| + | Value 0.00 | Value 1.0 | Value 2.0 | Value 3.0 |
| --- | --- | --- | --- | --- |
| AA. Special Education: Development and Characteristics of Learners  CEC 1.0  (1.1, 1.2)  (IGC.1.K1, IGC.1.K2, IGC.1.K3, IGC.1.K4) | The plan *lacks demonstration of* an understanding of similarities and differences in the development of students with and without disabilities.  OR  The intern provides *no* accommodations for the learning needs, medical needs, sensory impairments, and other types of special needs the students may have who will participate with the lesson. | The plan reflects the intern's *emerging* understanding of similarities and differences in the development of students with and without disabilities.  AND  The intern provides *a few* accommodations for the learning needs, medical needs, sensory impairments, and other types of special needs the students may have who will participate with the lesson. | The plan reflects the intern's *basic* understanding of similarities and differences in the development of students with and without disabilities.  AND  The intern provides *appropriate* accommodations for the learning needs, medical needs, sensory impairments, and other types of special needs the students may have who will participate with the lesson. | The plan reflects the intern's *comprehensive* understanding of similarities and differences in the development of students with and without disabilities.  AND  The intern provides *all needed* accommodations for the learning needs, medical needs, sensory impairments, and other types of special needs the students may have who will participate with the lesson. |
| BB. Special Education – Instructional Strategies  CEC 5.0  (5.1, 5.3, 5.6)  (IGC.5.K1, IGC.5.S1, IGC.5.S2, IGC.5.S6, IGC.5.S7) | Intern *does not plan* the use of evidence- based strategies that are appropriate to teach the select content to students with and without disabilities within the general and special curricula.  OR  The plans *do not emphasize* explicit modeling, efficient guided practice, critical thinking, and self-awareness and self-management as is appropriate.  OR  Only acquisition is addressed, when fluency, maintenance, or generalization should also be considered. | Intern plans the use of *some* evidence- based strategies that are *mostly* appropriate to teach the select content to students with and without disabilities within the general and special curricula.  AND  The plans *include something* on explicit modeling, efficient guided practice, critical thinking, or self- awareness and self-management as is appropriate.  AND  Acquisition and fluency is addressed. | Intern plans the use of evidence- based strategies that are appropriate to teach the select content to students with and without disabilities within the general and special curricula.  AND  The plans *include some focus* on explicit modeling, efficient guided practice, critical thinking, and self-awareness and self-management as is appropriate.  AND  Acquisition, fluency, *maintenance, and generalization are usually addressed*, when appropriate. | Intern plans the use of evidence-based strategies that are *fully* appropriate to teach the select content to students with and without disabilities within the general and special curricula.  AND  The plans *emphasize* explicit modeling, efficient guided practice, critical thinking, and self-awareness and self-management as is appropriate.  AND  Acquisition, fluency, maintenance, and generalization *are all addressed*, when appropriate. |
| CC. Special Education – Language  CEC 5.0  (5.1, 5.3, 5.4)  (IGC.1.K10, IGC.5.S16) | Activities and strategies *do not show* understanding of typical and atypical language development for the students who will participate in the lesson.  OR  *No supports* are planned that reflect an understanding of the way students’ disabilities can influence their participation and response in the lesson.  OR  The activities and strategies selected *do not provide* any support to further develop language and communication skills in students with and without disabilities. | Activities and strategies show *some* understanding of typical and atypical language development for the students who will participate in the lesson.  AND  A *few* supports are planned that reflect an understanding of the way students’ disabilities can influence their participation and response in the lesson.  AND  The activities and strategies selected *will provide* little support to further develop language and communication skills in students with and without disabilities. | Activities and strategies showa *general* understanding of typical and atypical language development for the students who will participate in the lesson.  AND  *Some* supports are planned that reflect an understanding of the way students’ disabilities can influence their participation and response in the lesson.  AND  The activities and strategies selected *will provide* some support to further develop language and communication skills in students with and without disabilities. | Activities and strategies *fully* reflect an understanding of typical and atypical language development for the students who will participate in the lesson.  AND  *Appropriate* supports are planned that reflect an understanding of the way students’ disabilities can influence their participation and response in the lesson.  AND  The activities and strategies selected *will support* the further develop of language and communication skills in students with and without disabilities. |
| DD. Special Education-Collaborates Effectively in Planning  CEC 7.0  (7.1, 7.2, 7.3)  (IGC.7.K2, IGC.7.K4) | Intern *does not* work with the general educator, paraprofessional, parents (when appropriate), related service staff, etc. in developing appropriate lessons.  OR  Intern also *does not* develop independent living, career education, medical self-management, nor individualized transition plans with others, when given the opportunity. | Intern *occasionally* works with the general educator, paraprofessional, parents (when appropriate), or the related service staff in developing appropriate lessons.  AND  Intern also *supports* the mentor teacher in the development of independent living, career education, medical self-management, and individualized transition plans with others, when appropriate. | Intern *frequently* works with the general educator, paraprofessional, parents (when appropriate), related service staff, etc. in developing appropriate lessons.  AND  Intern also works *collaboratively* with the mentor teacher to develop independent living, career education, medical self-management, and individualized transition plans with others, when appropriate. | Intern *consistently* works with the general educator, paraprofessional, parents (when appropriate), related service staff, etc. in developing appropriate lessons.  AND  Intern also *takes the lead* in developing independent living, career education, medical self-management, and individualized transition plans with others, when appropriate. |
| EE. Special Education– Structuring Student Centered Learning Environments  CEC 2.0  (2.1, 2.2)  (IGC.5.S28, IGC.1.K4, IGC.4.S1,) | The intern provides *no support* for the development of self-awareness, self- esteem, self, management, independence, and emotional well-being.  OR  The intern also provides *no opportunities* to foster positive social interactions among students, including those with and without disabilities.  OR  Intern uses *aversive* techniques to control targeted behavior and to try to maintain student attention. | The intern provides *limited* support for the general development of self-awareness, self- esteem, self, management, independence, and emotional well-being.  AND  The intern also provides *limited* opportunities to foster positive social interactions among students, including those with and without disabilities.  AND  In addition, he or she uses *a* *nonaversive* technique to control targeted behavior and to try to maintain student attention. | The intern establishes an environment that proves *basic* support for the general development of self-awareness, self-esteem, self, management, independence, and emotional well-being.  AND  The intern also creates the environment to provide *some* opportunities to foster positive social interactions among students, including those with and without disabilities.  AND  In addition, he or she uses a *few nonaversive* techniques to control targeted behavior and to maintain student attention. | The intern establishes an environment that *fully* supports the development of self-awareness, self- esteem, self, management, independence, and emotional well-being. Individual needs are addressed related to these types of development.  AND  The intern also creates the environment to *fully* foster positive social interactions among students including those with and without disabilities.  AND In addition, he or she *consistently* uses a *variety* of *nonaversive* techniques to control targeted behavior and to maintain student attention. |
| FF. Special Education - Supports Inclusion  CEC 7.0  (7.1, 7.2, 7.3)  (IGC.5.S9, IGC.5.S29) | When students on the intern’s case load are included in the general classroom, the intern *does not* provide effective support to the general educator.  OR  The intern *does not* suggest strategies to foster meaningful learning either.  OR  The intern *does not* address the social participation of students across environments. | When supporting students’ inclusion in the general classroom program, intern provides *some* support to the general educator on the ways to include the students with disabilities.  AND  The intern also suggests *some* strategies to foster meaningful learning.  AND  Intern *minimally* supports the social participation of students in the general classroom. | When supporting students’ inclusion in the general classroom program, intern *provides* support to the general educator on the ways to include the students with disabilities.  AND  The intern also *suggests* strategies to foster meaningful learning.  AND  Intern *supports* the social participation of students across environments such as the general classroom and the school. | When supporting students’ inclusion in the general classroom program, intern *provides* support to the general educator on the best ways to include the students with disabilities  AND  The intern *appropriately implements* strategies to foster the learning of these students in this inclusive setting through the use of evidence-based practices.  AND  Intern *consistently* supports the social participation of students across environments. |
| GG. Special Education –Use of Evidence- Based Practice  CEC 5.0  (5.3, 5.4, 5.6)  (IGC.5.S1, IGC.6.K11) | The intern *does not* use appropriate evidence-based practices which does not result in positive learning outcomes for students with disabilities both in the general and special curricula.  OR  Intern *does not* use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory and retrieval.  OR  When working on reading comprehension, *does not try* to use systematic instruction to teach and to monitor progress, | The intern *at times* uses appropriate evidence-based practices which result in positive learning outcomes for students with disabilities both in the general and special curricula.  AND  Intern *occasionally* uses instructional methods to strengthen and compensate for deficits in perception, comprehension, memory and retrieval.  AND  When working on reading comprehension, intern *attempts to* use systematic instruction to teach and to monitor progress. | The intern *generally* uses appropriate evidence-based practices which usually result in positive learning outcomes for students with disabilities both in the general and special curricula, and for those who may be at risk.  AND  Intern *generally* uses instructional methods to strengthen and compensate for deficits in perception, comprehension, memory and retrieval.  AND  When working on reading comprehension, intern *generally* uses systematic instruction to teach and to monitor progress. | The intern *consistently* uses appropriate evidence-based practices which result in positive learning outcomes for students with disabilities both in the general and special curricula, and for those who may be at risk.  AND  Intern *consistently* uses instructional methods to strengthen and compensate for deficits in perception, comprehension, memory and retrieval.  AND  When working on reading comprehension, intern *consistently* uses systematic instruction to teach and to monitor progress. |
| HH. Special Education- Instruction for Development, Maintenance and Generalization of Skills  CEC 5.0  (5.1, 5.3, 5.4, 5.6)  (IGC.5.S13, IGC.5.S16) | Intern *does not consider* the students’ need for skill acquisition, fluency, maintenance, or generalization.  OR  Intern *does not* try to use systematic instruction when teaching acquisition and fluency in content reading and written language. | Intern *plans for* student skill acquisition, and maintenance. At times, fluency and generalization are considered  AND  Intern *attempts to* uses systematic instruction when teaching acquisition and fluency in content reading and written language. | Intern *generally plans* for student skill acquisition, fluency, maintenance, and generalization as part of instructional activities  AND  Intern *generally* uses systematic instruction when teaching acquisition and fluency in content reading and written language. | Intern consistently plans for student skill acquisition, fluency, maintenance, and generalization within instruction and activities  AND  Intern *consistently* uses systematic instruction when teaching acquisition and fluency in content reading and written language. |
| II. Special Education – Supports Students who are ELL  CEC 6.0  (6.3)  (IGC.1.K10, IGC.1.K12) | Intern *does not* attempt to provide appropriate supports for students who are ELL.  OR  The intern is *not concerned* with the acquisition of the content by students who are ELL. | Intern *attempts* to use appropriate communication methods and adaptations with students who are ELL, but is not always successful.  AND  The intern also *tries to ensure* that students who are ELL understand the content, but does not always use the correct technique to attain success. | Intern *generally* uses appropriate communication methods and adaptations with students who are ELL and considers students’ culture when communicating.  AND  The intern also *generally* uses evidence-based strategies to ensure that students who are ELL gain an understanding of the content being taught. | Intern *consistently* uses appropriate communication methods and adaptations with students who are ELL and considers students’ culture when communicating.  AND  The intern also *consistently* uses evidence-based strategies to ensure that students who are ELL gain an understanding of the content being taught. |
| JJ. Special Education- Monitoring Progress  CEC 4.0  (4.1, 4.2)  (IGC.4.S5, IGC.5.S14, IGC.5.S19) | The intern *does not* monitor student progress. | The intern *monitors* progress of students on *most* IEP goals.  AND  He or she also monitors behavior change programs and *some* student behavior within groups. | The intern *generally* monitors the progress of students with disabilities in the general curriculum but *consistently* monitors progress on students’ IEP goals.  AND  He or she also *generally* monitors behavior change programs and students’ behavior within groups across subjects and activities. | The intern *consistently* monitors the progress of students with disabilities in the general curriculum as well as on their IEP goals.  AND  He or she also *consistently* monitors behavior change programs and students’ behavior within groups across subjects and activities. |
| KK. Special Education –Collaborates Effectively with Parents  CEC 7.0  (7.1)  (IGC.4.K3, IGC.7.K1, IGC.7.S3) | The intern *does not* maintain written or oral communication with parents.  OR  When interacting with parents who visit the classroom, the intern *does not* show respect for the families’ circumstances and situations, nor for the way having their children with disabilities affects their families. | The intern maintains *some* written and oral communication with parents, even though the mentor teacher would support additional contact.  AND  The communication shows *some* respect for families’ circumstances and situations, and for the way having their children with disabilities affects their families. If given the opportunity, the intern *supports the mentor teacher while teaching parents* behavior management techniques that they can use with their child at home. | Intern *generally* maintains appropriate written and oral communication with parents that is appropriate for their role as a student teacher, and is provided under the supervision of the mentor teacher.  AND  When communicating, the intern shows a respect for the parents’ culture, for the issues faced by the individual families, and for the specific way having their child with disabilities affects their family. If given the opportunity the intern is *able to work with the mentor teacher to teach parents* behavior management techniques that they can use with their child at home. | Intern *consistently* maintains appropriate written and oral communication with parents that is appropriate for their role as a student teacher, and is provided under the supervision of the mentor teacher.  AND  When communicating, the intern shows a respect for the parents’ culture, for the issues faced by the individual families, and for the specific way having their child with disabilities affects their family. If given the opportunity under the supervision of the mentor teacher, the intern is *able to teach parents* behavior management techniques that they can use with their child at home. |
| LL. Special Education-Culturally Responsible Collaboration  CEC 7.0  (7.2)  (IGC.6.K7) | The intern *does not* collaborate with other professionals. | In order to assure that the needs of students with disabilities are met, the intern, *at times*, collaborates with other professionals when appropriate (e.g., general educators, related service staff, etc.).  AND  If given the opportunity, intern *follows* the mentor’s lead to co-plan and co-teach with the general educator. | In order to assure that the needs of students with disabilities are met, the intern *generally* collaborates in culturally responsive ways with other professionals when appropriate (e.g., general educators, related service staff, etc.).  AND  When asked, the intern *provides support* to these professionals, accepts guidance from them, and serves as a source of information on disabilities, the relevant laws, etc. If given the opportunity, intern is successful in co- planning and co-teaching with the general educator. When appropriate, the intern also advocates for the needs of the students with disabilities within the *classroom.* | In order to assure that the needs of students with disabilities are met, the intern *consistently* collaborates in culturally responsive ways with other professionals when appropriate (e.g., general educators, related service staff, community agency staff, etc.).  AND  The intern *provides support* to these professionals, accepts guidance from them, and serves as a source of information on disabilities, the relevant laws, etc. If given the opportunity, intern is successful in co- planning and co-teaching with the general educator.  When appropriate, the intern also advocates for the needs of the students with disabilities within the *classroom* and *schoolwide.* |
| MM. Special Education-Collaborates Effectively with General Educators and/or Related Services Personnel  CEC 7.0  (7.1, 7.2, 7.3)  (IGC.7.K2, IGC.7.K3, IGC.7.S2) | Although given the opportunity, the intern *does not work to facilitate* successful transitions for students. | When appropriate, the intern *works with the mentor teacher to facilitate* the successful transition of individuals with disabilities across settings and across services. | When appropriate, the intern *works with the general education teacher and related service staff to facilitate* the successful transition of individuals with disabilities across settings and across services. | When appropriate, the intern *works with the general education teacher, related service staff and community agency personnel to facilitate* the successful transition of individuals with disabilities across settings and across services. The intern supports the mentor teacher in working with community agencies to facilitate such transitions. |
| NN. Special Education – Professional and Ethical Practice  CEC 6.0  (6.1, 6.2., 6.3)  (IGC.6.K10, IGC.6.S1, IGC.6.S2, IGC.6.S3) | Intern is not concerned with ethical and professional standards. He or she does not participate in professional development activities, and functions, at times, outside the limits of practice for an intervention specialist. | Intern is becoming familiar with the ethical and professional standards established by CEC and is starting to be guided by these standards. The intern participates in some professional development activities, and is learning about the limits of his or her practice. | Intern is guided by the ethical and professional standards established by CEC. Intern belongs to professional groups such as CEC. The intern is reflective and seeks out professional development opportunities to keep current in the use of evidence-based practices. The intern practices within his or her own limits of practice. | Intern is guided by the ethical and professional standards established by CEC. Intern belongs to and engages in professional groups such as CEC. The intern reflects on his or her performance and regularly seeks out professional development opportunities to keep current in the use of evidence-based practices. The intern practices within his or her own limits of practice. |