitation Act	Section 504 of the		
	73) and	Section 504 of the	of 1973) and	Rehabilitation Act		
	te/provincial/local	Rehabilitation Act	state/provincial/loc			
	s, regulations, and	of 1973) and	al laws,	state/provincial/loc		
	icies pertaining to	state/provincial/loc	regulations, and	al laws,		
	ividuals with	al laws,	policies pertaining	regulations, and		
	eptionalities and	regulations, and	to individuals with	policies pertaining		
	w these laws affect	policies pertaining	exceptionalities	to individuals with		
	delivery of services	to individuals with	and how these	exceptionalities		
	l supports.	exceptionalities	laws affect the	and how these		
	• The	and how these	delivery of	laws affect the		
	candidate <i>does not</i>	laws affect the	services and	delivery of		
	recognize that does	delivery of	supports.	services and		
	not individuals with exceptionalities	services and	• The candidate practices with a	supports.The candidate		
	deserve to be	supports. • The candidate	commitment to	practices and with		
	challenged with	<i>understands</i> that	understanding that	a commitment to		
	high expectations	individuals with	individuals with	understanding that		
	and provided with	exceptionalities	exceptionalities	individuals with		
	meaningful and	deserve to be	deserve to be	exceptionalities		
	inclusive	challenged with	challenged with	deserve to be		
	participation	high expectations	high expectations	challenged with		
	opportunities to	and provided with	and provided with	high expectations		
	develop the highest	meaningful and	meaningful and	and implements		
	possible learning	inclusive	inclusive	meaningful and		
	outcomes.	participation	participation	inclusive		
		opportunities.	opportunities to	participation		
			develop the	opportunities to		
			highest possible	develop the		
			learning	highest possible		
			outcomes.	learning		
				outcomes.		

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

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

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

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

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

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student	exceptionalities	exceptionalities	and in
performance.	and their families.	and their families.	collaboration
 The candidate 			with IEP team
fails to			members and
recognize			other applicable
their own			stakeholders.
skill			 The candidate
limitations in			recognizes their
meeting the			own skill
needs of			limitations and
students with			knows when to
exceptionaliti			turn to others for
es and their			guidance and
families.			support to meet
			the needs of
			students with
			exceptionalities
			and their
			families.

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

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

	.2 11111 11, 11111 12		1	T
Outcome	Level of			
	Performance			
	Unsatisfactory	Basic (B)	Proficient (P)	Distinguished
	(U)			(D)
lidates apply unde	• The candidat	The candidar	 The candidat 	The candidat
learn	ind ind	ind	indi	ind
stude	exp	and	lear	cha
	• The candidat	 The candidate 	 The candidat 	 The candidat
	the	lear	lear	lear
	chi	chi	and	exp
	• The candidat	 The candidate 	 The candidat 	 The candidat
	imp	hur	on 1	on
	exp	exp	exp	to e
2.2 Candidates	• The	• The	The candidate	 The candidate
use their	candidate	candidate	consistently	consistently
knowledge and	rarely or never	sometimes	structures and	structures and
understanding of	structures and	structures and	implements	implements
diverse factors	implements	implements	instruction	instruction that
that influence	instruction that	instruction that	that reflects	reflects the
development and	reflects the	reflects the	the diversity	diversity of the
learning,	diversity of the	diversity of the	of the learner	learner and
including	learner and	learner and	and makes	makes
differences	makes	makes	informed	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 exceptionalitie s 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 exceptionalitie s 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 exceptionalitie s 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
- The candidate consistently designs environments, curriculum,

• 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.
to all learners.	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	1/		
	Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
3.1	• The	• The	• The	• The
Candidates	candidate	candidate	candidate	candidate
apply their	has little	has some	has a	an in-
understandi	to no	understan	foundatio	depth
ng of	understan	ding of	nal	understan
academic	ding of	the	understan	ding of
subject	the	generalize	ding of	generalize
matter	generalize	d content	the	d content
content of	d content	standards	generalize	standards
the general	standards	appropriat	d content	appropriat
curriculum	appropriat	e to the	standards	e to the
to inform	e to the	developm	appropriat	developm
their	developm	ental and	e to the	ental and
programmat	ental and	instructio	developm	instructio
ic and	instruction		ental and	nal levels
instructiona	al levels	of the	instructio	of the
l decisions	of the	students	nal levels	students
for	students	served, as	of the	served, as
individuals	served, as	well as	students	well as
with	well as	applicable		applicable
exceptionali	applicable	national/st	well as	national/st
ties.	national/st		applicable	
псэ.	ate	/district	national/st	
	/district	academic	ate	academic
	academic	content	/district	content
	content	standards	academic	standards

standards	and	content	and
and	assessmen	standards	assessmen
assessmen	ts.	and	ts
ts.	• The	assessmen	• The
• The	candidate	ts.	candidate
candidate	sometimes	• The	consistent
rarely or	identifies	candidate	ly
never	academic	consistent	identifies
identifies	content	ly	academic
academic	standards	identifies	content
content	necessary	academic	standards
standards	for	content	necessary
	students	standards	for
necessary for	with		students
students	exception	necessary for	with
with	alities to	students	exception
		with	alities to
exception alities to	progress in their		
	in their individual	exception alities to	progress in their
progress in their			in their individual
individual	ized	progress in their	
	programs.	individual	ized
ized	The		programs
programs.	• The	ized	and aligns
• The	candidate	programs.	content
candidate	sometimes	TT1	standards
rarely or	provides	• The	to student
never	appropriat	candidate	IEP goals
provides	e learning	consistent	and
appropriat	and	ly	objectives
e learning	performan	provides	as .
and	ce	appropriat	appropria
performan	accommo	e learning	te.
ce	dations,	and	• The
accommo	modificati	performan	candidate
dations,	ons,	ce	designs
modificati	and/or	accommo	and
ons,	assistive	dations,	consistent
and/or	technolog	modificati	ly
assistive	y for	ons,	provides
technolog	students	and/or	appropriat
y for	with	assistive	e learning
students	exception	technolog	and
with	al learning	y for	performan
exception	needs in	students	ce
al learning	academic	with	accommo
needs in	subject	exception	dations,
academic	matter	al learning	modificati
subject	content of	needs in	ons,

	matter content of	the general	academic subject	and/or assistive
	the	curriculu	· ·	
			matter	technolog
	general	m.	content of	y for
	curriculu		the	individual
	m.		general	s with
			curriculu	exception
			m.	al
				learning
				needs in
				academic
				subject
				matter
				content of
				the
				general
				curriculu
				m across
				contexts,
				including
				the
				communit
				y, home,
				and
				school.
				FD1 11.1
3.2	The candidate	The candidate	• The candidate	• The candidate
Candidates	rarely or never	sometimes	consistently	designs and
augment the	provides	provides	provides	consistently
general	appropriate	appropriate	appropriate	provides
education	learning and	learning and	learning and	appropriate
curriculum	performance	performance	performance	learning and
to address	accommodations	accommodations	accommodations	performance
skills and	, modifications,	, modifications,	, modifications,	accommodations
strategies	and/or assistive	and/or assistive	and/or assistive	, modifications,
that	technology	technology	technology	and/or assistive
students	including	including	including	technology
with	augmentative	augmentative	augmentative	including
disabilities	and alternative	and alternative	and alternative	augmentative
need to	communication	communication	communication	and alternative
access the	devices for	devices for	devices for	communication
core	students with	students with	students with	devices for
curriculum	exceptional	exceptional	exceptional	individuals with
and function	learning needs in	learning needs in	learning needs in	exceptional
successfully	academic subject	_	academic subject	
within a	matter content of	matter content of	matter content of	3
variety of				matter content of

contexts as
well as the
continuum
of
placement
options to
assure
specially
designed
instruction
is developed
and
implemente
d to achieve
mastery of
curricular
standards
and
individualiz
ed goals and
objectives.

- 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

Compon	<u>ient 4.3 - HLP 4, HL</u>	1 5, nlr 0, nlr 19		
Outcome	Level of			
	Performance			
	Unsatisfactory	Basic (B)	Proficient (P)	Distinguished
	(U)			(D)
4.1	The candidate does not	The candidate observes	The candidate	The candidate actively
Candidates	participate or observe	<i>professionals</i> and	participates with	participates with
		families in ongoing,	educational	educational
	0 0	data-based decision	professionals and	professionals and
select,	data-based decision	making to evaluate and	families in ongoing,	families in ongoing,
administer,	making to evaluate and	improve school and	data-based decision	data-based decision
analyze, and	1	classroom	making to evaluate and	making to evaluate and
interpret	classroom	environments,	improve school and	improve school and
martipic	environments,	instruction, and	classroom	classroom
measures of	/	intervention across	environments,	environments,
student		varying levels of	instruction, and	instruction, and
learning,	varying levels of	support, as, for	intervention across	intervention across
behavior, and	support, as, for	example, in multi-	varying levels of	varying levels of
the		tiered systems of	support, as, for	support, as, for
classroom		support (MTSS).	example, in multi-	example, in multi-
environment	support (MTSS).	The candidate is <i>aware</i>	tiered systems of	tiered systems of
to evaluate		of individual students	support (MTSS).	support (MTSS).
and support	aware of individual	without		The candidate supports
classroom		exceptionalities, who	individual students	individual students
and school-		may experience	without	without
based		difficulty in the	exceptionalities, who	exceptionalities, who
systems of		classroom and at	may experience	may experience
intervention		school.	difficulty in the	difficulty in the
for students	school.	The candidate reviews	classroom and at	classroom and at
with and		multiple measures that	school by learning	school by
without		may contribute to a	about the problem-	collaborating with
exceptionaliti		student's learning and	solving process	educational
es.	continuate to a	behavioral strengths	(problem identification,	
CD.	student's learning and	and needs.	problem analysis, plan	families through the

and needs. 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. The candidate reviews to assess ments such as and informal, culturally and procedures that are valid and poor candidate on the plan implementation, and plan implementation, and plan implementation, and plan evaluation). The candidate reviews multiple measures, as well as school, classroom, curricular, instructional, home, student's learning and behavioral strengths and needs. The candidate reviews multiple measures, as well as school, classroom, curricular, instruction behavioral strengths and needs. The candidate views to a student's learning and behavioral strengths and needs. The candidate develops and uses informal assessments such as observation tools or family interviews to assess student academic and behavioral strengths and needs. The candidate develops and uses informal assessments such as observation tools or family interviews to assess student academic and behavioral strengths and needs. The candidate eviews to a student's academic and behavioral strengths and needs. The candidate develops and uses informal assessments such as observation tools or family interviews to assess student academic and behavioral strengths and needs. The candidate develops and proventive to a students and needs. The candidate and erviews to assess student and strengths and needs. The candidate and erviews to assess student and serviews to assess student academic and behavioral strengths and needs. The candidate and erviews to assess and test constructs, and consider contextual farmal previous instruction that may interview to informal assessments such as a factors such as socioeconomic status, family instruction that may interview to plan interviews to academic and previous instruction that may interviction that may interview to academic and	<u>, </u>	1 1 1 1 1		1 1	, 1	11 1 .
plan evaluation). The candidate reviews and plan implementation, and plan evaluation). Classroom, curricular, instructional, home, student, and other factors that may contribute to a student's learning and behavioral strengths and needs. 4.2 Candidates candidate develop, develop, and behavioral strengths and needs. 4.2 Candidates develop, doserve others using and informal and informal such as observation sobservation family and uses informal assessments informal such as observation sobservation family assess informal and informal, culturally and informal, culturally tools or family appropriate measures and procedures that are valid and procedures that are valid and procedures valid and procedures that are valid and procedures valid and va		behavioral strengths				problem-solving
## The candidate reviews multiple measures, as well as school, classroom, curricular, instructional, home, student's learning and behavioral strengths and needs. ### The candidate reviews multiple measures, as well as school, classroom, curricular, instructional, home, student's learning and behavioral strengths and needs. #### The candidate reviews multiple measures, as well as school, classroom, curricular, instructional, home, student is learning and behavioral strengths and needs. ###################################		and needs.				· · · · ·
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. 4.2 Candidates develop, select, observe others using and interpret and using assessments informal such as uch as informal such as such as observation family assess ments observation and using interpret multiple, formal and informal, culturally and linguisticall y appropriate measures and procedures that are valid and and needs. Main plan valuation). The candidate instruction, home, student, and other factors that may contribute to a student's learning and behavioral strengths and needs. The candidate and uses informal assessments observation tools or family interviews to assess student academic and behavioral strengths and needs. The candidate selects and and needs. The candidate and procedures that are valid and The candidate and other factors that may contribute to a student's learning and other factors that may contribute to a student's learning and other factors that may contribute to a student's learning and other factors that may contribute to a student's learning and other factors that may contribute to a student's learning and other factors that may contribute to a student's learning and other factors that may contribute to a student's and needs. The candidate and uses informal assessments such as observation academic and behavioral interviews to assess students' academic and behavioral strengths and needs. The candidate and uses informal assessments such as observation academic and behavioral acad						
well as school, classroom, curricular, instructional, home, student, and other factors that may contribute to a student's learning and behavioral strengths and needs. **The Candidates develop, does not select, others using administer, and using interpret multiple, assessments formal and informal, culturally and informal, culturally and procedures and procedures and procedures that are valid and **Note of the candidate and needs. **Well as school, classroom, curricular, instruction home, student's learning and behavioral strengths and needs. **The Candidate candidate candidate candidate candidate observes uses informal assessments observation tools or observe others using assessments observation tools or family assess observation tools or family assess academic and behavioral strengths and needs. **The Candidate selects and other factors that may contribute to a student's learning and other factors that may contribute to a student's learning and other factors that may contribute to a student's learning and other factors that may contribute to a student's learning and other factors that may contribute to a student's learning and other factors that may contribute to a student's learning and other factors that may contribute to a student's and other factors that may contribute to a student's and eassessments such as observation tools or family assessments observation tools or interviews to administers culturally and linguistically appropriate and eadministers culturally and linguistically appropriate and consider contextual factors such as socioeconomic status, family appropriate and candidate and needs. **The candidate other factors that may contribute to a students' assessments observation tools or family assessments observation tools or interviews to administers culturally and linguistically appropriate and consider contextual factors such as socioeconomic status, family appropriate and needs. **The candidate observation tools or interviews to administers culturally and informal assessments. **The candida						-
classroom, curricular, instructional, home, student, and other factors that may contribute to a student's learning and behavioral strengths and needs. 4.2 4.2 Candidates develop, select, observe others using administer, and using assessments informal ausing assessments informal ausing assessments informal ausing assessments informal ausing assessments observation informal, culturally and linguisticall interviews to assess academic and procedures and procedures that are valid and - The candidate jointly madyzes multiple measures to documer factors that may contribute to a student's learning and behavioral strengths and needs. - The candidate develops and uses informal assessments such as observation tools or family assessments observation family assess students' academic and behavioral strengths and needs. - The candidate informal and such as tools or interviews to assess students' academic and behavioral strengths and needs. - The candidate understan the limitations of formal and informal assessments culturally and linguistically appropriate administers culturally and linguistically appropriate and needs. - The candidate informal assessments observation academic and behavioral strengths and needs. - The candidate understan the limitations of formal an informal assessments administers culturally and linguistically appropriate administers culturally and linguistically						
instructional, home, student, and other factors that may contribute to a student's learning and behavioral strengths and needs.						_
student, and other factors that may contribute to a student's learning and behavioral strengths and needs. 4.2 Candidates develop, select, administer, and using interpret informal multiple, formal and informal, culturally and informal, culturally and interviews to assess and linguisticall y appropriate measures to documer and critically examins school, classroom, curricular, instruction home, student, and other factors that may contribute to a student's learning and behavioral strengths and needs. The candidate candid						
A.2						
contribute to a student's learning and behavioral strengths and needs. 4.2 Candidates develop, select, observe others using informal and informal and informal and informal and informal and informal and informal, observation family and informal and informal, observation family and informal and informal and informal such as and perpoperiate measures and procedures that are valid and Contribute to a student's learning and behavioral strengths and needs.						
Student's learning and behavioral strengths and needs.						-
behavioral strengths and needs. behavioral strengths and needs.						curricular, instruction,
4.2 Candidates develop, select, observe others using and needs. observe others using assessments observation formal assessments such as using interpret informal assessments such as sobservation formal, culturally and linguisticall y appropriate measures that are valid and eeds. • The candidate candidate candidate uses informal assessments observation such as observation formal and informal, cademic and behavioral strengths and needs. • The candidate candidate uses informal assessments observation observation family interviews to assess student interviews to assess sudenticall strengths and needs. • The candidate uses informal assessments observation family interviews to assess students academic and behavioral strengths and needs. • The candidate understan the limitations of formal an informal assessments. • The candidate understan the limitations of formal and consider contextual factors such as socioeconomic status, family structure, and previous instruction that may structure the structure.					•	
Contribute to a student's learning and behavioral strengths and needs.						other factors that may
4.2 Candidates candidate candidate candidate develop, does not observes others using assessments observation assessments observation such as using assessments observation informal and informal, culturally and linguisticall y appropriate measures and procedures that are valid and observes others using assessments observation candidate uses informal assessments such as observation such as observation formal such as tools or family interviews to assess students academic and behavioral strengths and needs. • The candidate develops and uses informal assessments such as observation tools or family interviews to assess student academic and behavioral students' academic and students' academic and behavioral strengths and needs. • The candidate develops and uses informal assessments such as observation tools or family interviews to assess student academic and behavioral strengths and needs. • The candidate interviews to academic and behavioral strengths and needs. • The candidate interviews to academic and behavioral strengths and needs. • The candidate interviews to academic and behavio						_
4.2 • The candidate develops does not observes others using assessments observation tools or family and informal, culturally and linguisticall y appropriate measures and procedures that are valid and eeds. • The candidate develops and uses informal assessments observation tools or family and eads. • The candidate develops and uses informal assessments such as observation tools or family interviews to assess student academic and behavioral strengths and needs. • The candidate develops and uses informal assessments such as observation tools or family interviews to assess student academic and behavioral strengths and needs. • The candidate uses informal assessments such as observation tools or family interviews to academic and behavioral students' academic and behavioral students' academic and needs. • The candidate develops and uses informal assessments such as observation tools or family interviews to academic and behavioral students' academic and needs. • The candidate uses informal assessments such as observation tools or family interviews to academic and behavioral students' academic and needs. • The candidate uses informal assessments such as observation tools or family interviews to academic academic and behavioral strengths and needs. • The candidate uses informal assessments such as strengths and interviews to academic and behavioral strengths and needs. • The candidate ucademic academic academic and behavioral strengths and needs. • The candidate understant the limitations of formal and informal assessments such as informal assessments academic administers academic and behavioral strengths and needs. • The candidate ucademic academic academic and behavioral strengths and needs. • The candidate ucademic academic academic academic and behavioral assessments. • The candidate ucademic academic academic academic and behavioral assessments. • The candidate administers academic academic academic and behavioral assessments. • The candidate academic academic academic and behavioral assessments. •						student's learning and
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behavioral strengths and needs. • The candidate shear of the candid						
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I A The I observes I appropriate I instruction that may				•	•	-
	reliable, to			appropriate		
contribute candidate others information influence accurate						
to eligibility does not administerin formal interpretation based on				formal	_	
dotominati Observe g culturally assessments. Individual student			•	assessment		
on for						0
administeri illiguistically • The race, genaer, genaer		administeri	-		_	_
special ng appropriate candidate identity, and cultural	_		* * *			
education culturally informal understands identity.		•				·
services. and and/or the • The candidate	services.	and				
linguisticall formal limitations of collaborates with their		linguisticall	formal			
y assessments. formal and mentor teacher and the		y	assessments.		mento	r teacher and the
appropriate informal general education teacher a		-		informal	genera	l education teacher as

		T	T	
	informal	• The	assessments	well as other professionals
	and/or	candidate	such as	with additional expertise as
	formal	understands	biases and	needed to ensure an
	assessments	the	test	appropriate and valid
	•	limitations	constructs,	assessment process.
	• The	of formal	and previous	
	candidate	and informal	instruction	
	lacks	assessments.	that may	
	understandi		influence	
	ng of the	• The	accurate	
	limitations	candidate	interpretation	
	of formal	collaborates	based on	
	and	with their	individual	
	informal	mentor	student	
	assessments	teacher as	characteristic	
		needed to	S.	
	• The	ensure an	• The	
	candidate	appropriate	candidate	
	fails to	and valid	collaborates	
	collaborate	assessment	with their	
	with their	process.	mentor	
	mentor	_	teacher and	
	teacher or		the general	
	others as		education	
	needed to		teacher as	
	ensure an		needed to	
	appropriate		ensure an	
	and valid		appropriate	
	assessment		and valid	
	process.		assessment	
			process.	
4.3	• The	• The	• The	• The candidate consistently
Candidates	candidate	candidate	candidate	collects formative
assess,	rarely or	sometimes	consistently	assessment data and
collaborativ	never	collects	collects	regularly analyzes students'
ely analyze,	collects	formative	formative	performance to ensure
interpret,	formative	assessment	assessment	appropriate progress toward
and	assessment	data to	data to	goal attainment.
communicat	data to	monitor	monitor	The candidate works
e students'	monitor	students'	students'	collaboratively with multiple
progress	students'	performance	performance.	professionals and
toward	performanc			stakeholders to analyze and
measurable	e	• The	• The	interpret results of multiple
outcomes	• The	candidate	candidate	assessments across settings
using	candidate	observes	works	for each student.
technology	does not	multiple	collaborativel	• The candidate analyzes <i>a</i>
as	observe	professional	y with their	variety of assessment data to
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appropriate,	multiple	s working	mentor	purposefully guide
to inform	professiona	collaborativ	teacher to	immediate instructional
both short-	ls working	ely to	analyze and	changes and supportive
and long-	collaborati	analyze and	interpret	practices as needed.
term	vely to	interpret	results of	The candidate supports
planning,	analyze and	results of	multiple	students in understanding
and make	interpret	multiple	assessments	their own assessment data
ongoing	results of	assessments	across	and uses those results to
adjustments	multiple	across	settings for	support students in self-
to	assessments	settings for	each	monitoring and self-
instruction.	across	each	student.	regulation.
	settings for	student.	• The	• The candidate <i>regularly</i>
	each	• The	candidate	communicates progress and
	student.	candidate	uses progress	adjustment to instruction
	• The	reviews	monitoring	with family members and
	candidate	individual	data to	other educational
	does not	assessment	purposefully	professionals to support
	review or	data with	guide	individual student's progress
	discuss	students.	immediate	towards short-term and long-
	individual	• The	instructional	term outcomes.
	assessment	candidate	changes and	The candidate consistently
	data with	observes	supportive	uses assistive technology for
	students.	progress and	practices as	specific assessment
	• The	adjustment	needed.	purposes, including test
	candidate	to	• The	administration, testing
	does not	instruction	candidate	accommodations, data
	review	being	supports	storage, creating digital
	progress	communicat	students in	documents and logs, and
	and	ed by their	understandin	charting and graphing
	adjustment	mentor	g their own	results to identify patterns in
	to	teacher with	assessment	learning and/or behavior.
	instruction	family	data.	
	with family	members	• The	
	members	and/or other	candidate	
	and/or	educational	communicate	
	other	professional	s progress	
	educational	s to support	and	
	professiona	individual	adjustment to	
	ls to	student's	instruction	
	support	progress	with family	
	individual	towards	members	
	student's	short-term	and/or other	
	progress	and long-	educational	
	towards	term	professionals	
	short-term	outcomes.	to support	
	and long-	• The	individual	
	term	candidate	student's	
	outcomes.	sometimes	progress	

• The candidate rarely or never uses assistive technology for specific assessment purposes, including test administrati on, testing accommoda tions, and data storage.	assistive technology for specific assessment purposes, including test administrati on, testing accommodat ions, and data storage.	towards short-term and long-term outcomes. • The candidate consistently uses assistive technology for specific assessment purposes, including test administratio n, testing accommodati ons, and data storage.	
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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

	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	assessments and	summative assessments and technologies.	 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	goals and/or	• The	aligned to	
able to do.	plans instruction	candidate	academic, social,	
They then	that is not	reviews	and behavioral	
interpret the	aligned to	learning goals	standards to	
assessment	academic,	and plans	meet the needs	
data to	social, and	instruction	of individual	
appropriately	behavioral	aligned to	learners based	
plan and	standards.	academic,	on assessment	
guide		social, and	data.	
instruction to		behavioral standards.		
meet		standards.		
rigorous				
academic and				
non-				
academic				
content and				
goals for each				
individual.				
5.2	• The	• The	• The	• The candidate uses
Candidates	candidate may	candidate uses	candidate uses	effective strategies that promote
use effective	use strategies	effective	effective	active student engagement,
strategies to	that promote	strategies that	strategies that	nurture intrinsic motivation for
promote	student	promote active	promote active	learning, offer frequent,
active	engagement;	student	student	equitable opportunities to
student	however, they	engagement	engagement and	respond, and guide self-
engagement,	rarely or never	and <i>sometimes</i>	offer frequent,	regulation.
increase	offer equitable	offers	equitable	• The candidate explicitly
	opportunities to	equitable	opportunities to	teaches, models, and reinforces
student	respond.	opportunities	respond.	self-regulation behaviors (e.g.,
motivation,	• The	to respond.	• The	turn-taking, assignment
increase	1: 1 - 4 1	• The	candidate	
opportunitie	candidate <i>rarely</i>	_		completion) for students in a
s to	or never teaches	candidate	explicitly	variety of ways and settings.
respond,	and models self-	teaches and	teaches, models,	• The candidate <i>infuses</i>
and enhance	regulation	models self-	and reinforces	digital technology into
self-	behaviors (e.g.,	regulation	self-regulation	instruction (e.g., use of
regulation	turn-taking,	behaviors	behaviors (e.g.,	interactive white boards, web-
of student	assignment	(e.g., turn-	turn-taking,	based documents, assistive and
learning.	completion).	taking,	assignment	augmentative communication)
	• The	assignment	completion).	and assessment (e.g., real-time
	candidate does	completion).	• The	response systems) to assist in
	not incorporate	• The	candidate	and enhance learning and
	digital	candidate	incorporates	engagement based on individual
	technology into	incorporates	digital	student need and interest.
	their instruction	digital	technology	
	(e.g., use of	technology	throughout their	
	interactive white	into some of	instruction (e.g.,	
	boards, web-	their	use of interactive	
	based	instruction	white boards,	
			web-based	
	documents,	(e.g., use of	web-based	

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	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.
	TT!	TO I	Tri .	TT 11 1 0
5·4 Candidates	• The candidate <i>fails</i>	• The candidate	 The candidate 	• The candidate references learning goals, appropriate
use flexible	to reference	references	references	standards, and <i>student</i>
grouping to	learning goals	learning	learning goals,	learning profiles, preferences,
support the	and/or	goals and/or	appropriate	and interests to configure
use of	appropriate	appropriate	standards, and	groups effectively.
instruction	standards to	standards to	student	• The candidate holds
that is	configure	configure	learning	learners accountable for both
adapted to	groups.	groups	profiles to	collective and individual
meet the	• The	effectively.	configure	learning and provides
needs of	candidate does not hold	• The candidate	groups effectively.	constructive feedback and scaffolding to support
each	learners	holds	• The	productive learning.
individual	accountable	learners	candidate	 The candidate regularly
and group.	for collective	accountable	holds learners	monitors each learner's
	learning <i>and</i>	for	accountable	progress and adjusts their
	rarely or	collective	for both	groupings and instruction
	never	learning	collective and	accordingly. The candidate is
	provides	and	individual	able to adapt groupings
	feedback to	provides	learning and	during instruction.
	support	feedback to	provides	
	learning.	support	feedback to	
	• The	learning.	support	
	candidate fails to monitor	• The candidate	productive	
	each learner's	monitors	learning. • The	
	progress and	each	candidate	
	rarely or	learner's	regularly	
	never adjusts	progress	monitors each	
	never aajusts	progress	momitors each	

	their groupings and instruction.	and attempts to adjust their	learner's progress and adjusts their	
		groupings and instruction accordingly.	groupings and instruction accordingly.	
5.5	• The	• The	• The	The candidate uses
Candidates	candidate	candidate	candidate uses	homogeneous groups to
organize	rarely or never	uses groups	homogeneous	provide focused, intensive
and manage	uses groups to	to provide	groups to	instruction for children who
focused,	provide	instruction	provide	have common instructional
intensive	instruction for	for children	focused,	needs and configure these
small group	children who have common	who have common	intensive instruction for	groups to address high priority short-term content goals and
instruction to meet the	instructional	instructional	children who	objectives.
learning	needs.	needs.	have common	objectives.
needs of	1100000	1100031	instructional	
each			needs.	
individual.				
5.6	• The	• The	• The	The candidate
Candidates	candidate	candidate	candidate	intentionally designs
plan and	rarely or never	sometimes	intentionally	individualized instruction
deliver	designs	designs	designs	based on informal and formal
specialized,	individualized	individualize	individualized	assessments and the learner
individualiz	instruction to	d instruction	instruction	profile by matching
ed	support students and	based on informal and	based on informal and	instructional intensity and/or intervention to <i>build on</i>
instruction that is used	accommodate	formal	formal	student's strengths and
to meet the	their needs.	assessments	assessments by	accommodate needs.
learning	• The	to support	matching	• The candidate <i>promotes</i>
needs of	candidate	students and	instructional	and actively teaches the
each	rarely or never	accommodat	intensity and/or	application or generalization of
individual.	promotes the	e their	intervention to	knowledge and skills that are
	application or generalization	needs. • The	support students and	mastered into other content areas and/or other educational
	of knowledge	candidate	accommodate	settings by the individual
	and skills in	sometimes	their needs.	students.
	other areas.	promotes the	• The	
		application	candidate	
		or	promotes the	
		generalizatio	application or	

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

High Leverage Practices Component 6.1 - HLP 7 Component 6.2 - HLP 7, HLP 8, HLP 9, HLP 22

	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	Rasic (R)	Proficient (P)	Distinguished		
	(U)	Duste (D)	1 rojtetent (1)	(D)		
6.1 Candidates use	The	The	The candidate	The candidate		
effective routines		builds positive,	itive, caring	sustains positive,		
	r	itionships by	ips by taking initiative			
	eds and by responding		udents' strengths,	o learn and		
respectful, and		interests, and/or		ite students' strengths,		
productive	ways.	by responding to		and needs and by		
learning		thentic and	tful ways.	g to them in authentic		
environments for	fails to contact	ways.	The candidate	Ρ		
individuals with	verbal) the students'	The	ith students' families	The candidate		
	initiate an		understanding of	igages with students'		
exceptionalities.		e students' families	packgrounds and/or	deepen their		
	U	an understanding of		ding of students'		
		packgrounds and/or	The candidate	ltures, backgrounds,		
	rarely or never plans		implements positive	l traditions.		
	plements positive	The	l interventions and	The candidate		
	_	sometimes plans		ively plans and		
		plements positive	The candidate	s positive behavioral		
	The	l interventions and	r behavioral	ons and supports in a		
	rarely or never states		ns.	settings.		
	vioral expectations.	The	The candidate	The candidate		
		sometimes states	id uses data to monitor			
		vioral expectations.	havior and the	ns <i>and provides</i>		
	d uses data to	The	ess of their	of desired behaviors		
	udent behavior and	sometimes collects	ent plans.	t settings.		
	veness of their	ata to monitor	The candidate	The candidate		
	ent plans.	havior and the	es with teachers and	ld uses data to monitor		
	The	ess of their	essionals, in a team	havior and the		
	rarely or never	ent plans.	o address individual	ess of their		
	es with teachers and	The	sistently across school	ent plans and <i>uses this</i>		
	essionals, in a team	sometimes		ike purposeful		
	o address individual	es with teachers and	The candidate	the plan.		
	sistently across school		sures to prevent	The candidate		
			naltreatment,	es with teachers and		
		sistently across	and sexual assault, and	_		
		tings.	t any instances	in a team approach		
	naltreatment,	The	propriate channels.	individual needs		
		watches for bullying,		ly across school,		
	o not report instances			community settings.		
	1 1	ault, and they report		The candidate		
		ces through		i <i>ple active</i> measures		
		e channels.		bullying,		

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

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

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

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

High Leverage Practices

Component 7.1 - HLP 2
Component 7.2 - HLP 1, HLP 3
Component 7.3 - HLP 1
Component 7.4 - HLP 1

Component 7	.4 - HLP 1			
Outcome	Level of			
	Performance			
	Unsatisfactory	Basic (B)	Proficient (P)	Distinguished
	(U)			(D)
7.1 Candidates	• The	• The	• The	The candidate
utilize	candidate fails to	candidate	candidate	facilitates and
communication,	observe or	observes in a	participates in a	participates in a
group	participate in a	range of meetings	range of meetings	range of meetings
facilitation, and	range of meetings	with families and	with families and	with families and
problem-solving	with families and	other	other	other
strategies in a	other	professionals, such		
	professionals, such			
culturally	as annual planning		meetings,	meetings,
responsive	meetings,	transition	transition	transition
manner to lead	transition	meetings, and	meetings, and	meetings, and
effective	meetings, and	ongoing collaborative	ongoing collaborative	ongoing collaborative
meetings and	ongoing collaborative			
share expertise	meetings essential	meetings essential to instructional	meetings essential to instructional	meetings essential to instructional
and knowledge	to instructional	planning meeting	planning meeting	planning meeting
to build team	planning meeting	the student's	the student's	the student's
capacity and	the student's	behavioral needs	behavioral needs	behavioral needs
jointly address	behavioral needs	and progress	and progress	and progress
students'	and progress	monitoring.	monitoring.	monitoring.
instructional and	1 7	• The	• The	The candidate
behavior needs.	• The	candidate <i>actively</i>	candidate actively	encourages the
beliavior ficcus.	candidate fails to	listens to and	listens to and	sharing of multiple
	actively listen to	respects the	respects the	perspectives,
	and respect the	sharing of multiple	•	
	sharing of multiple	perspectives.	perspectives and	feedback, and
	perspectives.		responds in a	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, paraprofessional s within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their 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	 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 	 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 	 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

	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	
paraprofessiona	al
s in the	
paraprofessiona	al
s' role of	
supporting the	
education of	
individuals with	l
exceptionalities	
and their	
families.	

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