

Special Education End of Placement Assessment

Domain I: Planning and Preparation

Instructions: The Planning and Preparation Section is comprised of elements to evaluate all aspects of individualized instructional planning and design of individualized instruction.

Teacher candidates who excel in Planning and Preparation understand “Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula” (Council for Exceptional Children, Content Standards, pg. 2)

Teacher candidates understand the process, relevant law, and policies to develop an individualized education program (IEP). The candidates also present a clear understanding of professional collaboration, the roles of all IEP team members, and professional communication skills appropriate to the field of special education and professional practice.

Please rate your candidate on the following elements assessing planning and preparation using the four-category performance scale.

Knowledge of Students’ Varied Needs and Approaches to Learning: Understands how all students vary in their needs and approaches to learning. (CEC Standards 3,5,6,7)

- Unacceptable:** Teacher candidate is unfamiliar with the different needs and approaches to learning that students exhibit, such as learning styles, modalities, and different “intelligences”.
- Developing:** Teacher candidate sometimes displays general understanding of the different needs and approaches to learning that students exhibit.
- Proficient:** Teacher candidate displays solid understanding of the different needs and approaches to learning that different students exhibit.

- Exemplary:** Teacher candidate uses, where appropriate, knowledge of students' varied needs and approaches to learning in instructional planning.
- N/A** Not applicable to this placement,

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Knowledge of Prerequisite Relationships: Understands how students with disabilities learn and develop and supports the intellectual, social, emotional, language and behavioral development of all students. (CEC Standards 2, 5, 6, 7)

- Unacceptable:** Teacher candidate displays little understanding of prerequisite knowledge important for student learning.
- Developing:** Teacher candidate indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.
- Proficient:** Teacher candidate plans and practices reflect understanding of prerequisite relationships among topics and concepts.
- Exemplary:** Teacher candidate actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Inclusive Lesson and Unit Structure: Planning structures are based on individual needs of all learners, district and state standards, and have clearly developed goals for all learners. (CEC Standards 3, 7)

- Unacceptable:** The inclusive lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.
- Developing:** The inclusive lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.
- Proficient:** The inclusive lesson or unit has logically organized activities around a clearly defined structure. Time allocations are reasonable.
- Exemplary:** The inclusive lesson's or unit's structure is clear and allows for different pathways according to student needs. Use of time is an exemplar.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Selecting Instructional Goals: Goals are individualized to the needs of all students and represent learning opportunities that support learning potential. (CEC Standards 3, 7)

- Unacceptable:** Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.
- Developing:** Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.
- Proficient:** Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.
- Exemplary:** Not only are the goals valuable, but teacher candidate can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Assessment Criteria and Standards: Plan formal and informal assessment strategies to ensure continuous progress monitoring. (CEC Standards 7, 8)

- Unacceptable:** The proposed approach contains no clear criteria or standards.
- Developing:** Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.
- Proficient:** Assessment criteria and standards are clear and have been clearly communicated to students.
- Exemplary:** Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Professional Collaboration for Planning Purposes: Collaboratively plans with team members to develop an instructional plan for all learners. (CEC Standards 4, 7)

- Unacceptable:** Does not collaboratively plan with team members.

- Developing:** Collaboration is presented, but inconsistent with some team members.
- Proficient:** Collaboration is consistent and appropriate using a variety of planning techniques with all team members.
- Exemplary:** Collaboration is clear and consistent and flexible with individualized instructional planning for learners, utilizing expertise of all team members.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Adherence to Laws and Policies: Adheres to relevant national, state, and district laws and policies that influence the education and treatment of all learners. (CEC Standards 7, 8)

- Unacceptable:** Teacher candidate does not adhere to relevant national, state, and district laws and policies that influence the education and treatment of all learners.
- Developing:** Teacher candidate understands relevant national, state, and district laws influencing education and treatment of all learners, but needs additional development to apply uniformly.
- Proficient:** Teacher candidate understands and applies relevant national, state, and district laws to improve the education and treatment of all learners.
- Exemplary:** Teacher candidate displays extensive understanding and ramifications of relevant national, state, and district laws that will result in individualized growth of all learners.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Instructional Assessment Planning: Plan to collect and interpret assessment of student performance congruent with lesson or unit goals for all learners. (CEC Standards 7, 8)

- Unacceptable:** Content and methods of assessment lack congruence with instructional goals.
- Developing:** Some of the instructional goals are planned to be assessed through the proposed approach, but many are not.
- Proficient:** All the instructional goals are planned to be assessed through the proposed plan, but the approach is more suitable to some goals than to others.

- Exemplary:** The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
- N/A** Not applicable to this placement

[Add Comment...](#)

Collaboration Resources for Teaching: Fosters collaborative relationships in the professional community with resources that support the learning and well-being of all students. (CEC Standard 7)

- Unacceptable:** Teacher candidate is unaware of resources available through the school, district, professional organizations, or community.
- Developing:** Teacher candidate displays limited awareness of resources available through the school, district, professional organizations, or community.
- Proficient:** Teacher candidate is fully aware of all resources available through the school, district, professional organizations, or community.
- Exemplary:** In addition to being aware of school and district resources, teacher candidate actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Domain II: The Classroom Environment

Instructions: The elements of this section are designed to evaluate “a learning environment in which diversity is valued and individuals are taught to live harmoniously and productively in a diverse world. The learning environment encourages independence, accessibility, self motivation, self determination, personal empowerment, and self advocacy of students with disabilities” (Council for Exceptional Children, Content Standards. pg. 2).

When necessary, special educators can safely intervene, coordinate classroom activities, and identify support and adaptations required for individuals and use appropriate assistive technologies (AT) to support their learning. The skills are demonstrated in classroom interactions and observed in action in the learning environment(s) by evaluator.

Please rate your teacher candidates on the following elements assessing the quality of the learning environment using the four category performance scale.

Safety and Accessibility to Learning and Use of Physical Resources: Manages universal design for learning so learning is accessible to all. (CEC Standards 5, 6)

- Unacceptable:** The classroom is unsafe and teacher candidate uses physical resources poorly. Learning is not accessible to some students.
- Developing:** The classroom is safe and teacher candidate uses physical resources adequately. Essential learning is accessible to all students.
- Proficient:** The classroom is safe and teacher candidate uses physical resources skillfully. All learning is equally accessible to all students.
- Exemplary:** The classroom is safe and both teacher candidate and students use physical resources optimally. Students ensure that all learning is equally accessible to all students.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Adapting Instructional Materials and Resources: Utilizes universal design for learning (UDL) so learning is accessible to all. (CEC Standards 5, 6)

- Unacceptable:** Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.
- Developing:** Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.
- Proficient:** Instructional materials and resources are suitable to the instructional goals and engage students mentally.
- Exemplary:** Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptations, or creation of materials to enhance their own purposes.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Expectations for Learning: Creates a supportive and safe learning environment based on individual needs of learners and on assessment data. (CEC Standard 5, 6, 8)

- Unacceptable:** Does not create a supportive and safe learning environment.
- Developing:** A supportive and safe learning environment is adequate.
- Proficient:** A supportive and safe learning environment is implemented smoothly: flexible changes are made based on individual needs.
- Exemplary:** A supportive and safe learning environment is continually implemented and operates smoothly for each individual student.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Instructional Materials and Resources, including Assistive Technology: Uses a variety of instructional strategies to encourage performance, critical thinking, problem solving, and social skills that support and challenge students. (CEC Standard 4, 5, 6, 7)

- Unacceptable:** Assistive technology, materials and resources do not support the instructional goals or engage students in meaningful learning.
- Developing:** Some of the assistive technology, materials and resources support the instructional goals, and some engage students in meaningful learning.

- Proficient:** Assistive technology, materials and resources support the instructional goals, and engage students in meaningful learning.
- Exemplary:** Assistive technology, materials and resources support the instructional goals, and engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Pedagogy for Learning Environment: Uses pedagogical methods to create inclusive learning environments meaningful for all students based on assessment data. (CEC Standards 5, 6, 8)

- Unacceptable:** Teacher candidate displays little understanding of pedagogical methodology involved in student learning of the content.
- Developing:** Teacher candidate displays basic pedagogical methodology but does not anticipate student misconceptions.
- Proficient:** Pedagogical practices reflect current evidence-based research on best pedagogical practice within the discipline but without anticipating student misconceptions.
- Exemplary:** Teacher candidate displays continuing search for evidence-based best practice and anticipates student misconceptions.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Employing Appropriate Assistive Technology: Uses assistive technology to support learning. (CEC Standards 5, 6)

- Unacceptable:** Never uses assistive technology and media communications to support learning by students.
- Developing:** Integrates assistive technology and media communications but it contributes little to student learning.
- Proficient:** Consistently integrates assistive technology and media communications making some contribution to learning.
- Exemplary:** Is innovative and creative, and appropriately integrates assistive technology and media communications that contribute significantly to student learning.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Learning Environment Encourages Learners: Learning environment fosters and encourages independence, self motivation, self direction, personal empowerment, and self determination of all learners. (CEC Standards 3, 5, 6)

- Unacceptable:** Teacher candidate is unaware or unable to develop the learning environment so as to support and encourage the self growth of all learners.
- Developing:** Teacher candidate understands the need for supporting and encouraging self growth, but the development of the learning environment is sporadic or inconsistent for all learners.
- Proficient:** Teacher candidate supports and encourages the self growth of all learners, using appropriate methods and resources within the learning environment.
- Exemplary:** Teacher candidate holds high expectations for the self growth of all learners, promoting independence, self motivation, self direction, personal empowerment, and self determination of all learners.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Domain III: Classroom Instruction

Instructions: The elements of this section are designed to evaluate the ability of the teacher candidate to enhance student learning through actual engagement of students in the appropriate academic content. This includes professional skills of communication, questioning and discussion techniques, motivating and engaging students in learning, providing feedback to students and their families, and being flexible and responsive to learners with diverse needs. We recognize that in the field of special education the “classroom” may be many different settings, including a variety of inclusive and “pull out” options.

Teacher candidates who excel in classroom instruction “possess a repertoire of evidence-based instructional strategies to individualize learning for all students and to promote positive learning results through the selection, adaptations, and use of these strategies” (Council for Exceptional Children, Content Standards, pg. 2).

Please rate your teacher candidates on the following elements assessing classroom instruction using the four category performance scale.

Student Participation: Promotes mutual inquiry, risk taking, and active engagement in learning. (CEC Standards 6, 7)

- Unacceptable:** Only a few students participate in the discussion.
- Developing:** Teacher candidate attempts to engage all students in the discussion, but with limited success.
- Proficient:** Teacher candidate successfully engages all students in the discussion.
- Exemplary:** Students themselves ensure that all voices are heard in the discussion.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Monitors and Responds to Student Behavior: Plans for, encourages and monitors active engagement in learning and positive social interactions. Manages discipline problems in accordance with the administrative regulations of the school. (CEC Standards 4, 5, 6, 7, 8)

- Unacceptable:** Teacher candidate is unaware of what students are doing, does not monitor behavior or does not respond to misbehavior. May be overly repressive in

their response or does not respect the dignity of students.

- Developing:** Teacher candidate is generally aware of student behavior, but may miss the activities of some students. Attempts at addressing misbehavior are met with uneven results.
- Proficient:** Teacher candidate is alert to student behavior at all times and their responses are effective and respect the dignity of students.
- Exemplary:** Monitoring by teacher candidate is subtle, preventative, highly effective, and sensitive to students' individual needs. Students monitor their own and their peers' behavior, correcting one another respectfully.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Management of Transitions: Transitions are productive and do not result in loss of instructional time. (CEC Standards 4, 7)

- Unacceptable:** Much time is lost during transitions.
- Developing:** Transitions are sporadically efficient resulting in some loss of instructional time.
- Proficient:** Transitions occur smoothly with little loss of instructional time.
- Exemplary:** Transitions are seamless with students assuming some responsibility for efficient operation.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Grouping and Management of Instructional Groups: Engages and manages all students in active learning, including appropriate use of cooperative and peer groups for instructional purposes. (CEC Standards 4, 5, 6)

- Unacceptable:** Instructional groups are inappropriate to the students or to the instructional goals. Students are not productively engaged in learning.
- Developing:** Instructional groups are only partially appropriate to the students or only moderately successful. Tasks for group work are partially organized, resulting in some off-task behavior.
- Proficient:** Instructional groups are productive and fully appropriate to the students or to the instructional goals of the lesson. Tasks for group work are organized, and groups are managed, so most students are engaged at all times.
- Exemplary:** Instructional groups are productive and fully appropriate to the

instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding. Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.

N/A Not applicable to this placement.

[Add Comment...](#)

Oral and Written Language: Provides effective language models and uses a variety of communication strategies based on assessment data to facilitate understanding. (CEC Standards 6, 8)

Unacceptable: Teacher candidate's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and/or syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.

Developing: Teacher candidate's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages, individual needs, or backgrounds.

Proficient: Teacher candidate's spoken and written language is clear and correct. Vocabulary is appropriate to students' age, individual needs, and interests.

Exemplary: Teacher candidate's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

N/A Not applicable to this placement.

[Add Comment...](#)

Directions and Procedures: Understands typical and atypical language development and match communication methods to meet the needs of all students. (CEC Standard 6)

Unacceptable: Teacher candidate's methods, directions and procedures are confusing to students.

Developing: Teacher candidate's methods, directions and procedures are clarified after initial student confusion or are excessively detailed.

Proficient: Teacher candidate's methods, directions and procedures are clear to students and contain an appropriate level of detail.

Exemplary: Teacher candidate's methods, directions and procedures are clear to students and anticipate possible student misunderstanding.

N/A Not applicable to this placement.

[Add Comment...](#)

Questioning Techniques: Models effective questioning strategies to check for understanding and promote critical thinking skills. (CEC Standards 7, 8)

- Unacceptable:** Teacher candidate's questions are poorly constructed and ineffective.
- Developing:** Teacher candidate's questions encourage predominantly low-level thinking. Only some invite a response.
- Proficient:** Most of teacher candidate's questions encourage higher-level thinking and wait time is used effectively.
- Exemplary:** Teacher candidate's questions promote high-level, critical thinking, with adequate time for students to respond.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Discussion Techniques: Supports and expands learner expression in interactive dialogues. (CEC Standard 6, 7, 8)

- Unacceptable:** Interaction between teacher candidate and students is predominantly recitation style, with teacher candidate mediating all questions and answers.
- Developing:** Teacher candidate attempts to engage students in a true discussion, with uneven results.
- Proficient:** Classroom interaction represents true discussion, with teacher candidate leading and facilitating learning.
- Exemplary:** Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions as a result of the teacher candidate.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Lesson Adjustment and Response to Students: Is flexible and adapts based on the individual needs of all students, including those with attention issues. (CEC Standards 3, 4, 7, 8)

- Unacceptable:** Teacher candidate adheres rigidly to an instructional plan, even

when a change will clearly improve a lesson. Teacher candidate ignores or brushes aside students' questions or interests.

- Developing:** Teacher candidate attempts to adjust a lesson with mixed results. Teacher candidate attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.
- Proficient:** Teacher candidate makes an adjustment to a lesson, and the adjustment occurs smoothly. Teacher candidate successfully accommodates students' questions or interests.
- Exemplary:** Teacher candidate successfully and consistently makes adjustment to lessons and opportunities to enhance learning.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Feedback Quality: Accurate, substantive, constructive, specific, and timely. Feedback is positive, immediate, and corrective of any misunderstanding. (CEC Standard 8, 9)

- Unacceptable:** Feedback is of uniformly poor quality, not provided in a timely manner, or not provided by any means to students and their families.
- Developing:** Feedback is inconsistent in quality to students or families. Some elements of high quality are present and others are not. Timeliness of feedback is inconsistent.
- Proficient:** Feedback is consistently high quality and is consistently provided in a timely manner to both students and families.
- Exemplary:** Feedback is consistently high quality. Provision is made for students to use feedback in their learning and for parents to assist and be aware of their child's progress within the classroom. Feedback is consistently provided in a timely manner.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Persistence: Uses a variety of instructional approaches to meet the individual needs of all students. (CEC Standards 4, 7, 8)

- Unacceptable:** When a student has difficulty learning, the teacher candidate either gives up or blames the student or the environment for the student's lack of success.
- Developing:** Teacher candidate accepts responsibility for the success of all students. Teacher candidate does not consider use of alternative instructional strategies.

- Proficient:** Teacher candidate persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.
- Exemplary:** Teacher candidate persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Activities and Assignments: Creates activities and assignments that promote a learning community of openness, mutual respect, support, and learning. (CEC Standards 4, 7, 8)

- Unacceptable:** Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.
- Developing:** Some activities and assignments are appropriate to students and engage them mentally. Teacher candidate does not use an array of activities and assignments.
- Proficient:** Most activities and assignments are appropriate to students. Almost all students are cognitively engaged.
- Exemplary:** All students are cognitively engaged in the activities and assignments. Students initiate or adapt activities and projects to enhance understanding.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Structure and Pacing: Pacing is appropriate to the needs of all students and maintains active learning and interest. (CEC Standards 4, 7)

- Unacceptable:** The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.
- Developing:** The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.
- Proficient:** The lesson has a clearly-defined structure around which the activities are organized. Pacing of the lesson is appropriate.
- Exemplary:** The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

N/A Not applicable to this placement.

[Add Comment...](#)

Representation of Content: Conveys the central concepts, tools of inquiry, and structures of the discipline(s). (CEC Standard 6)

- Unacceptable:** Representation of content is inappropriate and unclear or uses poor examples and analogies.
- Developing:** Representation of content is inconsistent in quality. Some is done skillfully, with examples and analogies. Other portions are difficult to follow.
- Proficient:** Representation of content is appropriate and links well with students' knowledge and experience.
- Exemplary:** Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Importance of the Content: Provides rationale for the reason and importance of the learning process and activities. (CEC Standard 6)

- Unacceptable:** Teacher candidate or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.
- Developing:** Teacher candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.
- Proficient:** Teacher candidate conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.
- Exemplary:** Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Multiple Types of Assessments: Uses multiple types of assessment information for a variety of educational decisions. (CEC Standard 8)

- Unacceptable:** Teacher candidate does not use assessment information or applies assessment information inappropriately to make educational decisions.
- Developing:** Teacher candidate sometimes uses assessment information to make appropriate educational decisions based on the individual needs of all learners.
- Proficient:** Teacher candidate uses assessment information to make appropriate educational decisions based on the individual needs of all learners.
- Exemplary:** Teacher candidate uses assessment information in a highly cohesive manner effectively making a variety of educational decisions based on the individual needs of all learners.
- N/A** Not applicable to this placement.

Domain IV: Professional Responsibilities

Instructions: The elements of this section are designed to assess behaviors associated with the field of special education and the education of individuals with disabilities. “Special educators know and demonstrate respect for their students and their families first as unique human beings. Special educators understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life” (Council for Exceptional Children. Content Standards. pg. 1-3).

They use communication strategies and resources to facilitate understanding by the individual with disabilities and their families. The special educator views him/herself as a lifelong learner and engages in ongoing professional activities designed to improve practice. They can effectively articulate a rationale for professional practice and are guided by the profession’s ethics and professional standards. They understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services within the school system.

Please rate your teacher candidates on the following elements assessing professional responsibilities using the four category performance scale.

Constructive Suggestions and Feedback: Solicits feedback from other professionals and uses it productively for reflection and professional growth. (CEC Standards 9, 10)

- Unacceptable:** Teacher candidate is reluctant to accept suggestions and feedback. Makes little or no attempt to make improvements. May be defensive or creates excuses for actions.
- Developing:** Teacher candidate will discuss suggestions and feedback. Makes some attempt to make improvements.
- Proficient:** Teacher candidate willingly accepts suggestions and feedback from others. Attempts to make improvements.
- Exemplary:** Teacher candidate seeks out suggestions and feedback from others. Effectively uses feedback to make improvements.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Partnerships: Engagement of families in the instructional program. (CEC Standards 9, 10)

- Unacceptable:** Teacher candidate makes no attempt to engage families in the instructional program, or such attempts are inappropriate.
- Developing:** Teacher candidate makes modest or inconsistently successful attempts to engage families in the instructional program.
- Proficient:** Teacher candidate's efforts to engage families in the instructional program are frequent and successful.
- Exemplary:** Teacher candidate's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Collaboration: Establishes and maintains positive relationships with colleagues. (CEC Standard 10)

- Unacceptable:** Teacher candidate's relationships with colleagues are negative or self-serving.
- Developing:** Teacher candidate maintains collaborative relationships with colleagues to fulfill the duties that the school or district requires.
- Proficient:** Support and cooperation characterize collaborative relationships with colleagues.
- Exemplary:** Support and cooperation characterize collaborative relationships with colleagues. Teacher candidate takes initiative in assuming leadership among the

faculty.

- N/A** Not applicable to this placement.

[Add Comment...](#)

Lifelong Learner: Enhances knowledge and pedagogical skill from the field of special education. (CEC Standard 9)

- Unacceptable:** Teacher candidate engages in no professional development activities to enhance knowledge or skills.
- Developing:** Teacher candidate participates in professional activities to a limited extent.
- Proficient:** Teacher candidate seeks out opportunities for professional development to enhance research based knowledge and pedagogical skills from the field of special education.
- Exemplary:** Teacher candidate seeks out opportunities for professional development and makes a systematic attempt to conduct action research in the classroom.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Professional Growth: Analyzes own performance and seeks sources of improvement. (CEC Standard 9)

- Unacceptable:** Teacher candidate is unable to state the effectiveness of lesson or misjudges its level of success. Fails to make suggestions for lesson improvement.
- Developing:** Teacher candidate has a minimal impression of a lesson's effectiveness. Does not ask for suggestions to improve instruction.
- Proficient:** Teacher candidate describes how a lesson met its objectives. Identifies adjustments for the future.
- Exemplary:** Teacher candidate thoughtfully assesses the strengths and weaknesses of lessons. Looks for ways to improve and understands how adjustments could be made for the future.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Professionalism: Maintains professional conduct as evidenced by punctuality, interaction with others, preparedness and initiative. (CEC Standards 9, 10)

- Unacceptable:** Teacher candidate does not maintain professional conduct and/or appearance.
- Developing:** Teacher candidate inconsistently maintains professional conduct and/or appearance.
- Proficient:** Teacher candidate maintains professional conduct and appearance consistently.
- Exemplary:** Teacher candidate consistently maintains professional conduct and appearance across a variety of settings and situations requiring a high level of professionalism.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Respect for Others: Teacher candidate understands issues of human diversity and demonstrates positive interactions with diverse students, families, cultures, and schools. (CEC Standard 9, 10)

- Unacceptable:** Teacher candidate interacts with diverse students, families, cultures and schools, are negative, demeaning, sarcastic, or inappropriate.
- Developing:** Teacher candidate interacts with diverse students, families, cultures and schools are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for human diversity.
- Proficient:** Teacher candidate interacts with diverse students, families, cultures and schools are friendly and demonstrate general warmth, caring, and respect.
- Exemplary:** Teacher candidate demonstrates genuine caring and respect for diverse students, families, cultures and schools.
- N/A** Not applicable to this placement.

[Add Comment...](#)

Professional Communication: Understands how ways of communicating can influence practice. (CEC Standards 9, 10)

- Unacceptable:** Teacher candidate is insensitive to his/her own and others' attitudes, behaviors and ways of communicating.
- Developing:** Teacher candidate is aware of his/her own and others' attitudes,

behaviors, and ways of communicating but does not demonstrate varied ways of communicating.

- Proficient:** Teacher candidate is aware of his/her own and others' attitudes, behaviors, and ways of communicating and demonstrates varied ways of communicating in most situations.
- Exemplary:** Teacher candidate is aware of his/her own and others' attitudes, behaviors, and demonstrates varied ways of communicating in all situations.
- N/A** Not applicable to this placement.
[Add Comment](#)