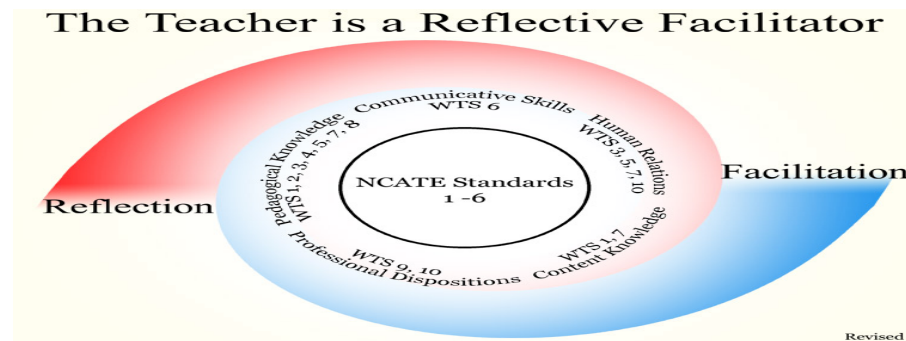


**Student Name:** \_\_\_\_\_  
**Placement School and City:** \_\_\_\_\_  
**Cooperating Teacher:** \_\_\_\_\_

**Semester/Year:** \_\_\_\_\_  
**University Supervisor:** \_\_\_\_\_

**University of Wisconsin-Whitewater**  
**Department of Special Education**  
**Cross Categorical Directed Teaching and Graduate Practicum**  
**SPECFLD 489 (A-D) Directed Teaching 3-12 Credits**  
**SPECFLD 789 (A-D) Graduate Practicum 1-6**  
**SPECFLD 793 (A-D) Inservice Practicum 1-6 credits**



Our conceptual framework, The Teacher is a Reflective Facilitator, is the underlying structure in our teacher preparation program at UW-Whitewater that gives conceptual meanings through an articulated rationale to our operation. It also provides direction for our licensure programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. In short, our teacher education program is committed to reflection upon practice; to facilitation of creative learning experiences for pupils; to constructivism in that all learners must take an active role in their own learning; to information and technology literacy; to diversity; and to inquiry (research/scholarship) and assessment. Therefore, all syllabi pertaining to courses required for licensure reflect commitment to these underlying principles.

### **Course Description:**

#### **SPECFLD 489 (A-D) Directed Teaching 3-12 Credits**

Offered on a satisfactory/no credit basis only. Professional laboratory, classroom, or center based experiences under the guidance of carefully selected, qualified cooperating teachers in classroom in area school districts or other approved sites. Repeatable. Prerequisite: Senior Status, completion of basic requirements on student Academic Record and admission to professional education. Grades of Incomplete, D or F in special education course (prefix SPECED OR SPECFLD) must be removed before the student can enroll in this course.

#### **SPECFLD 789 Practicum /SPECFLD 793 Inservice Practicum ( 1-6 credits –as determined on licensure plan)**

Prerequisite: Graduate status, application and interview with Field Studies coordinator and completion of 9 credits at UW-Whitewater, and designated curriculum check sheet requirements.

**Text:** The University supervisor reserves the right to have students access all previous textbooks related to the knowledge and skills of the special education program.

**Additional Resources:**

DEPARTMENT OF SPECIAL EDUCATION WEB SITE: <http://academics.uww.edu/speced/students/index.htm>

\*Wisconsin Department of Public Instruction: <http://www.dpi.state.wi.us/dpi/dlsea/een/eligild.html>

\*Reauthorization of the Individuals with Disabilities Education Act, H.R. 1350: <http://thomas.loc.gov/cgi-bin/query/z?c108:H.R.1350:<<update-043003.doc>>>

**University Policies**

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details, please refer to the University Handbook at [www.uww.edu/uwwhdbk/](http://www.uww.edu/uwwhdbk/) or the Undergraduate and Graduate Timetables; the “Rights and Responsibilities” section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the “Student Academic Disciplinary Procedures” [UWS Chapter 14]; and the “Student Nonacademic Disciplinary Procedures” [UWS Chapter 17]).

**Non-Discrimination Statutes Relative To University Of Wisconsin-Whitewater Students**

The Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Wisconsin Statute 36.12 provide collectively, and in part, that no student may be denied admission to participation in, or the benefits of, or be discriminated against in any service, program, course or facility of the (UW) system or its institutions or centers because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital or parental status. The Title IX Coordinator for UW-Whitewater is the Assistant to the Chancellor for Affirmative Action and Equal Opportunity (phone 262-472-1072). Title IX specifically prohibits sex discrimination in educational institutions.

**Non-DISCRIMINATION ON THE BASIS OF DISABILITY**

Section 504 of the Rehabilitation Act of 1973 provides that "no qualified individual with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from Federal financial assistance." The Americans with Disabilities Act (ADA) states "No qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity." Applicants or students who believe that they may have been subjected to discrimination on the basis of disability in any campus program, activity or service should contact: Compliance Coordinator, Section 504 and ADA Regulations (non-employment), 330 Hyer Hall, 262-472-1072.

**Academic Misconduct**

The Board of Regents, administrators, faculty, academic staff and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

**Nonacademic Misconduct**

The board of regents, administration, faculty, academic staff and students of the University of Wisconsin system believe that the teaching, learning, research and service activities of the university can flourish only in an environment that is safe from violence and free of harassment, fraud, theft, disruption and intimidation. The university has a responsibility to identify basic standards of nonacademic conduct necessary to protect the community, and to develop procedures to deal effectively with instances of misconduct while observing the procedural and substantive rights of student. Any person who violates state or federal laws on university property may face prosecution in the appropriate courts. In addition, students, faculty or staff who violate university standards are subject to university disciplinary action. This chapter describes the standards and procedures for addressing nonacademic misconduct by students.

**Accommodation of Religious Beliefs**

It is the policy of the Board of Regents that students' sincerely held religious beliefs shall be reasonably accommodated with respect to scheduling all examinations and other academic requirements.

1. Students shall be permitted to make up an examination or other academic requirement at another time or by an alternative method, without any prejudicial effect, where:
  - a. There is a scheduling conflict between the students' sincerely held religious beliefs and taking the examination or meeting the academic requirements; and,
  - b. The students have notified the instructor, within the first three weeks of the beginning of classes (within the first week of summer session and short courses), of the specific days or dates on which they will request relief from an examination or academic requirement.
2. Instructors may schedule a make-up examination or other academic requirement before or after the regularly scheduled examination or other academic requirement.
3. Instructors shall accept, at face value, the sincerity of students' religious beliefs.
4. Student notification of instructors and requests for relief shall be kept confidential.
5. Complaints of failure to provide reasonable accommodation of students' sincerely held religious beliefs as required by this rule may be filed under institutional complaint and grievance procedures adopted pursuant to Chapters UWS 6 and 13. For additional information or to file a grievance regarding a failure to provide reasonable accommodation, please contact the Office of the Diversity and Equal Opportunity Compliance Office (Hyer Hall, Room 330, Phone 262-472-1072).

#### **Absence for University Sponsored Events**

University policy adopted by Faculty Senate and the Whitewater Student Government states that students will not be academically penalized for missing class in order to participate in university-sanctioned events. They will be provided an opportunity to make up any work that is missed; and if class attendance is a requirement, missing a class in order to participate in a university-sanctioned event will not be counted as an absence. A university-sanctioned event is defined to be any intercollegiate athletic contest or other such event as determined by the Provost. Activity sponsors are responsible for obtaining the Provost's prior approval of an event as being university sanctioned and for providing an official list of participants. Students are responsible for notifying their instructors in advance of their participation in such events.

#### **Department of Special Education Portfolio Assessment System - Phase 4 Requirements.**

Please note that the course requirement schedule reflects the Wisconsin Teacher Standards (WTS) and Council of Exceptional Children (CEC)/NCATE Standards. The department of special education has approved 4 required artifacts of performance for the Phase 4 portfolio that will be graded according to the Department of Special Education Assessment System. Please refer to the Department of Special Education website at <http://academics.uww.edu/speced/>. Students will also be enrolled in the Phase 4 portfolio class to learn about the WTS/CEC/NCATE Standards Teaching Standards: <http://www.dpi.state.wi.us/dpi/dlsis/tel/pi34.html#teacherstandards3402>; portfolio requirements and compile their final philosophy and artifact narrative statement.

## **Course Expectations**

**Listed below are the minimum requirements for a student to satisfactorily complete directed teaching or graduate practicum/in-service. Please review these expectations with your cooperating teacher and university supervision at the beginning of the semester.**

Thank you very much for our assistance and commitment to excellence in teacher preparation.

#### **Preparation for Directed Teaching**

- 1 Contact your cooperating teacher and principal prior to the first day of directed teaching and make a visit if possible.
- 2 Present your Personal Data Sheet to the Cooperating teacher and University supervisor.
- 3 Read the Directed Teaching Manual for determining university expectations.
- 4 Request a copy of the school's Policy and Procedures Manual; read it as soon as possible.
- 5 Establish procedures for notifying the Cooperating Teacher and University Supervisor if you are going to be absent.
- 6 Provide your Cooperating Teacher with a copy of this syllabus and all information from the office of Field Experience.

## Professionalism

1. Be an active and responsive team member by supporting the program personnel, contributing to the goals of the program and participating in program activities.
2. Demonstrate consideration and professionalism with learners, peers, other professionals, and families.
3. Maintain CONFIDENTIALITY regarding students, families, teachers, schools, and school districts.
4. Seek and incorporate feedback from the cooperating teacher and University supervisor. Reflect on yourself as a learner through narrative as part of the weekly progress report completed and mailed to the University supervisor.
5. Dress in an appropriate, professional manner.
6. Maintain high levels of professional performance and ethical standards.
7. Behave at all times as though your directed teaching experience is a job, with the same expectations for timely arrival and departure and participation in all school activities. Students are expected to follow the calendar of the sponsoring district.
8. Complete and mail required forms/ reports on time as explained to you by the University supervisor (e.g., teaching schedule, class master schedule, weekly progress report, and pre-observation conference report.)

## Specific Instructional Products and Phase 4 artifacts.

You are responsible for assembling all of the following instructional products into one comprehensive portfolio. Clearly label each product and attach graded rubrics. Artifacts should be made available to the University supervisor for review during each visit. As part of each conference with your university supervisor, be prepared to dialogue about your knowledge and skill of all relevant WTS and CEC Standards as they relate to each product.

## Phase 4 Portfolio Artifact overview– see detailed criteria and rubrics for each artifact toward end of syllabus

### 1. Educational Evaluation (Standards 2, 8, 9)

*Description:* This artifact requires teacher candidates to complete an educational evaluation of a public school learner using a comprehensive evaluation tool related to academic potential. Students learn to administer, score, and interpret the results of the test. Students write a report of the results of their findings. The test may be completed as part of a series of tests that would be administered to evaluate a learner that has been referred for evaluation for a suspected exceptional learning need. The test could also be completed for a re-evaluation of a learner already enrolled in a special education program as deemed necessary by the IEP Team.

### 2. Differentiated Unit (Standards 3, 4, 7)

*Description:* This artifact requires development of a series of group activities within one differentiated unit. The differentiated unit may primarily focus on academic or affective domains. Specific components of this artifact include: unit rationale, group instructional goals, differentiated individual accommodations, modifications, and outcomes and with rationale and relationship to IEP goals, identified a **complete lesson plan** for each activity including materials, time frame, integration of technology, co-teaching and paraprofessional roles and responsibilities, and instructional procedures. Additional required components are measurement of individual and group performance, reflective evaluation of overall success of each lesson/activity. Reflection should include difficulties that arose during implementation, how those problems were addressed during instruction, changes that will be made for the future, and pedagogical development of the student teacher. In addition, students will incorporate how the competencies are addressed specific to their artifact in the narrative.

### 3. FBA (Standards 1, 5, 8)

*Description:* This artifact requires the collection of baseline Functional Behavioral Assessment data and the application of a data-driven intervention with the development of a corresponding Behavior Intervention Plan. The materials should include a comprehensive assessment with a minimum of two weeks baseline data **and input from multiple stakeholders (e.g. parents, student, and other education professionals)** regarding the purpose/function of the identified behavior. The plan may or may not be integrated in to a formal Individualized Educational Plan. Specific components of this artifact include: baseline data, statement of observable behavior targeted for intervention, ecological assessment of the behavior in multiple settings, parent interview, and standardized assessment in the area of behavior, ABC chart and a function statement. In addition, the BIP should include a minimum of two weeks intervention data to demonstrate impact of the intervention and a summary statement regarding the overall impact of the project. Students should incorporate how the competencies are addressed specific to their artifact in the narrative.

### 4. IEP (Standards 6, 10)

*Description:* This artifact requires students to participate in an Individualized Education Planning meeting and to be the primary person responsible for a leading the IEP meeting. Students will follow their school district guidelines regarding parental notification, and pre-meeting data collection and development. **Attend and lead at least one IEP team meeting based upon the education evaluation completed.** Submit a copy of the meeting agenda and IEP to your university supervisor. Student confidentiality must be maintained when turning in this documentation.

## Other Requirements:

5. **Reflective Journal**-This may be submitted online weekly or reviewed each observation session as per university supervisor.

- a. **First Entry-Thumbnail Sketches.** Complete thumbnail sketch for each student on your cooperating teacher's caseload and **update** throughout the semester. Each thumbnail sketch must include both formal and informal information about a student using a strength-based language in these three areas: academic, social-emotional, and cognitive. Dates and source of information need to be included (e.g., 9/7, knows all addition facts, work sample analysis; date, 95-98 SS range on WJPEB calculation subtest.
- b. **Weekly Updates.** Students will critically analyze events of the previous week. Discussion should include strengths (e.g. accomplishments or growth opportunities), areas of frustration (e.g. interactions with students/staff; failed lesson plans) and areas for target or assistance from supervisor and cooperating teacher.
  1. Document use of technology in the directed teaching placement in your journal (i.e., Inspiration, Kidspiration, Compuscore, PowerPoint, etc.)
  2. Maintain a parent contact log throughout the semester of phone calls, parent notes, home visits, parent teacher conferences etc.

6. **Lesson Planning.** Maintain a sequenced composite of lesson plans throughout the semester.

You will use the lesson plan format approved by your university supervisor and modeled in your special education methods courses. A detailed lesson plan must be emailed prior to your scheduled university observation. Once mastery of each component is demonstrated, supervisor will approve using a modified lesson plan that is agreed upon by the cooperating teacher and university supervisor. All lesson plans should be kept available for the university supervisor to review during each visit.

## Overall Responsibilities

1. Be responsible fully for conducting all aspects of the program a MINIMUM of two full weeks.- work out a timeline with your cooperating teacher and university supervisor. Your responsibilities need to include:
  - \* Developing and writing all lesson plans for all program activities
  - \* Selecting appropriate materials and curricula
  - \* Assigning duties to other team members
  - \* Providing team leadership as needed
  - \* Maintaining effective management
  - \* Evaluating the effectiveness of his/her performance and demonstrating the ability to make changes as needed
  - \* Making all decisions regarding program as made by cooperating teacher.
2. Follow through on additional requirements established by the Cooperating Teacher and/or University supervisor.
3. Develop and collect materials to use in instructional activities. Materials are to be organized into a resource file for future use.

## Responsibilities of the Cooperating Teacher

Carefully selected based upon your training, experience with students with learning disabilities, superior teaching ability, and willingness to service in this role, your challenge is to guide and counsel student teachers in developing a teaching and behavior management style unique to their talents and personalities and compatible with the structure, organization, and goals of your program, as well as building their competencies in the Wisconsin Standards. You are providing a professional model of teaching, classroom management, professionalism, and IEP team membership. In this role, you need to:

1. Become familiar with University expectations for the student teaching experience by perusing the Student Teaching Program Handbook and this document.
2. Meet with the university supervisor and student teacher to develop a semester plan to include university requirements and any additional activities that are appropriate for your setting.
3. Plan for a gradual increase in responsibilities of student teacher, pinpoint weeks when they are completely in charge, and discuss phasing out activities.
4. Complete mid-term and final evaluations and additional evaluations as needed. Share these evaluations with the student and university supervisor.
5. Meet with university supervisor to discuss progress and concerns.
6. Complete formal observations of student teacher on a regular basis, referring to the Wisconsin Standards and CEC competencies in the post observation discussion.
7. Hold regular conferences with student to review progress, semester plans, portfolio, etc. Encourage reflective and critical thinking as you and the student discuss successes and recommendations for future plans. Suggest specific means of improvement.
8. Contact the university supervisor immediately regarding the questionable progress of the student teacher so that a meeting can be arranged as soon as possible.
9. Offer constructive feedback on a daily basis.
10. Prepare a written statement of reference at the end of the semester for submission to the Office of Field Experiences.
11. Participate in exit interview with student teacher and university supervisor.

**Responsibilities of the University Supervisor**

The role of the university supervisor is to serve as a liaison between the University and Cooperating school, and to observe and evaluate the performance of the student teacher.

1. Make a minimum of four visits of at least one hour in length to observe the student teacher. Each visit will be recorded on an observation form that all parties will sign after discussion of positive points and recommendations. Copies will be filed with the Office of Field Experience, in the student's three-ring binder, and in the supervisor's records.
2. Confer regularly with the student teacher and cooperating teacher through three-way or two-way conferences.
3. Review, discuss, and record progress toward student teaching goals, semester plan, and specified instructional products.
4. Read, and if needed, respond to, weekly reports from student teacher.
5. Review and offer assistance in the completion of the student's exit portfolio.
6. Determine a final grade for student teaching (satisfactory or no credit) in consultation with the cooperating teacher.
7. Complete written statement of reference to be submitted to the Office of Field Experiences within thirty days following the last day of the student teaching assignment.

**Phase 4 Portfolio Requirements and Rubrics – you university supervisor will grade your artifacts using these rubrics**

**Student Artifacts with Rubrics**

## Educational Evaluation (Standards 2, 8, 9)

Name:

Assessor:

Date:

Licensure Area:

**Description:** This artifact requires teacher candidates to complete an educational evaluation of a public school learner using a comprehensive evaluation tool related to academic potential. Students learn to administer, score, and interpret the results of the test. Students write a report of the results of their findings. The test may be completed as part of a series of tests that would be administered to evaluate a learner that has been referred for evaluation for a suspected exceptional learning need. The test could also be completed for a re-evaluation of a learner already enrolled in a special education program as deemed necessary by the IEP Team.

**Course Competencies Integrated and Applied:** This artifact serves as cumulative application of competencies gained through 426/626 (Introduction to Assessment) and SPECED 462/662 (Assessment CD/LD/EBD). Specifically the pre-requisite activities of the Educational Evaluation in the academic domain assessment in 426/626 and 362/662 are applied.

This portfolio artifact addresses the following primary standards: **Standard #2: Development & Characteristics of Learners; #8: Assessment; & #9: Professional & Ethical Practice.** Although other standards may be addressed, they are not assessed for the purpose of the portfolio.

Specific Subskills incorporated in the artifact:

### Standard # 2: Development & Characteristics of Learners

Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN)<sup>1</sup>. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

### Standard # 2: Development & Characteristics of Learners

#### Knowledge

CC2K1 Typical and atypical human growth and development

CC2K2 Educational implications of characteristics of various exceptionalities

Cc2K3 Characteristics & effects of cultural & environmental milieu of the individual with exceptional learning needs & the family. Family systems & the role of families in supporting development

CC2K4 Similarities & differences of individuals with & without exceptional needs

CC2K5 Similarities & differences among individuals with exceptional learning needs

### Standard 2

4 Advanced	3 Proficient	2 Basic	1 Minimal	0 Undocumented	Score
This artifact demonstrates a thorough understanding of the effects and impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.	This artifact clearly demonstrates an understanding of the effects and impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career	The artifact demonstrates inconsistent application or understanding of the effects and impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.	The artifact demonstrates minimal or no application or understanding of the effects and impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.		

<p>In addition, the artifact demonstrates variations in beliefs, traditions, and values across and within cultures and their effects on relationships and learning.</p> <p>This artifact incorporates and applies cultural perspectives influencing the relationships among families, schools and communities as related to instruction as well as differing ways of learning.</p>	<p>development.</p> <p>In addition, the artifact demonstrates variations in beliefs, traditions, and values across and within cultures and their effects on relationships and learning.</p> <p>This artifact typically incorporates and applies cultural perspectives influencing the relationships among families, schools and communities as related to instruction as well as differing ways of learning.</p>	<p>Rarely incorporates variations in beliefs, traditions, and values across and within cultures and their effects on relationships and learning.</p> <p>This artifact demonstrates little understanding and application of cultural perspectives influencing the relationships among families, schools and communities as related to instruction as well as differing ways of learning.</p>	<p>This artifact fails to incorporate variations in beliefs, traditions, and values across and within cultures and their effects on relationships and learning.</p> <p>This artifact fails to demonstrate or apply cultural perspectives influencing the relationships among families, schools and communities as related to instruction as well as differing ways of learning.</p>		
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**Standard #8: Assessment**

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

**Standard #8: Assessment****Knowledge**

- CC8K1 Basic terminology used in assessment.
- CC8K2 Legal provisions and ethical principles regarding assessment of individuals.
- CC8K3 Screening, prereferral, referral, and classification procedures.
- CC8K4 Use and limitations of assessment instruments.
- CC8K5 National, state or provincial, and local accommodations and modifications.

**Skills**

- CC8S1 Gather relevant background information.
- CC8S2 Administer nonbiased formal and informal assessments.
- CC8S3 Use technology to conduct assessments.
- CC8S4 Develop or modify individualized assessment strategies.
- CC8S5 Interpret information from formal and informal assessments.

- CC8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
- CC8S7 Report assessment results to all stakeholders using effective Communication skills.
- CC8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs.
- CC8S9 Develops or modify individualized assessment strategies
- CC8S10 Create and maintain records.

**Knowledge**

- MR8K1 Specialized terminology used in the assessment of individuals with mental retardation/developmental disabilities
- MR8K2 Environmental assessment conditions that promote maximum performance of individuals with mental retardation/developmental disabilities
- MR8K3 Adaptive behavior assessment
- BD8K1 characteristics of behavior rating scales
- BD8K2 Policies & procedures involved in the screening, diagnosis, and placement of individuals with EBD including academic and social behaviors
- BD8K3 Types & importance of information concerning individuals with EBD available from families & public agencies
- LD8K1 Terminology & procedures used in the assessment of individuals with LD
- LD8K2 Factors that could lead to misidentification of individuals as having LD
- LD8K3 Procedures to identify young children who may be at risk for LD
- LD8S1 Choose and administer assessment instruments appropriate to the individual with LD

**Skills**

- BD8S1 Prepare assessment reports on individuals with EBD based on behavioral/ecological assessments
- BD8S2 Assess appropriate & problematic social behaviors of individuals with EBD
- BD8S3 Monitor intragroup behavior changes from subject to subject & activity to activity applicable to individuals with EBD

**Standard 8**

4 Advanced	3 Proficient	2 Basic	1 Minimal	0 Undocumented	Score
<p>The artifact demonstrates a thorough understanding of selecting, adapting, and using instructional strategies and materials according to characteristics of the student.</p> <p>In addition, the artifact demonstrates teaching students to use self-assessment, problem solving, and other cognitive strategies to meet their needs.</p> <p>Thoroughly applies procedures to increase the student's self-awareness, self-management, self-</p>	<p>The artifact clearly demonstrates an understanding of selecting, adapting, and using instructional strategies and materials according to characteristics of the student.</p> <p>The artifact demonstrates teaching students to use self-assessment, problem solving, and other cognitive strategies to meet their needs.</p> <p>Applies processes and procedures to increase the student's self-awareness, self-management, self-control, self-reliance, and</p>	<p>The artifact demonstrates inconsistent application or understanding of selecting, adapting, and using instructional strategies and materials according to characteristics of the student.</p> <p>The artifact demonstrates little understanding teaching students to use self-assessment, problem solving, and other cognitive strategies to meet their needs.</p> <p>Applies some processes and procedures to increase the student's self-awareness, self-management, self-</p>	<p>The artifact demonstrates minimal or no application of selecting, adapting, and using instructional strategies and materials according to characteristics of the student.</p> <p>The artifact fails to demonstrate little understanding teaching students to use self-assessment, problem solving, and other cognitive strategies to meet their needs.</p> <p>Applies minimal or no procedures to increase the student's self-awareness, self-management, self-control, self-reliance, and self-esteem.</p>		

control, self-reliance, and self-esteem.  Strongly incorporates strategies to facilitate integration into various settings, maintenance and generalization of skills across learning environments to promote successful transitions.	self-esteem.  Incorporates strategies to facilitate integration into various settings, maintenance and generalization of skills across learning environments to promote successful transitions.	control, self-reliance, and self-esteem.  Incorporates some strategies to facilitate integration into various settings, maintenance and generalization of skills across learning environments to promote successful transitions.	Applies minimal or no strategies to facilitate integration into various settings, maintenance and generalization of skills across learning environments to promote successful transitions.		
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**Standard 9: Professional and Ethical Practice**

Professionalism and ethical practice are key components for Special Educators. Special Educators must practice the CEC Code of Ethics and standards of their profession. Special Educators must conduct their professional activities with compliance of the current laws and polices. Participating and being an active member in professional organizations is crucial as well as using the research and theories to guide their practice.

Special Educators are advocates for their students, families and for appropriate services. Special Educators should demonstrate an appreciation for one’s culture, language, religion, gender, disability, socio-economic status, and sexual orientation of learners. Special Educators should practice using verbal and non-verbal as well as written language skills effectively. Special Educators must conduct monitoring and self-evaluation of instruction and reflect on one’s practice to improve instruction and guide professional growth.

**Standard 9: Professional and Ethical Practice**

**Knowledge**

- CC9K1 Personal cultural biases & differences affect one’s teaching
- CC9K2 Importance of the teacher serving as a model for individuals with exceptional needs
- CC9K3 Continuum of lifelong professional development
- CC9K4 methods to remain current regarding research-validated practices

**Skills**

- CC9S1 Practices within the CEC Code of Ethics and other standards of the profession
- CC9S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession.
- CC9S3 Act ethically in advocating for appropriate services
- CC9S4 Conduct professional activities in compliance with applicable laws and policies.
- CC9S5 Demonstrate commitment to developing the highest education and quality of life potential of individuals with exceptional learning needs
- CC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals
- CC9S7 Practices within one’s skill limit and obtain assistance as needed
- CC9S8 Use verbal, non-verbal, and written language effectively
- CC9S10 Access information on exceptionality
- CC9S11 Reflect on one’s practice to improve instruction and guide professional growth
- CC9S12 Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one’s colleagues.

**Standard 9**

4 Advanced	3 Proficient	2 Basic	1 Minimal	0 Undocumented	Score
The artifact demonstrates a comprehensive application of both the foundational	The artifact clearly demonstrates an application of a majority	The artifact demonstrates inconsistent application of the foundational principles	The artifact fails to illustrate an application of either the foundational principles or		

<p>principles and theories related to special education practice. In addition, the artifact applies a thorough demonstration of legal guidelines of practice including recent case law.</p> <p>The artifact incorporates and applies a thorough understanding of how cultural diversity impacts practice. Integrates roles of all stakeholders into the application of the artifact.</p> <p>Personal philosophy demonstrates a comprehensive application of knowledge and skills of the field.</p>	<p>of the foundational principles and theories related to special education practice. In addition, the artifact demonstrates some use of the legal guidelines of practice including recent case law.</p> <p>The artifact incorporates and applies an understanding of how cultural diversity impacts practice. Stakeholders are reflected in the application of the artifact.</p> <p>Personal philosophy demonstrates an application of knowledge and skills of the field.</p>	<p>and theories related to special education practice.</p> <p>In addition, the artifact demonstrates sporadic use of the legal guidelines of practice including recent case law.</p> <p>The artifact demonstrates little understanding of how cultural diversity impacts practice. Stakeholders are infrequently reflected in the application of the artifact.</p> <p>Personal philosophy is weakly demonstrated in application of knowledge and skills of the field.</p>	<p>theories related to special education practice.</p> <p>In addition, the artifact fails to apply legal guidelines of practice including recent case law.</p> <p>The artifact fails to incorporate or apply an understanding of how cultural diversity impacts practice. Stakeholders are not reflected in the application of the artifact.</p> <p>Personal philosophy fails to be articulated in the application of knowledge and skills of the field.</p>		
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## Differentiated Unit (Standards 3, 4, 7)

Name:

Assessor:

Date:

Licensure Area:

**Description:** This artifact requires development of a series of group activities within one differentiated unit. The differentiated unit may primarily focus on academic or affective domains. Specific components of this artifact include: unit rationale, group instructional goals, differentiated individual accommodations, modifications, and outcomes and with rationale and relationship to IEP goals, identified a complete lesson plan for each activity including materials, time frame, integration of technology, co-teaching and paraprofessional roles and responsibilities, and instructional procedures. Additional required components are measurement of individual and group performance, reflective evaluation of overall success of each lesson/activity. Reflection should include difficulties that arose during implementation, how those problems were addressed during instruction, changes that will be made for the future, and pedagogical development of the student teacher. In addition, students will incorporate how the competencies are addressed specific to their artifact in the narrative.

*Course Competencies Integrated and Applied:* This artifact serves as cumulative application of competencies gained through SPECED 361/561 (Inclusive Methods) and SPECED 458/658 (Collaboration Effective Instruction).

Overarching Standards: This portfolio artifact addresses the following primary standards: **Standard #3: Individual Learning Differences, Standard #4: . Instructional Strategies and Standard #7: Instructional Planning. Although other standards may be addressed they are not assessed for the purpose of the portfolio.**

Specific Subskills incorporated in the artifact:

### Standard 3

Special educators understand the effects that an exceptional condition<sup>2</sup> can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

### Standard #3: Individual Learning Differences

CC3K1 Effects an exceptional condition(s) can have on an individual's life.

CC3K2 Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.

CC3K3 Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.

CC3K4 Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.

CC3K5 Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse

**Standard 3 Individual Learning Differences**

4 Advanced	3 Proficient	2 Basic	1 Minimal	0 Undocumented	Score
<p>This artifact demonstrates a thorough understanding of the effects and impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.</p> <p>In addition, the artifact demonstrates variations in beliefs, traditions, and values across and within cultures and their effects on relationships and learning. This artifact incorporates and applies cultural perspectives influencing the relationships among families, schools and communities as related to instruction as well as differing ways of learning.</p>	<p>This artifact clearly demonstrates an understanding of the effects and impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.</p> <p>In addition, the artifact demonstrates variations in beliefs, traditions, and values across and within cultures and their effects on relationships and learning. This artifact typically incorporates and applies cultural perspectives influencing the relationships among families, schools and communities as related to instruction as well as differing ways of learning.</p>	<p>The artifact demonstrates inconsistent application or understanding of the effects and impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.</p> <p>Rarely incorporates variations in beliefs, traditions, and values across and within cultures and their effects on relationships and learning. This artifact demonstrates little understanding and application of cultural perspectives influencing the relationships among families, schools and communities as related to instruction as well as differing ways of learning.</p>	<p>The artifact demonstrates minimal or no application or understanding of the effects and impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.</p> <p>This artifact fails to incorporate variations in beliefs, traditions, and values across and within cultures and their effects on relationships and learning.</p> <p>This artifact fails to demonstrate or apply cultural perspectives influencing the relationships among families, schools and communities as related to instruction as well as differing ways of learning.</p>		

**Standard 4**

Special educators' possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula<sup>3</sup> and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

**Standard #4: Instructional Strategies**

CC4S1 Use strategies to facilitate integration into various settings.

CC4S2 Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.

CC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs

CC4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments

CC4S5 Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.

CC4S6 Use strategies that promote successful transitions for individuals with exceptional learning needs.

**Standard 4 Instructional Strategies**

4 Advanced	3 Proficient	2 Basic	1 Minimal	0 Undocumented	Score
<p>The artifact demonstrates a thorough understanding of selecting, adapting, and using instructional strategies and materials according to characteristics of the student.</p> <p>In addition, the artifact demonstrates teaching students to use self-assessment, problem solving, and other cognitive strategies to meet their needs.</p> <p>Thoroughly applies procedures to increase the student's self-awareness, self-management, self-control, self-reliance, and self-esteem.</p> <p>Strongly incorporates strategies to facilitate integration into various settings, maintenance and generalization of skills across learning environments to promote successful transitions.</p>	<p>The artifact clearly demonstrates an understanding of selecting, adapting, and using instructional strategies and materials according to characteristics of the student.</p> <p>The artifact demonstrates teaching students to use self-assessment, problem solving, and other cognitive strategies to meet their needs.</p> <p>Applies processes and procedures to increase the student's self-awareness, self-management, self-control, self-reliance, and self-esteem.</p> <p>Incorporates strategies to facilitate integration into various settings, maintenance and generalization of skills across learning environments to promote successful transitions.</p>	<p>The artifact demonstrates inconsistent application or understanding of selecting, adapting, and using instructional strategies and materials according to characteristics of the student.</p> <p>The artifact demonstrates little understanding teaching students to use self-assessment, problem solving, and other cognitive strategies to meet their needs.</p> <p>Applies some processes and procedures to increase the student's self-awareness, self-management, self-control, self-reliance, and self-esteem.</p> <p>Incorporates some strategies to facilitate integration into various settings, maintenance and generalization of skills across learning environments to promote successful transitions.</p>	<p>The artifact demonstrates minimal or no application of selecting, adapting, and using instructional strategies and materials according to characteristics of the student.</p> <p>The artifact fails to demonstrate little understanding teaching students to use self-assessment, problem solving, and other cognitive strategies to meet their needs.</p> <p>Applies minimal or no procedures to increase the student's self-awareness, self-management, self-control, self-reliance, and self-esteem.</p> <p>Applies minimal or no strategies to facilitate integration into various settings, maintenance and generalization of skills across learning environments to promote successful transitions.</p>		

**Standard 7**

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. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

**Standard#7: Instructional Planning****Knowledge**

CC7K1 Theories and research that form the basis of curriculum development and instructional practice.

CC7K2 Scope and sequences of general and special curricula.

CC7K3 National, state or provincial, and local curricula standards.

CC7K4 Technology for planning and managing the teaching and learning environment.

CC7K5 Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.

**Skills**

CC7S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.

CC7S2 Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.

CC7S3 Involve the individual and family in setting instructional goals and monitoring progress.

CC7S4 Use functional assessments to develop intervention plans.

CC7S5 Use task analysis.

CC7S6 Sequence, implement, and evaluate individualized learning objectives.

CC7S7 Integrate affective, social, and life skills with academic curricula.

CC7S8 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.

CC7S9 Incorporate and implement instructional and assistive technology into the educational program.

CC7S10 Prepare lesson plans.

CC7S11 Prepare and organize materials to implement daily lesson plans.

CC7S12 Use instructional time effectively.

CC7S13 Make responsive adjustments to instruction based on continual observations.

CC7S14 Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.

**Standard 7 Instructional Planning**

4 Advanced	3 Proficient	2 Basic	1 Minimal	0 Undocumented	Score
The artifact demonstrates thorough understanding of differentiating curricular objectives to meet a variety of students' abilities and instructional needs in culturally responsive ways.	The artifact demonstrates clear understanding of differentiating curricular objectives to meet a variety of students' abilities and instructional needs in culturally responsive ways.	The artifact demonstrates inconsistent application or understanding of differentiating curricular objectives for meeting students' abilities and instructional needs in culturally responsive ways.	The artifact demonstrates minimal or no application or understanding of differentiating curricular objectives for meeting students' abilities and instructional needs in culturally responsive ways.		
Unit curricula thoroughly integrates special education curriculum and general education curriculum while addressing affective, social, and life skills longitudinally.	Unit curricula clearly links special education curriculum and general education curriculum while addressing affective, social, and life skills longitudinally.	Unit curricula has limited or illogically links special education curriculum and general education curriculum or limited affective, social, and life skills.	Unit curricula addresses only special education curriculum including limited affective, social, and life skills.		
Curricular objectives are task analyzed and sequenced to maximize student learning.	Curricular objectives are task analyzed and sequenced to maximize student learning.	Limited or unclear longitudinal planning.	Unclear longitudinal planning.		
Lessons appropriately include instructional technology and	Lessons appropriately include instructional	Limited or illogical task analysis and sequencing within or across lesson plans.	Task analysis and sequencing within or across lesson plans is inappropriate		

<p>assistive technology.</p> <p>Co-teaching and paraeducator roles are thoroughly identified.</p> <p>Lesson plans allow for thoroughly addressing accommodations and modifications, evaluation of learning outcomes, and reflection about instruction and student learning.</p>	<p>technology and assistive technology.</p> <p>Co-teaching and paraeducator roles are clearly identified.</p> <p>Lesson plans allow for clearly addressing accommodations and modifications, evaluation of learning outcomes, and reflection about instruction and student learning.</p>	<p>Limited or illogical planning for instructional technology and assistive technology.</p> <p>Limited planning for co-teaching and paraeducator roles.</p> <p>Lesson plans allow for limited attention to accommodations and modifications, evaluation of learning outcomes, and reflection about instruction and student learning.</p>	<p>or absent.</p> <p>No planning for instructional technology and assistive technology.</p> <p>No planning for co-teaching and paraeducator roles.</p> <p>No or limited attention to accommodations and modifications, evaluation of learning outcomes, and reflection about instruction and student learning</p>		
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## FBA (Standards 1, 5, 8)

Name: \_\_\_\_\_ Assessor: \_\_\_\_\_  
Date: \_\_\_\_\_ Licensure Area: \_\_\_\_\_

**Description:** This artifact requires the collection of baseline Functional Behavioral Assessment data and the application of a data-driven intervention with the development of a corresponding Behavior Intervention Plan. The materials should include a comprehensive assessment with a minimum of two weeks baseline data and input from multiple stakeholders (e.g. parents, student, and other education professionals) regarding the purpose/function of the identified behavior. The plan may or may not be integrated in to a formal Individualized Educational Plan. Specific components of this artifact include: baseline data, statement of observable behavior targeted for intervention, ecological assessment of the behavior in multiple settings, parent interview, and standardized assessment in the area of behavior, ABC chart and a function statement. In addition, the BIP should include a minimum of two weeks intervention data to demonstrate impact of the intervention and a summary statement regarding the overall impact of the project. Students should incorporate how the competencies are addressed specific to their artifact in the narrative.

*Course Competencies Integrated and Applied:* This artifact serves as cumulative application of competencies gained through SPECED 440/640 (Advanced Behavior Intervention) and SPECED 462/662 (Assessment CD/LD/EBD). Specifically the pre-requisite activities of the Functional Behavioral Assessment in 440/640 and the assessments related to the social-affective-behavioral domains in 462/662 are applied.

This portfolio artifact addresses the following primary standards: **Standard #1: Foundations, 5. Learning Environments and Social Interactions and Standard #8: Assessment. Although other standards may be addressed they are not assessed for the purpose of the portfolio.**

Specific Subskills incorporated in the artifact:

### Standard 1 Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators 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. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

### Standard #1: Foundations

- CC1K1 Models, theories, and philosophies that form the basis for special education practice.
- CC1K2 Laws, policies, and ethical principles regarding behavior management planning and implementation.
- CC1K3 Relationship of special education to the organization and function of educational agencies.
- CC1K4 Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
- CC1K5 Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
- CC1K6 Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.
- CC1K7 Family systems and the role of families in the educational process.
- CC1K8 Historical points of view and contribution of culturally diverse groups.
- CC1K9 Impact of the dominant culture on shaping schools and the individuals who study and work in them.
- CC1K10 Potential impact of differences in values, languages, and customs that can exist between the home and school.

**Standard 1**

4 Advanced	3 Proficient	2 Basic	1 Minimal	0 Undocumented	Score
The artifact demonstrates a comprehensive application of both the foundational principles and theories related to special education practice. In addition, the artifact applies a thorough demonstration of legal guidelines of practice including recent case law. The artifact incorporates and applies a thorough understanding of how cultural diversity impacts practice. Integrates roles of all stakeholders into the application of the artifact. Personal philosophy demonstrates a comprehensive application of knowledge and skills of the field.	The artifact clearly demonstrates an application of a majority of the foundational principles and theories related to special education practice. In addition, the artifact demonstrates some use of the legal guidelines of practice including recent case law. The artifact incorporates and applies an understanding of how cultural diversity impacts practice. Stakeholders are reflected in the application of the artifact. Personal philosophy demonstrates an application of knowledge and skills of the field.	The artifact demonstrates inconsistent application of the foundational principles and theories related to special education practice. In addition, the artifact demonstrates sporadic use of the legal guidelines of practice including recent case law. The artifact demonstrates little understanding of how cultural diversity impacts practice. Stakeholders are infrequently reflected in the application of the artifact. Personal philosophy is weakly demonstrated in application of knowledge and skills of the field.	Minimal or no clear The artifact fails to illustrate an application of either the foundational principles or theories related to special education practice. In addition, the artifact fails to apply legal guidelines of practice including recent case law. The artifact fails to incorporate or apply an understanding of how cultural diversity impacts practice. Stakeholders are not reflected in the application of the artifact. Personal philosophy fails to be articulated in the application of knowledge and skills of the field.		

**Standard 5 Learning Environments and Social Interactions**

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in general education environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

**Standard #5: Learning Environments and Social Interactions**

CC5K1 Demands of learning environments.

CC5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs.

CC5K3 Effective management of teaching and learning.

CC5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.

CC5K5 Social skills needed for educational and other environments.

CC5K6 Strategies for crisis prevention and intervention.

CC5K7 Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.

CC5K8 Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.

CC5K9 Ways specific cultures are negatively stereotyped.

CC5K10 Strategies used by diverse populations to cope with a legacy of former and continuing racism

CC5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.

CC5S2 Identify realistic expectations for personal and social behavior in various settings.

CC5S3 Identify supports needed for integration into various program placements.

CC5S4 Design learning environments that encourage active participation in individual and group activities.

CC5S5 Modify the learning environment to manage behaviors.

CC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments.

CC5S7 Establish and maintain rapport with individuals with and without exceptional learning needs.

CC5S8 Teach self-advocacy.

CC5S9 Create an environment that encourages self-advocacy and increased independence.

CC5S10 Use effective and varied behavior management strategies.

CC5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.

CC5S12 Design and manage daily routines.

CC5S13 Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.

CC5S14 Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.

CC5S15 Structure, direct, and support the activities of paraeducators, volunteers, and tutors.

CC5S16 Use universal precautions.

### Standard 5

4 Advanced	3 Proficient	2 Basic	1 Minimal	0 Undocumented	Score
<p>The artifact demonstrates a thorough understanding of classroom management theories and strategies that creating an environment that enhances the safety, well being and cultural diversity of the students.</p> <p>In addition, the artifact demonstrates an environment that encourages self-advocacy and increased independence.</p> <p>The artifact incorporates and applies the least intrusive methods for intervention based upon data from multiple sources.</p>	<p>The artifact clearly demonstrates an understanding of classroom management theories and strategies that creating an environment that enhances the safety, well being and cultural diversity of the students.</p> <p>In addition, the artifact demonstrates an environment that encourages self-advocacy and increased independence.</p> <p>The artifact typically incorporates and applies the least intrusive methods for intervention based upon</p>	<p>The artifact demonstrates inconsistent application or understanding of basic classroom management theories and strategies that create an environment that enhances the safety, well being and cultural diversity of the students.</p> <p>In addition, the artifact rarely encourages self-advocacy and increased independence.</p> <p>The artifact demonstrates little understanding of the use of identifying or applying the least intrusive methods for</p>	<p>The artifact demonstrates minimal or no application of the basic classroom management theories and strategies that create an environment that enhances the safety, well being and cultural diversity of the students.</p> <p>In addition, the artifact fails to apply legal guidelines of practice including recent case law.</p> <p>The artifact fails to incorporate or apply the least intrusive methods for intervention or is not based upon data.</p>		

<p>Integrates roles of para-educators appropriately in fostering a safe learning environment.</p> <p>Clearly applies processes and procedures for crisis management that meet both ethical and state guidelines.</p>	<p>data from multiple sources.</p> <p>Roles of para-educators are usually integrated in to plans for fostering a safe learning environment.</p> <p>Applies processes and procedures for crisis management that meet both ethical and state guidelines.</p>	<p>intervention based or is based upon data from few sources.</p> <p>Para-educators are infrequently reflected in the application of the artifact.</p> <p>Applies some processes and procedures for crisis management that meet both ethical and state guidelines.</p>	<p>Para-educators are not reflected in the application of the artifact</p> <p>Applies minimal or no processes or procedures for crisis management. Or applies procedures that fail to meet ethical and state guidelines.</p>		
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### Standard 8 Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

### Standard #8: Assessment

CC8K1 Basic terminology used in assessment.

CC8K2 Legal provisions and ethical principles regarding assessment of individuals.

CC8K3 Screening, prereferral, referral, and classification procedures.

CC8K4 Use and limitations of assessment instruments.

CC8K5 National, state or provincial, and local accommodations and modifications.

CC8S1 Gather relevant background information.

CC8S2 Administer nonbiased formal and informal assessments.

CC8S4 Develop or modify individualized assessment strategies.

CC8S5 Interpret information from formal and informal assessments.

CC8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.

CC8S7 Report assessment results to all stakeholders using effective communication skills.

CC8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs.

CC8S9 Create and maintain records.

**Standard 8**

4 Advanced	3 Proficient	2 Basic	1 Minimal	0 Undocumented	Score
<p>The artifact demonstrates a thorough understanding of the decision-making process and uses multiple types of assessment related to referral, eligibility, program planning, instruction, and/or placement.</p> <p>Thoroughly applies legal policies and ethical principles of measurement and assessment.</p> <p>A strong collaborative relationship is demonstrated with families and other colleagues to assure nonbiased decision making when using assessment information to identify supports and adaptations.</p>	<p>The artifact clearly demonstrates an understanding of the decision-making process and uses many types of assessments related to referral, eligibility, program planning, instruction, and/or placement.</p> <p>Clearly applies legal policies and ethical principles of measurement and assessment.</p> <p>Demonstrates collaboration with families and other colleagues to assure nonbiased, meaningful assessments and decision making when using assessment information to identify supports and adaptations.</p>	<p>The artifact demonstrates inconsistent application or understanding of decision-making process and uses few types of assessment information related to referral, eligibility, program planning, instruction, and placement.</p> <p>Rarely incorporates legal policies and ethical principles of measurement and assessment.</p> <p>Little collaboration with families and other colleagues to assure nonbiased, meaningful assessments and decision making when using assessment information to identify supports and adaptations.</p>	<p>The artifact demonstrates minimal or no application or understanding of decision-making process and uses few types of assessment information related to referral, eligibility, program planning, instruction, and placement.</p> <p>Does not apply legal policies and ethical principles of measurement.</p> <p>Fails to collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision making when using assessment information to identify supports and adaptations.</p>		

## IEP (Standards 6, 10)

Name: \_\_\_\_\_ Assessor: \_\_\_\_\_  
Date: \_\_\_\_\_ Licensure Area: \_\_\_\_\_

Description: This artifact requires students to participate in an Individualized Education Planning meeting and to be the primary person responsible for leading the IEP meeting. Students will follow their school district guidelines regarding parental notification, and pre-meeting data collection and development. Attend and lead at least one IEP team meeting based upon the education evaluation completed. Submit a copy of the meeting agenda and IEP to your university supervisor. Student confidentiality must be maintained when turning in this documentation.

Course Competencies Integrated and Applied: This artifact serves as cumulative application of competencies gained through SPECED 426, (Introduction to Assessment), SPECED 466 (Working with Families and Community Agencies of Students with Exceptional Educational Needs), and SPECED 486 (Academic Interventions I) SPECED 487 (Academic Interventions II) and SPECED 462/662 (Assessment CD/LD/EBD).

This portfolio artifact addresses the following primary standards: **Standard # 6: Language, and Standard #10: Collaboration. Although other standards may be addressed they are not assessed for the purpose of the portfolio.**

Specific Subskills incorporated in the artifact:

**Standard 6: Language**

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

**Standard #6: Language**

CC6K1 Effects of cultural and linguistic differences on growth and development.

CC6K2 Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.

CC6K3 Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.

CC6K4 Augmentative and assistive communication strategies.

GC6K1 Impact of language development and listening comprehension on academic and nonacademic learning of individuals with disabilities.

GC6K2 Communication and social interaction alternatives for individuals who are non-speaking.

EC6S1 Support and facilitate family and child interactions as primary contexts for learning and development.

**Standard 6**

4 Advanced	3 Proficient	2 Basic	1 Minimal	0 Undocumented	Score
The artifact demonstrates a comprehensive understanding of the effects of cultural and linguistic differences on growth and development and the ways in which exceptional conditions can interact with an individual's	The artifact demonstrates an adequate understanding of the effects of cultural and linguistic differences on growth and development and the ways in which exceptional conditions can	The artifact demonstrates an inconsistent understanding of the effects of cultural and linguistic differences on growth and development and the ways in which exceptional conditions can	The artifact fails to demonstrate an understanding of the effects of cultural and linguistic differences on growth and development and the ways in which exceptional		

experience with and use of language.  In addition, the artifact demonstrates a thorough understanding o of augmentative and assistive communication strategies.	interact with an individual’s experience with and use of language.  In addition, the artifact demonstrates an adequate understanding o of augmentative and assistive communication strategies.	interact with an individual’s experience with and use of language.  In addition, the artifact demonstrates an inconsistent understanding of augmentative and assistive communication strategies.	conditions can interact with an individual’s experience with and use of language.  In addition, the artifact fails to demonstrate understanding of augmentative and assistive communication strategies.		
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### Standard 10. Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well-being of individuals with ELN across a wide range of settings and a range of different learning experiences.

Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

### Standard #10: Collaboration each standard was mastered.

CC10K1 Models and strategies of consultation and collaboration.

CC10K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.

CC10K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.

CC10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.

GC10K1 Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with disabilities.

GC10K2 Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities.

GC10K3 Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities.

GC10K4 Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.

CC10S1 Maintain confidential communication about individuals with exceptional learning needs.

CC10S2 Collaborate with families and others in assessment of individuals with exceptional learning needs.

CC10S3 Foster respectful and beneficial relationships between families and professionals.

CC10S4 Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.

CC10S5 Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.

CC10S6 Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.

CC10S7 Use group problem-solving skills to develop, implement, and evaluate collaborative activities.

CC10S8 Model techniques and coach others in the use of instructional methods and accommodations.

CC10S9 Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.

CC10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.

CC10S11 Observe, evaluate, and provide feedback to paraeducators.

GC10S1 Use local community and state and provincial resources to assist in programming with individuals with disabilities.

GC10S2 Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities.

GC10S3 Teach parents to use appropriate behavior management and counseling techniques.

## GC10S4 Collaborate with team members to plan transition to adulthood that encourages full community participation

## Standard 10

4 Advanced	3 Proficient	2 Basic	1 Minimal	0 Undocumented	Score
<p>The artifact is an outstanding demonstration of effective collaboration among families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.</p> <p>In addition, this artifact is an outstanding demonstration of how special educators are a resource to their colleagues in understanding the laws and policies.</p>	<p>The artifact demonstrates effective collaboration among families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.</p> <p>In addition, this artifact demonstrates how special educators are a resource to their colleagues in understanding the laws and policies.</p>	<p>The artifact is an inconsistent demonstration of collaboration among families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.</p> <p>In addition, this artifact inconsistently demonstrates how special educators are a resource to their colleagues in understanding the laws and policies.</p>	<p>The artifact fails to demonstrate collaboration among families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.</p> <p>In addition, this artifact fails to demonstrate how special educators are a resource to their colleagues in understanding the laws and policies.</p>		

# CLINICAL EVALUATION FORMS – Special Education

Can be downloaded at

<http://academics.uww.edu/speced/new/coopteach/formindex.htm#students>

## SPECIAL EDUCATION MAJORS:

- ❑ It is the student's responsibility to provide two copies of the **Clinical Evaluation Form** to their cooperating teacher.
- ❑ At **mid-semester** (approximately halfway through the placement) the cooperating teacher will evaluate the student using the **Clinical Evaluation Form**. The cooperating teacher and student teacher will meet to discuss the student's progress at the midterm evaluation period. Goals for the remainder of the experience should be shared with the University Supervisor.
- ❑ **Students will make four copies of the completed and signed mid-semester Clinical Evaluation**, placing the original and a copy in their Phase 4 portfolio. The second copy is for their cooperating teacher, the third for their University Supervisor, and the fourth for their personal reference.
- ❑ At the **end of the semester**, the cooperating will again evaluate the student using the **Clinical Evaluation Form**.
- ❑ **Students will make four copies of the completed and signed final Clinical Evaluation Forms**, placing the original and a copy in their Phase 4 portfolio. The second copy is for their cooperating teacher, the third for their University Supervisor, and the fourth for their personal reference.
- ❑ At the conclusion of the teaching experience, the student teacher will complete and submit the **Student Evaluation of the University Supervisor Form**. Please contact the department of special education office if you did not receive the web link for this evaluation.
- ❑ During the last month of the placement, the Department of Special Education will Email a **Cooperating Professional Evaluation of the University Supervisor Form** to the cooperating teacher.
- ❑ The University supervisor will submit both the mid-semester and final Clinical Evaluation Forms and four observation reports to the Office of Field Experience.
- ❑ The student teacher must keep a copy of each evaluation instrument used for future reference. The Office of Field Experiences **will not** release copies of these instruments.

## University of Wisconsin-Whitewater Department of Special Education Evaluation of Clinical Experiences (Phases 3 and 4)

Student: \_\_\_\_\_ Placement: \_\_\_\_\_

Areas of Licensure: \_\_\_\_\_ CD \_\_\_\_\_ EBD \_\_\_\_\_ LD \_\_\_\_\_ Level of Licensure: 1-9 or 7-12 Type of Experience: \_\_\_\_\_ Fieldwork \_\_\_\_\_ Directed Teaching \_\_\_\_\_ Practicum  
(circle all that apply) Evaluation Period: \_\_\_\_\_ Midterm \_\_\_\_\_ Final Date of Evaluation: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Student \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_ University Supervisor \_\_\_\_\_ Name of Evaluator: \_\_\_\_\_

**Directions:** Please rate performance on each of the 10 Wisconsin Teaching Standards and the related CEC Knowledge and Skills. You may find it helpful to check the boxes before each knowledge and skill statement that apply to your situation. Provide an overall rating on the entire standard using the scale provided below:

In the Comments section, describe any specific activities or tasks the student may have engaged in providing demonstration of each standard.

	<u>College of Education Scale</u>	<u>Department of Special Education Scale</u>
<b>4 Advanced</b>	Complete and outstanding demonstration; exceeds level expected	Performs skill at level of an experienced teacher, requires no supervision
<b>3 Proficient</b>	Complete demonstration; at level expected	Performs skill well, at level of beginning teachers, requires little direct supervision
<b>2 Basic</b>	Somewhat limited demonstration; emerging toward level expected	Performs at moderate competence level requiring regular supervision
<b>1 Minimal</b>	Limited or inconsistent demonstration; inability to meet level of expectation	Performs skill at limited level requiring close and continuous supervision
<b>0 Undocumented</b>	Undocumented demonstration of competence	Unable to perform skill, requires constant supervision
<b>Not yet observed</b>		

Wisconsin Teaching Standards CEC Knowledge and Skills	Rating	COMMENTS/EVIDENCE OF DEMONSTRATION
<b>WTS: Understands concepts, tools of inquiry, &amp; structures of the discipline CEC Standard 1-Foundations</b>		
Understands and applies models, theories, philosophies, identification definitions, laws and policies that form the basis for special education practice within the area of the student's exceptionalities (EBD, LD, CD) dealing with: <ul style="list-style-type: none"> <li><input type="checkbox"/> behavior management;</li> <li><input type="checkbox"/> parental, student, and teacher rights and responsibilities;</li> <li><input type="checkbox"/> due process related to pre-referral, referral, assessment, eligibility, and placement;</li> <li><input type="checkbox"/> normalization and least restrictive placement; and</li> <li><input type="checkbox"/> the impact of the dominant culture on shaping schools and the individuals who study and work in them including the potential impact of differences in values, languages, and customs that can exist between the home and school.</li> </ul>		
<b>WTS The teacher understands how children with a broad ability learn CEC Standard 2 - Development and Characteristics of Learners</b>		
Knows typical and atypical human growth and development as relates to the educational implications of characteristics of various exceptionalities in the following areas: <ul style="list-style-type: none"> <li><input type="checkbox"/> social, psychological, neurobiological, physical/motor development, and medical aspects;</li> <li><input type="checkbox"/> effects of various medications;</li> <li><input type="checkbox"/> effects of the family system, cultural and environmental milieu of the individual; and</li> <li><input type="checkbox"/> factors that influence overrepresentation of diverse individuals in programs.</li> </ul>		
<b>WTS The teacher understands how pupils differ in their approaches to learning CEC Standard 3: Individual Learning Differences</b>		
Understands the effects an exceptional condition(s) can have on an individual's life including: <ul style="list-style-type: none"> <li><input type="checkbox"/> impact of co-existing conditions, multiple disabilities, and medical conditions;</li> </ul>		

<ul style="list-style-type: none"> <li><input type="checkbox"/> impact of academic and social abilities (particularly the effects of phonological awareness on the reading), attitudes, interests, and values on instruction and career development;</li> <li><input type="checkbox"/> impact of culturally diverse backgrounds and strategies for addressing these differences; and impact disabilities may have on auditory and information processing skills .</li> </ul>		
<b>WTS The teacher understands how to use a variety of instructional strategies CEC Standard 4-Instructional Strategies</b>		
<p>Uses strategies to facilitate successful integration in the following settings:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> transition of individuals into and out of school and post-school environments;</li> <li><input type="checkbox"/> one-to-one, small-group, and large-group settings instructional settings; and</li> <li><input type="checkbox"/> instruction on basic structures and relationships, concepts/content, and vocabulary, in the general curriculum.</li> </ul> <p>Teaches individuals to use self-assessment, problem solving, and other cognitive strategies including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> compensate for deficits in perception, comprehension, memory, and retrieval;</li> <li><input type="checkbox"/> use responses and errors to guide instructional decisions and provide feedback to learners;</li> <li><input type="checkbox"/> use study skills/ strategies to prepare for and take tests, identify and organize critical content, facilitate maintenance and generalization of skills across learning environments;</li> <li><input type="checkbox"/> solve problems; and</li> <li><input type="checkbox"/> use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.</li> </ul> <p>Selects, adapts, and uses instructional strategies and materials from multiple theoretical approaches to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use nonaversive techniques to control targeted behavior and maintain attention;</li> <li><input type="checkbox"/> use specialized methods for teaching basic skills including accuracy and proficiency in math calculations and applications, appropriate reading methods (decoding, comprehension, and monitoring strategies), and strategies for organizing and composing written products; and</li> <li><input type="checkbox"/> modify the pace of instruction and provide organizational cues as appropriate.</li> </ul>		
<b>WTS The teacher uses an understanding of individual and group motivation and behavior CEC Standard 5-Learning Environments and Social Interactions</b>		
<p>Applies basic classroom management theories and strategies, uses performance data and information from all stakeholders to create positive learning environments, and uses the least intensive behavior management strategy consistent with the needs of the individual by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> setting realistic expectations for personal and social behavior in various settings;</li> <li><input type="checkbox"/> teaching problem solving and conflict resolution and giving and receiving meaningful feedback from peers and adults in a variety of placement settings, including community-based settings;</li> <li><input type="checkbox"/> applying strategies for crisis prevention and intervention and applying universal precautions;</li> <li><input type="checkbox"/> allowing individuals to retain and appreciate their own and each others' respective language and cultural heritage and cope with a legacy of former and continuing racism;</li> <li><input type="checkbox"/> using the supports needed for assistive technologies and transfer/lifting/positioning;</li> <li><input type="checkbox"/> establishing a consistent classroom routine; and</li> <li><input type="checkbox"/> structuring, directing, and supporting the activities of par educators, volunteers, and tutors.</li> </ul>		
<b>WTS: The teacher uses effective verbal and nonverbal communication CEC Standard 6 Language</b>		
<p>Uses strategies to support /enhance communication skills of individuals and facilitate understanding of subject matter for students whose primary language is not the dominant language by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understanding the impact of language development and listening comprehension on academic and non-academic learning ;</li> <li><input type="checkbox"/> enhancing vocabulary development and teaching strategies for spelling accuracy and generalization;</li> <li><input type="checkbox"/> teaching methods and strategies for producing legible documents; and, monitoring for errors in oral</li> </ul>		

<p>and written communications; and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> applying augmentative, alternative, and assistive communication strategies.</li> </ul>		
<p><b>WTS: The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals. CEC Standard 7-Instructional Planning</b></p>		
<p>Demonstrates understanding of the scope and sequences of general and special curricula by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> including model programs in career/vocational transition;</li> <li><input type="checkbox"/> designing and implementing sensory stimulation programs;</li> <li><input type="checkbox"/> applying technology for planning and managing;</li> <li><input type="checkbox"/> using task analysis and functional assessments to plan and implement individualized academic programs, reinforcement systems and environmental modifications;</li> <li><input type="checkbox"/> developing and implementing comprehensive, individualized programs for children at risk in collaboration with professionals, families, and selected related services;</li> <li><input type="checkbox"/> integrating affective, social, and life skills with academic curricula including behavior management, personal living, sexuality, and employment;</li> <li><input type="checkbox"/> identifying and prioritizing areas of the general curriculum needing accommodations;</li> <li><input type="checkbox"/> preparing and organizing age and ability appropriate specialized curricula, materials and lesson plans; and</li> <li><input type="checkbox"/> directing roles and responsibilities of the par educator .</li> </ul>		
<p><b>WTS: The teacher uses formal and informal assessment strategies CEC Standard 8- Assessment</b></p>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Develops or modifies individualized assessment strategies including choosing and administering non-biased formal and informal assessment instruments.</li> <li><input type="checkbox"/> Gathers relevant background information to develop or modify individualized assessment strategies.</li> <li><input type="checkbox"/> Creates and maintains records.</li> <li><input type="checkbox"/> Includes behavior rating scales and adaptive behavior assessments to determine appropriate and problematic social behaviors.</li> <li><input type="checkbox"/> Makes eligibility, program, and placement decisions for individuals, including those from culturally and/or linguistically diverse backgrounds.</li> <li><input type="checkbox"/> Reports assessment results to all stakeholders using effective communication skills.</li> <li><input type="checkbox"/> Evaluates instruction and monitors progress of individuals.</li> <li><input type="checkbox"/> Use technology to conduct assessments.</li> </ul>		
<p><b>WTS: The teacher is a reflective practitioner CEC Standard 9 – Professional and Ethical Practice</b></p>		

<ul style="list-style-type: none"> <li><input type="checkbox"/> Practices within the CEC Code of Ethics and other standards of the profession.</li> <li><input type="checkbox"/> Conducts professional activities in compliance with applicable laws and policies.</li> <li><input type="checkbox"/> Participates in activities of professional organizations and use research findings and theories to guide practice.</li> <li><input type="checkbox"/> Engages in professional activities that benefit students, their families, and one's colleagues.</li> <li><input type="checkbox"/> Advocates for appropriate services.</li> <li><input type="checkbox"/> Demonstrates sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.</li> <li><input type="checkbox"/> Conducts self-evaluation of instruction and reflect on one's practice to improve instruction and guide professional growth.</li> <li><input type="checkbox"/> Uses verbal, nonverbal, and written language effectively.</li> </ul>		
<p><b>WTS: The teacher fosters relationships      CEC Standard 10-Collaboration</b></p>		
<p>Collaborates with school personnel, parents, and community services, networks, and organizations community integrating students into various settings and while engaging in</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> assessment and IEP development;</li> <li><input type="checkbox"/> co-planning, co-teaching, modeling, and coaching of instructional methods and accommodations, appropriate behavior management and counseling techniques, and transitional programming; and</li> <li><input type="checkbox"/> interactions with par educators.</li> </ul>		