



School of Education  
UNIVERSITY *of* ALASKA ANCHORAGE

# **Special Education Program Internship Handbook**

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## **Internship Description**

The internship is a supervised clinical experience that is designed to extend the teaching proficiency developed in the Special Education Graduate Certificate Program. The internship emphasizes the application of curriculum, instruction, planning, assessment, reflection, classroom management, and professionalism skills needed for the field. The internship operates in accordance with the K-12 school year calendar and not the university academic calendar. Internship placements are arranged and supervised by the university in partnership with the school districts.

## Internship Ethical Standards and Professional Conduct

### State of Alaska Code of Ethics of the Education Profession

UAA School of Education students are expected to abide by the following code of ethics and professional teaching standards.

[Code of Ethics of the Education Profession](https://education.alaska.gov/ptpc/)

<https://education.alaska.gov/ptpc/>

### CEC Code of Ethics for Educators of Persons with Exceptionalities

The Special Education program at UAA supports the Council for Exceptional Children's (CEC) code of ethics, as follows:

[Council for Exceptional Children's \(CEC\) Code of Ethics](https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards)

<https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>

### Professional Conduct

It is important to establish and maintain daily behaviors that identify you as a professional. This is expected from your colleagues and supervisors, appreciated by your students, and is a sign to all that you give and deserve respect. Prospective employers will want to know how you performed as a professional during your internship. Take care to adhere to the following characteristics of professionalism:

- **Be prompt and reliable.** If you are late to a class or meeting or fail to do something expected of you, you are inconveniencing others who are depending upon you. Those involved with you need to be able to count on you. If you ever have to be late, be sure to call and leave a message for your mentor. If you fail to accomplish a task on time, make it up as quickly as possible.
- **Dress professionally.** Your appearance often determines the degree of acceptance you receive. Dress accordingly, remembering that appearances do count in the example and tone we are setting for children and colleagues, and when one is pursuing a teaching position.
- **Avoid gossip.** While it is natural and desirable to share your experiences in schools, be sure to be professional as you do so. Do not use names of teachers or students or disparage the school or any individual. Remember, too, that you may be exposed to confidential information about children with whom you are working. In order to protect students, schools, and the relationship the University has with schools, it is important to keep confidential information confidential. (See also Professional Code of Ethics, pages 18-21).
- **Treat each student with respect and interest.** Learn all of the students' names and personalities as soon as possible and maintain an interest in each student. Be sure not to show favoritism, and, instead, look for ways to invite all students to participate in the learning process. Respect students' backgrounds and cultures. As a teacher, you are expected to be equitable and provide all students access to learning. This means distributing your attention fairly and responding to individuals

without bias. In addition, knowing your students well and treating them fairly are keys to effective classroom management.

- **Keep a positive attitude.** Attitudes are important. When schooling is fun and rewarding, share the good feelings with others. When schooling is difficult and frustrating, as can sometimes happen, be mindful not to complain or burden others with a negative attitude. Difficulties should be discussed with your mentor teacher in order to seek positive solutions. A sense of humor, enthusiasm, and a spirit of problem solving are essential to successful teaching. They will help you to enjoy your work and to maintain healthy relationships with others. Enjoy!
- **Accept feedback.** There will be times that a mentor, university supervisor, principal or others may offer constructive critiques of your work. This is meant to improve your work as a teacher. Accept feedback in a receptive and professional manner.
- **Show initiative.** Become part of the life of the classroom, school, and community as soon as possible. See what needs to be done and offer to help. Begin to ask for responsibility early and to look for ways that will improve student learning and the functioning of the school, as well as advance your capacity to teach.
- **Cooperate with other school personnel.** You are not alone in this work. In schools, there are many people -- educators, classified staff, and volunteers -- working with each other and with the students. Be a team player.
- **Seek continuous improvement.** Any time you try to learn something new, you are not immediately good at it. Understand that you will be imperfect and make mistakes as you begin your new teaching practice. This is natural. At the same time, constantly seek to improve your work, learn from your mistakes, study your subject matter and pedagogy, and hone your understanding of the developmental needs of your students. Being a successful teacher entails being a lifelong learner.

# **Intern Responsibilities and Expectations**

## **Join the life and work of the school**

- Maintain professional conduct and adhere to the code of ethics.
- Attend required district trainings and meetings.
- Attend faculty meetings and school functions.
- Communicate on a regular basis with principal, teachers, parents, and students.
- Participate in professional development activities.
- Visit other classrooms in the school.
- Conduct an IEP meeting.
- Attend out-of-classroom experiences such as sports activities, drama productions, student government events, dances, etc.
- Develop skills with all school equipment (e.g., electronic white board, computer projector, assistive technology, etc.).
- Seek to understand and take part in the school's community culture.
- Participate in parent-teacher conferences.

## **Work closely with Mentor**

- Take initiative in asking questions, searching out resources, inviting feedback, and creating opportunities to learn.
- Reflect on teaching and learning through discussions and assignments.
- Study and participate in the development of a classroom learning community.
- Accept, reflect upon, and respond to feedback in a professional, receptive manner.

## **Work with University Supervisors**

- Actively learn from intern classroom observations, including pre- and post-conferences.
- Take initiative in asking questions, searching out resources, inviting feedback, and creating opportunities to learn.
- Reflect on teaching and learning through discussions and assignments.
- Accept, reflect upon, and respond to feedback in a professional, receptive manner.
- Seek assistance and guidance as needed.
- Prepare and submit electronic portfolio items for periodic review and feedback as assigned throughout your program.
- Become thoroughly familiar with the program standards-based assessments and their requirements/due dates.
- Become proficient in using Via to post required standards-based assessments.
- Attend and participate in all required internship seminars.
- Maintain an attendance log documenting required participation hours and weeks (see attendance policy).
- Continuously monitor all program communications (e.g. university email, Blackboard, etc.) for information including changes in dates or requirements.



## **Work with Principal**

- Communicate with the principal and assistant principal(s) on a regular basis.
- Learn the role(s) and responsibilities of the principalship.
- Cooperate with directions and requests.
- Seek assistance and guidance as needed.
- Accept, reflect upon, and respond to feedback in a professional, receptive manner.

*Note: Some principals take more of an active role with Interns than others.*

# Mentor Responsibilities and Expectations

## Mentor Criteria

| Program           | Licensure  | Experience                           | Education         | Administrator Recommendation | Mentor Training or Orientation |
|-------------------|--|--------------------------------------|-------------------|------------------------------|--------------------------------|
| Special Education | Type T Professional or Master Certificate with an endorsement in special education | Three (3) years in area of licensure | Bachelor's degree | Required                     | Orientation                    |

## Work closely with the Intern throughout the internship experience

- Assist the intern in the process of curriculum development and instructional practice.
- Be receptive to new classroom strategies introduced by the intern.
- Support interns to complete assignments that are part of the University coursework.
- In conjunction with university supervisor, facilitate intern observations in other classrooms or special areas within the school or district.
- Conduct ongoing, informal observations and provide formative feedback to the intern.
- Engage in reflective conversations following each observation, focusing on strengths and areas for improvement.
- Review completed lesson plans prepared by the intern prior to observations.
- Hold regular debriefings with the intern based on informal and formal observations, program assessments, and course task requirements.
- Provide support and feedback for the intern as they are completing program assessments and developing their electronic portfolio.
- Assist the intern in gaining access to school and special education program level needs, i.e. supplemental curriculum, assessments, technology, database access, building keys, etc.

## Serve on Internship Team

- Assume the primary role in facilitating the development of the intern into the special education teaching profession.
  - Provide feedback to the university supervisor as they prepare mid-term action plans and semester summative evaluations.
  - Meet individually with the university supervisor to discuss the intern's progress (as needed).
- Note: The mentor is not the formal evaluator of the intern, the university supervisor is.*

## University Involvement

- Support and contribute to the continuous improvement of the UAA Teacher Preparation program.
- Collaborate with university supervisor or other university faculty in school-based inquiry and research.

# **University Supervisor Responsibilities and Expectations**

## **Work with Interns throughout the internship experience**

- Conduct formative and summative classroom observations, including pre- and post-observation conferences.
- Meet regularly with the intern to discuss progress as well as other concerns and issues. (Meetings may include email and/or phone conversations.)
- Support and track progress of the intern's Via portfolio.
- Become familiar with and use the Via data collection and management system.
- Serve as a communications link among members of the Internship Team.
- Become thoroughly familiar with program's standards-based assessments and the requirements/due dates.
- Collaborate with mentors and principals to schedule out-of-classroom experiences and out-of-school experiences.
- Monitor intern's attendance in the internship.

## **Serve as Chair of the Internship Team**

- Provide an orientation to mentor teachers.
- Meet regularly with mentor teachers to discuss progress of interns.
- Lead the intern's mid-term progress reports and semester summative evaluation conferences.
- Assign the internship grade.
- Notify the appropriate program lead of any significant concerns with the internship.
- Hold individual meetings with mentors, as needed.

## **Other activities might include:**

- Collaborate with the principal on professional development issues.
- Share in decision-making related to mentors and other internship related issues.
- Participate in or provide professional development.
- Facilitate study groups.
- Assist with curriculum development/planning.
- Suggest resources.
- Support school-based inquiry and research.
- Support and contribute to the continuous improvement of the UAA Teacher Preparation program.

# Principal Responsibilities and Expectations

## Work with Interns throughout the internship experience

- Facilitate full participation of interns in the life of the school.  
*Meet with interns at the beginning of the year and periodically through the school year.*  
*Share the demographics and philosophy of your school.*  
*Introduce them to faculty at first faculty meeting.*  
*Supply them with school handbook and planning book.*  
*Give them regular opportunities to be part of the school culture.*  
*Facilitate access to appropriate technology resources.*
- Conduct informal classroom observations.
- Provide feedback, guidance, and support to interns, as needed.
- Support the development of interns with a growth mindset.

## Serve on Internship Team

- Meet with university supervisor and/or mentor teachers to discuss progress of interns (as needed).
- Participate, when possible, with the internship team for the intern's formative and summative evaluations.

## Provide Leadership for Professional Development

- Seek to integrate the intern into a school climate of continuous improvement, collegiality, and school-based inquiry and research.
- Support mentors, as needed, within the school.
- Assist university supervisors, mentors, and interns in communicating and connecting with parents and community.

## **Intern Attendance Policy**

The guiding principle behind the Intern Attendance Policy is to reflect as much as possible how a practicing professional teacher would deal with attendance issues.

### **Attendance requirements:**

- Interns are required to complete a minimum of 500 hours in the classroom, per Alaska Administrative Code, 4 AAC 30.020. Student teachers.
- The internship can be a full-time or part-time placement. Many interns will meet the 500 hours before the end of the semester; however, interns must remain at the host campus through the end.
- Interns are to follow the school district calendar and are expected to be present all the days certificated teachers attend including in-service days.
- Interns are expected to follow the same work hours as certificated teachers. It is the responsibility of the intern to confirm the daily arrival and departure times for the school in which they are placed.
- Interns will maintain an attendance log and submit it to Blackboard.
- Interns are not expected to make up time for official school closings due to weather conditions, natural disasters, or other emergencies.
- Punctuality and attendance are an integral part of the CEC Standards on Professionalism.
- Teachers earn 1.3 days per month of sick leave for a total of 12 days per year. The School of Education will use the same guidelines. No more than five (5) absences are permissible per semester to receive a passing grade in internship.

### **In the event of illness:**

1. Contact your mentor teacher and your university supervisor as soon as possible and notify them that you will be absent.
2. Illness that extends beyond three days may require a physician's note.
3. It is expected that you will have substitute lesson plans available. Your internship time might be extended in order to make up days missed.

### **Other absences:**

Acceptable absences, besides illness, are once in a lifetime events and/or family emergencies. An intern is allowed one personal day per semester for lifetime events. Personal leave that extends beyond one day is to be arranged in advance with the university supervisor as soon as you are aware of the need for the absence and is subject to approval by the program lead. Personal leave beyond one day will only be approved for extreme hardship and/or family emergencies. While you must notify your mentor of leave and absences, they do not have the authority to approve or excuse absences from your internship.

Sometimes emergency situations arise suddenly where advance notification can't be given. In these rare situations, please notify the university supervisor and mentor as soon as possible. The internship team will be willing to work with you if you have extenuating circumstances.

**Excessive Absences:**

Since a major part of the internship is participation with the students, excessive absences and/or tardies in the internship may result in an incomplete grade and/or an extended internship. Excessive unexplained absences and/or tardies are grounds for dismissal from the program.

**Internship Seminar:**

Attendance policies for university classes that run simultaneously with the internship are at the discretion of the professor. Interns are expected to follow the course guidelines. Interns are expected to attend all university classes as well as fulfill the required hours of the internship.

# **Guidelines and Procedures for Evaluating Interns**

## **Documenting Intern Progress**

During the semester, members of the Internship Team will conduct classroom observations. The university supervisor is to complete at least three observations during the internship. Observations may be done in-person, via distance delivery methods, or video submissions.

University supervisors will keep a log to record topics that have been discussed and suggestions that have been made. Interns will receive a copy of informal and formal observations with conference summary notes. University supervisors will maintain copies of e-mails, records of phone conversations and other interactions with the intern and mentor teacher related to the intern's progress.

## **Intern Evaluation**

Intern evaluations will be completed three times during the internship: initial, midterm, and end-of-internship. Initial and midterm evaluations are formative in nature; end-of semester evaluations are summative and will establish that the intern has met all program requirements and is eligible for a Teacher State-Approved Program Verification Form for a special education endorsement on the existing Alaska teacher certificate (assuming all other program and university graduation requirements have been met).

Prior to each evaluation, the university supervisor will review each intern's Via portfolio, weekly journals, and formal/informal observations from the Internship Team. After each evaluation, the university supervisor will convene a conference with the Internship Team to discuss performance on each standard including areas of strengths, areas for improvement, and an action plan for continued growth.

## **Improvement Plan**

An improvement plan is created for those interns who are operating at levels of "Approaches Expectations" on any of the Council for Exceptional Children (CEC) Initial Preparation Standards and are in danger of failing the internship despite being provided with much guidance and time for improvement. In the event that the intern is not responding appropriately or in a timely manner, the university supervisor will inform the appropriate program lead. The mentor and principal will be included in the discussion whenever possible. The plan is to be approved by the appropriate program lead.

It is the university supervisor's responsibility to formulate the plan. The mentor and principal should be involved in deciding the contents of the plan. The requirements need to be stated in measurable terms and directly connected to one (or more, if applicable) of the CEC Initial Preparation Standards. The plan should be reviewed with the intern and mentor. The intern should sign the plan and receive a copy.

Successful fulfillment of the improvement plan means the intern met all the requirements of the plan satisfactorily. Occasionally, the intern is able to meet the requirements and then falls back to old behaviors. Because of this, the university supervisor will include a statement indicating that internship termination may occur at any subsequent time, upon agreement of all parties (principal, mentor, university supervisor).

Sometimes an intern will review the plan and make the decision to withdraw rather than continue under the circumstances. If this happens, the intern must write a letter of explanation to the appropriate program lead. The intern should also contact UAA Enrollment Services to officially withdraw. It is critical that the intern take these steps immediately. Even so, it may be too late in the semester to receive any refund for tuition and fees (even a partial refund) and/or withdraw from internship.

If an intern is unsuccessful, steps to terminate the internship will transpire. Interns may appeal the decision by following the procedures described in the UAA Student Handbook: *Procedures for Resolving Disputes Regarding Denial of Admission to or Dismissal from a Program of Study for Academic Reason*.

## **Internship Extension**

An internship may be extended in order to provide an intern with additional time to demonstrate the level of competency required to meet the standards. If an extension is recommended, the Internship Team must stipulate the length of time of the extension and the specific actions and performances that the intern must complete to demonstrate attainment of the standards. This information must be documented on the Action Plan form that is completed at the Internship Team meeting. At the end of the extension period, the Internship Team must hold another meeting to document and determine intern performance.

## **Procedures for Withdrawal and Termination from the Internship**

The School of Education does have a policy for withdrawal and termination from internship. Interns should refer to the UAA Student Handbook: *Academic Dispute Resolution Procedures for UAA protocols*.

## **Procedures for Placement of an Intern for a Second Time**

An intern (who is not an employee of the district in which they are completing their internship) or mentor can request a change of placement within the first thirty days. The person requesting the change notifies the appropriate university supervisor. The university supervisor immediately notifies the appropriate program lead of the request and the reasons for the request. The university supervisor will oversee the transition. First, the Internship Team must meet and discuss the request so there is clear understanding of the reasons for the request. Include the principal in the discussion whenever possible. If the decision is to honor the request, the meeting will also determine when the intern's last day in the school/classroom will be and how closure with the students will be handled. The program lead will attempt to secure a second placement as soon as possible. However, placements are difficult to secure after the start of the semester and there is no guarantee that a second placement can be provided.

Placement changes after the first 30 days are not granted unless recommended by the university supervisor to the appropriate program lead. Second placements may be granted for unusual circumstances that are not reflective of the intern's ability to be a successful teacher. If a new placement is granted, the university supervisor will facilitate the transition as previously described.

The school principal or mentor may request that the internship in their school/classroom be terminated at any time. If the request is for cause, a second placement may not be granted. If the circumstances are not a direct result of intern performance, an effort to find another placement will be granted to the intern. However, second placements are hard to secure during the school year and cannot be guaranteed.



If withdrawal or termination occurs and the intern wishes to be granted a second chance to enroll in an internship, the intern will need to appear before an appeals committee. The intern will be expected to demonstrate how his/her situation has changed. The committee will need to know that it is likely that the intern can be successful in another internship. See UAA Student Handbook: *Procedures for Resolving Disputes Regarding Denial of Admission to or Dismissal from a Program of Study for Academic Reason*.

# **University of Alaska Anchorage School of Education**

## **School of Education Motto**

Preparing Educators to Transform Lives

## **School of Education Mission**

We prepare educators and support the lifelong learning of professionals to embrace diversity and to be intellectually and ethically strong, resilient, and passionate in their work with Alaska's learners, families, and communities.

## **School of Education Core Values**

- Collaborative Spirit - Professional educators generate, welcome, and support the collaborative relationships and partnerships that enrich people's lives.
- Intellectual Vitality - Professional educators examine diverse perspectives, engage in research and scholarship, contribute to knowledge and practice, and apply innovations in technology.
- Leadership - Professional educators are committed to the highest standards of ethical behavior in their roles, using professional expertise to improve the communities in which they live and work, and demonstrating the ability to translate theories and principles into transformative educational practice.
- Inclusiveness and Equity - Professional educators create and advocate for learning communities that advance knowledge and ensure the development, support, and inclusion of people's abilities, values, ideas, languages, and expressions.

## **School of Education Graduate Studies Mission**

We prepare scholarly practitioners grounded in purpose and research to address complex problems of practice in the context of Alaska's Indigenous and culturally and linguistically diverse setting.

## **School of Education Graduate Studies Vision**

Faculty and candidates enact the Graduate Studies mission by

- collaborating with key partners (e.g., Alaska Natives; school-based teachers and administrators; community-based leaders and Elders);
- conducting scholarship in teaching and research that address complex problems of practice relevant to Alaska's context;
- implementing interdisciplinary practices indicative of a holistic, integral approach to graduate studies;
- framing and examining critical questions through inquiry/research;
- engaging in self-reflection;
- listening;
- examining, analyzing, evaluating, and commenting on education policies and practices; and
- recognizing and respecting multiple perspectives and worldviews.

## Alignment of Graduate Studies Vision and SOE Core Values

| <b>Graduate Studies in Education and Leadership<br/>Vision Statements</b>  | <b>School of Education<br/>Core Values</b> |
|--|--|
| Collaborating with key partners (e.g., Alaska Natives; school-based teachers and administrators; community-based leaders and Elders) | Collaborative Spirit                       |
| Conducting scholarship in teaching and research that address complex problems of practice relevant to Alaska's context               | Intellectual Vitality                      |
| Engaging in self-reflection  | Leadership                                 |
| Examining, analyzing, evaluating, and commenting on education policies and practices   | Inclusiveness and Equity                   |
| Framing and examining critical questions through inquiry/research  | Intellectual Vitality                      |
| Implementing interdisciplinary practices indicative of a holistic, integral approach to graduate studies                             | Intellectual Vitality                      |
| Listening  | Leadership                                 |
| Recognizing and respecting multiple perspectives and worldviews  | Inclusiveness and Equity                   |

## Internship Courses

Courses listed below are required for internship.  
Credit hours for each course are indicated in parentheses.

### Special Education

EDSE A692(1-2), Internship Seminar in Special Education Teaching  
EDSE A695E (6), Advanced Internship in Special Education: Elementary  
EDSE A695S (6), Advanced Internship in Special Education: Secondary

## Standards for Beginning Special Education Teachers

The internship program is aligned with the following standards for teacher preparation:

Council for the Accreditation of Educator Preparation  
<http://caepnet.org/>

Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools  
<http://ankn.uaf.edu/publications/teachers.html>

Council for Exceptional Children (CEC)  
<https://exceptionalchildren.org/standards/initial-practice-based-professional-preparation-standards-special-educators>

## Contact Information

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### *Special Education*

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## Mentor Teacher Responsibilities and Expectations

*Note: In cases of traditional internship placements, the “mentor” will be replaced with a “cooperating teacher” and the internship will occur in the cooperating teacher’s classroom.*

### Mentor Criteria

| Program           | Licensure  | Experience                           | Education         | Administrator Recommendation | Mentor Training or Orientation |
|-------------------|--|--------------------------------------|-------------------|------------------------------|--------------------------------|
| Special Education | Type T Professional or Master Certificate with an endorsement in special education | Three (3) years in area of licensure | Bachelor’s degree | Required                     | Orientation                    |

### Work closely with the Intern throughout the internship experience

- Orient intern to classroom and school:
  - Daily/weekly schedule of class and specialists*
  - Yearly calendar*
  - Expected time of arrival and departure*
  - Dress code and other school norms*
  - Curriculum*
  - Instructional strategies*
  - Classroom management techniques and discipline strategies*



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- Provide intern a designated space with table or desk in the classroom.

- Talk through and explain the process of curriculum development in yearly, weekly, and daily plans, including unit development.
- Talk with intern regarding questions about classroom practice.
- Be receptive to new classroom strategies introduced by the intern.
- Support interns working with your classes to complete assignments that are part of the University coursework.
- In conjunction with university supervisor, facilitate intern observations in other classrooms or special areas within the school.
- With intern and university supervisor, set a schedule and goals for moving the intern toward “full-time” teaching activities within your classroom.
- Conduct informal observations each semester and provide formative feedback to the intern.
- Engage in reflective conversations following each lesson taught by the intern, focusing on strengths and areas for improvement.
- Review completed lesson plans prepared by the intern prior to observations by supervising faculty.
- Hold regular debriefings with the intern based on informal and formal observations, program assessments, and course task requirements.
- Provide support and feedback for the intern as he/she is completing Standards Based Assessments (SBAs) and developing his/her electronic portfolio.

### **Serve on Internship Team**

- Assume the primary role in facilitating the development of the intern into the teaching profession.
  - Provide feedback to the supervising faculty as they prepare mid-term progress reports and semester summative evaluations.
  - Meet individually with the university supervisor to discuss the intern’s progress (as needed).
- Note: The mentor teacher is not the formal evaluator of the intern. The university supervisor is.*

### **University Involvement**

- Support and contribute to the continuous improvement of the UAA Teacher Preparation program.
- Collaborate with university supervisor or other university faculty in school-based inquiry and research.

## **Mentor/University Supervisor Assessments of Intern Practice**

1. Continuous Assessment of Progress (CAP) - The CAP is an assessment of the intern's progress toward mastery of the CEC Standards that is completed by the mentor and the university supervisor three times during the internship. The initial assessment is completed within the first two (2) weeks of the internship and is a baseline assessment for the intern. The formative assessment is completed halfway through the internship and is utilized to create an action plan of steps for the intern to work towards in order to master the standards by the end of the internship period. The final assessment is summative and shows that the intern has met or exceeded the standards required for the successful completion of the internship.

[http://uaa.co1.qualtrics.com/jfe/form/SV\\_4SMuEqumY4lAqgh](http://uaa.co1.qualtrics.com/jfe/form/SV_4SMuEqumY4lAqgh)

2. UAA EDSE Dispositions Form - The EDSE Dispositions assessment is an assessment of the intern's progress towards mastery of the CEC Standards focused on educator dispositions. It is completed by the mentor, university supervisor, and intern (as a self-evaluation) twice during the internship period. The initial assessment is completed within the first two (2) weeks of the internship and is a baseline assessment that will allow the intern to set dispositional goals to work towards in their internship. The final assessment is completed within the last two (2) weeks of the internship and is a summative assessment that will give the intern information on their dispositional growth.

[http://uaa.co1.qualtrics.com/jfe/form/SV\\_6Wlb3cAqMe46XJz](http://uaa.co1.qualtrics.com/jfe/form/SV_6Wlb3cAqMe46XJz)

3. UAA EDSE IEP Evaluation Form - The EDSE IEP Evaluation is an assessment that mentors complete during the internship after observing the intern complete the IEP process by conducting an IEP meeting for a student in the intern's class.

[http://uaa.co1.qualtrics.com/jfe/form/SV\\_6mVOALpKk6gZjj7](http://uaa.co1.qualtrics.com/jfe/form/SV_6mVOALpKk6gZjj7)

4. UAA EDSE Testing Evaluation Form - The EDSE Testing Evaluation is an assessment that mentors complete during the internship after observing the intern conduct a standardized assessment with a student in the intern's class.

[http://uaa.co1.qualtrics.com/jfe/form/SV\\_1Fk6YxjpKfgV8MJ](http://uaa.co1.qualtrics.com/jfe/form/SV_1Fk6YxjpKfgV8MJ)

## Program Assessment #4: Teaching Evaluation

**Program Name:** Graduate Certificate in Special Education

**Assessment Name/Number:** Teaching Evaluation/#4

**Course:** EDSE A695 E&S Advanced Internship in Special Education (6 credits)

### Program Assessment #4: Teaching Evaluation

Key Assessment #4 is administered three times during the course of your internship.

**Purpose:** This assignment is designed to assess your ability to deliver high quality individualized instruction to students with exceptionalities.

**Description:** As part of your final teaching evaluation you will teach three lessons (initial, mid-term, and final) that your internship supervisor will observe. The scores of each of your observations will be averaged to calculate your final teaching evaluation score.

**Assessment:** This assignment will be assessed using the provided rubric. The rubric will assess your ability to meet specific standards and indicators\* - CEC, ISTE, ACSE, AECPS, GSEL, CAEP generic skills, and CAEP cross-cutting themes. To receive a passing grade in this course, it is expected that you will perform at the “Meets Expectations” (2) level on the rubric as a whole. Scoring less than a minimum of “Meets Expectation” on any one rubric item will require you to consult with the course instructor, and you may need to do additional work to meet the standard. Data from this assignment provide information about how well candidates are progressing toward mastery of safe and effective practice of special education. Results are used to inform decisions about program improvement.

\*Council for Exceptional Children (CEC), International Society for Technology in Education-for Teachers (ISTE), Alaska Cultural Standards for Educators (ACSE), Alaska Educator Content and Performance Standards (AECPS), Graduate Studies in Education and Leadership (GSEL), Council for Accreditation of Educator Preparation (CAEP)

### Alignment with Standards:

| CEC  | Teaching Evaluation Rubric |
|--|----------------------------|
| 1. Learner Development and Individual Learning Differences | Item 10                    |
| 2. Learning Environments                                   | Items 1, 2, 3              |
| 3. Curricular Content Knowledge                            | Items 8, 9                 |
| 4. Assessment  | Items 4, 5, 11             |
| 5. Instructional Planning and Strategies                   | Items 6, 7                 |
| 6. Professional Learning and Ethical Practice              | Items 12, 13               |
| ACSE   |                            |
| ACSE D   | Item 1                     |
| ACSE E   | Item 6                     |
| AECPS  |                            |
| AECSP 2.T  | Items 8, 9                 |
| AECSP 3.T  | Item 6                     |
| AECSP 4.T  | Item 7                     |
| AECSP 5.T  | Items 4, 11                |
| AECSP 6.T  | Items 1, 2, 3, 5, 10       |

|   |                   |
|---|-------------------|
| AECS 8.T                                    | Items 12, 13      |
| <b>CAEP Standard A.1.1 (generic skills)</b> |                   |
| A.1.1.a                                     | Items 4, 11       |
| A.1.1.b                                     | Items 8, 9        |
| A.1.1.c                                     | Items 1, 6, 7, 10 |
| A.1.1.d                                     | Item 13           |
| A.1.1.f                                     | Items 3, 12       |
| <b>CAEP Cross-cutting Themes</b>            |                   |
| Diversity                                   | Items 4, 10       |
| <b>GSEL</b>                                 |                   |
| GSEL 1.1                                    | Item 13           |
| GSEL 1.3                                    | Item 12           |
| GSEL 1.5                                    | Items 4, 9        |

### Instructions

Using the attached lesson plan template, create three lessons for your students that your internship supervisor will observe. Set up a time for your internship supervisor to observe you teaching the lesson via distance delivery technology, or submit a video of you teaching the lesson.

### Product

Completed Lesson Plan:

Thoroughly fill out the provided lesson plan. After teaching each lesson, **use the “Author’s Comments and Reflections”** section of the Basic Lesson Plan to write a 3 – 4 paragraph reflection that identifies the next environment(s) that the students will transition to, how you would collaborate with the students, paraprofessional, other school/community staff, and the students’ families, and explain your method of data collection and data monitoring plan (include example documents)-- to include the type of data, frequency of collection and how you will know when the students have met their respective goals or objectives.



# Teaching Observation Evaluation Rubric



**School of Education**  
UNIVERSITY of ALASKA ANCHORAGE

3211 Providence Drive, ULB 106B, Anchorage, Alaska 99508-4614  
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## Teaching Observation Evaluation Rubric

**Program Name:** Graduate Certificate in Special Education

**Assessment Name/Number:** Teaching Evaluation/#4

**Course:** EDSE A695 E&S Advanced Internship in Special Education (6 credits)

Candidate: \_\_\_\_\_ UA ID: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Phone: \_\_\_\_\_

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

| Indicator Description   | Approaches Expectation   | Initial                     | Mid-term   | Final                       | Exceeds Expectation   |
|---|--|-----------------------------|--|-----------------------------|---|
|   |  | 1.5                         | Meets Expectation  | 2.5                         |   |
| <b>Key Assess. Score</b>  | 1  | 1.5                         | 2  | 2.5                         | 3   |
| <b>CEC 2.0 Learning Environment (Classroom Set-up &amp; Management)</b>   |  |                             |  |                             |   |
| 1) KE 2.1: Creates safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.<br>CAEP A.1.1.c<br>ACSE D<br>AECSP 6.T | Candidate writes learning objectives students; states expected student behaviors; and reviews lesson agenda with students. | Partial success at rating 2 | Candidate writes learning objectives, student outcomes, and expected behaviors for all students; states & displays student behaviors; reinforces positive learner behaviors; reviews lesson agenda (visually displayed) with students; and communicates strategies for | Partial success at rating 3 | Candidate writes & displays learning objectives, student outcomes, and expected behaviors for all students; reviews each of the above prior to teaching the lesson; reinforces positive learner behaviors as a whole group and individually; reviews lesson agenda (visually displayed) with students; and communicates strategies for supporting students safely in the classroom & school |

|   |  |                             |   |                             |   |
|---|--|-----------------------------|---|-----------------------------|---|
|   |  |                             | supporting students safely in the classroom with other classroom and school staff.  |                             | environment with other classroom and school staff   |
| Notes:  |  |                             |   |                             |   |
| 2) KE 2.2: Uses motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. AECSP 6.T | Candidate has lesson outline, attempts to reinforce positive learner behaviors, proactively reminds students throughout the lesson what behaviors are expected.          | Partial success at rating 2 | Candidate has lesson outline and reviews agenda with students, reinforces positive learner behaviors, generally proactively-reminds students throughout the lesson what behaviors are expected. | Partial success at rating 3 | Candidate reviews agenda (visual display posted) with students; reinforces positive learner behaviors as a whole group and individually through specific praise, gestures, and established reinforcement systems; proactively reminds students throughout the lesson what behaviors are expected and redirects students as needed; models expected behaviors. |
| Notes:  |  |                             |   |                             |   |
| 3) KE 2.3: Knows how to intervene safely and appropriately with individuals with exceptionalities in crisis.<br><br>CAEP A.1.1.f<br>AECSP 6.T             | Candidate attempts to create a safe and productive atmosphere; make environmental adjustments as needed, and attempts to respond to crisis situations calmly and safely. | Partial success at rating 2 | Candidate maintains a productive and safe atmosphere; makes environmental adjustments as needed, responds to crisis situations calmly and safely.   | Partial success at rating 3 | Candidate creates and maintains a safe and productive atmosphere with minimal behavioral problems through implementation of classroom wide positive behavior intervention supports; proactively makes classroom or individual environmental adjustments as needed, responds to crisis situations calmly and safely.   |
| Notes:  |  |                             |   |                             |   |
| <b>CEC 4.0 Assessment (Lesson Planning)</b>   |  |                             |   |                             |   |
| 4) KE 4.1: Selects and uses technically sound formal and informal assessments that minimize bias.   | Candidate does not evaluate students' knowledge of prerequisite information and skills; identify student outcomes;   | Partial success at rating 2 | Candidate evaluates students' knowledge of prerequisite information and skills; writes learning objectives and student outcomes;  | Partial success at rating 3 | Candidate evaluates students' knowledge of prerequisite information and skills through informal or formal assessment; writes learning objectives and student outcomes and shares them   |

|   |  |                             |   |                             |   |
|---|--|-----------------------------|---|-----------------------------|---|
| CAEP A.1.1.a<br>AECSP 5.T<br>GSEL 1.5<br>CCT: Diversity   | or evaluates student learning based upon objectives and outcomes for state standards.  |                             | evaluates student learning based upon objectives and outcomes for state standards; lesson includes data to support students IEP progress notes.   |                             | with students; evaluates student learning based upon objectives and outcomes for state standards individualized for students as needed; lesson includes data to support students IEP progress notes.  |
| Notes:  |  |                             |   |                             |   |
| 5) KE 4.4: Engages individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.<br>AECSP 6.T   | Candidate lists standards to evaluate learning; uses assessments to accommodate the unique abilities and needs of students in the class; and provides students general feedback on work.   | Partial success at rating 2 | Candidate lists standards to evaluate learning and shares with students'; modifies informal assessments to accommodate the unique abilities and needs of students in the class; provides students' specific and actionable feedback on work.  | Partial success at rating 3 | Candidate lists, displays, and shares with students the standards used to evaluate learning; creates and modifies informal assessments to accommodate the unique abilities and needs of students in the class; provides students with individualized actionable feedback on participation and work; and implements reinforcement systems on a classroom and individual level. |
| Notes:  |  |                             |   |                             |   |
| <b>CEC 5.0 Instructional Planning and Strategies (Lesson Planning/Intro to Activity)</b>  |  |                             |   |                             |   |
| 6) KE 5.1: Considers individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.<br><br>CAEP A.1.1c<br><br>AECSP 3.T | Candidate does not individualize instructional content, resources, & strategies that respond to cultural, linguistic, & gender differences in students; provides a model for learning; does not modify pace of instruction; and provides limited feedback to learners. | Partial success at rating 2 | Candidate individualizes instructional content, resources, & strategies that respond to cultural, linguistic, & gender differences in students; models the learning or provides a model; modifies pace of instruction and provide organizational cues; and uses responses and errors to guide instructional decisions and provide feedback to learners. | Partial success at rating 3 | Candidate differentiates instructional content, resources, & strategies that respond to cultural, linguistic, & gender differences in students; models the learning or provides a model; modifies pace of instruction and provide organizational cues; and uses responses and errors to guide instructional decisions and provide feedback to learners.                       |

|   |   |                             |  |                             |   |
|---|---|-----------------------------|--|-----------------------------|---|
| ACSE E  |   |                             |  |                             |   |
| Notes:  |   |                             |  |                             |   |
| <p>7) KE 5.6: Teaches to mastery and promote generalization of learning.</p> <p>CAEP A.1.1c</p> <p>AECSP 4.T</p>                        | Candidate attempts to relate student learning to the bigger picture; lesson includes planning for mastery.                                      | Partial success at rating 2 | Relates students learning to bigger picture; identifies relevance of activities, lesson includes planning for generalization and maintenance of skill taught, instruction is designed for students to apply skills in the classroom setting. | Partial success at rating 3 | Relates students' learning to bigger picture; identifies relevance of activities, lesson includes planning for generalization and maintenance of skill taught, instruction is designed for students to apply skills in the classroom setting, and whole-school environment.   |
| Notes:  |   |                             |  |                             |   |
| <b>CEC 3.0 Curricular Content Knowledge (Presentation)</b>  |   |                             |  |                             |   |
| <p>8) KE 3.1: Develops meaningful learning progressions for individuals with exceptionalities.</p> <p>CAEP A.1.1.b</p> <p>AECSP 2.T</p> | Candidate presents information in a logical sequence, and briefly checks for understanding prior to moving onto the next section of the lesson. | Partial success at rating 2 | Candidate presents information in a logical and meaningful sequence, provides information in realistic chunks and at an appropriate pace; and thoroughly checks for understanding prior to moving onto the next section of the lesson.       | Partial success at rating 3 | Candidate includes plan for delivery of instruction in lesson plan; presents information in a logical and meaningful sequence; provides information in realistic chunks and at an appropriate pace; and checks for understanding prior to moving onto the next section of the lesson, restating any important information if students indicate they need that level of support. |
| Notes:  |   |                             |  |                             |   |
| 9) KE 3.3: Modifies general and specialized curricula to make them accessible to individuals with exceptionalities.                     | Candidate attempts to use activities that motivate and actively engage students, but does not alter strategy if                                 | Partial success at rating 2 | Candidate uses activities that motivate and actively engage students; and restates instruction   | Partial success at rating 3 | Candidate uses activities that motivate and actively engage students--activities may be developed for the whole class or individual students; and restates instruction to maximize understanding.   |

|  |   |                             |   |                             |  |
|--|---|-----------------------------|---|-----------------------------|--|
| CAEP A.1.1.b<br>AECSP 2.T<br>GSEL 1.5  | students are not engaged.<br><br>Candidate's lesson topic and materials are related to the general education, but are not accessible to the students.   |                             | to maximize understanding.<br><br>Candidate's lesson topic and materials are related to the general education curriculum; and may include modifications to the material.        |                             | Candidate's lesson topic and materials are related to the general education curriculum, and may include modifications to the material. Modifications may be made for the class or specific students.   |
| Notes:   |   |                             |   |                             |  |
| <b>CEC 1.0 Learner Development and Individual Learning (Student Activity)</b>  |   |                             |   |                             |  |
| 10) KE 1.2: Uses understanding of development and individual differences to respond to the needs of individuals with exceptionalities.<br>CAEP A.1.1c<br>AECSP 6.T<br>CCT: Diversity | Throughout the lesson candidate questions students for understanding- but does not adjust lesson based on student need; provides limited feedback to students; provides guided practice time, and does not provide independent practice time. | Partial success at rating 2 | Throughout the lesson the candidate questions students for understanding, provides feedback to students, provides guided practice time, and provides independent practice time. | Partial success at rating 3 | Throughout the lesson the candidate questions students for understanding-adjusting instruction based on student answers, provides feedback to students on responses, provides guided practice time-adjusting instructional methods based on the needs of each individual student, and provides independent practice time-independent work is differentiated for individual students if needed. |
| Notes:   |   |                             |   |                             |  |
| <b>CEC 4.0 Assessment (Closure)</b>  |   |                             |   |                             |  |
| 11) KE 4.2: Uses assessment to guide educational decisions for individuals with exceptionalities.<br><br>CAEP A.1.1.a<br>AECSP 5.T   | Candidate solicits input on what was learned, but does not use the information to guide future learning   | Partial success at rating 2 | Candidate solicits input on what was learned and uses that information to guide future learning.  | Partial success at rating 3 | Candidate solicits input on what was learned; makes notes of student progress; and uses that information to guide future learning, making changes to delivery of instruction and materials as necessary and noted in the lesson plan reflection.   |
| Notes:   |   |                             |   |                             |  |
| <b>CEC 6.0 (Follow-up conversation)</b>  |   |                             |   |                             |  |

|   |  |                                    |  |                                    |   |
|---|--|------------------------------------|--|------------------------------------|---|
| <p>12) KE 6.1: Uses professional ethical principles and professional practice standards to guide their practice.</p> <p>CAEP A.1.1.f<br/>AECSP 8.T<br/>GSEL 1.3</p> | <p>Candidate cannot articulate how they use professional ethical principles and professional practice standards to guide their practice.</p> | <p>Partial success at rating 2</p> | <p>Candidate articulates how they use professional ethical principles and professional practice standards to guide their practice.</p> | <p>Partial success at rating 3</p> | <p>Candidate articulates how they use professional ethical principles and professional practice standards to guide their practice, citing multiple examples related to the observed lesson.</p> |
| Notes:  |  |                                    |  |                                    |   |
| <p>13) KE 6.6: Provides guidance and direction to paraeducators, tutors, and volunteers.</p> <p>CAEP A.1.1.d<br/>GSEL 1.1<br/>AECSP 8.T</p>                         | <p>Candidate attempts to provide guidance and direction to paraeducators, tutors, and volunteers.</p>  | <p>Partial success at rating 2</p> | <p>Candidate provides guidance and direction to paraeducators, tutors, and volunteers.</p>   | <p>Partial success at rating 3</p> | <p>Candidate provides guidance and direction to paraeducators, tutors, and volunteers including written expectations, daily schedules, and instructional modifications.</p>                     |
| Notes:  |  |                                    |  |                                    |   |

## Lesson Plan and Reflection

Each lesson plan must include the following components:

**State Standards** – standards must be appropriate and aligned with instruction and assessment,

**CEC Standards** when appropriate

**Indicators for State Standards,**

**Essential Questions** (appropriate for lesson and aligned with instruction and assessment) What is the critical skill you are addressing?

**Lesson Objectives** (stated objectives are measurable and observable and skills, knowledge and disposition notations are appropriate and aligned with instruction and assessment),

**Activation of Prior Knowledge** (aligned with stated objectives),

**Clear Instructional Methodologies** (Includes Universal Design for Learning Principles, IEP/504, groupings, multiple intelligences, Bloom levels, domains, and multi-culturalism),

**Body of the lesson** (activities appropriate and aligned with lesson objective),

**Closure and Transition** (these activities offer extensions or interventions as appropriate and are aligned with lesson objective/instruction),

**Materials and Technology** (meet diverse needs and multiple levels),

**Assessment/Evaluation** (note differentiation and how the needs of all students will be met),

**Reflection** (be complete and include suggestions for initiatives for future instruction).

A lesson plan form and the scoring rubric are attached for your reference. Have several blank copies of the lesson plan form available for use as you attend all of your methods/practicum classes.

## Lesson Plan and Reflection

Name: \_\_\_\_\_ Mentor Teacher: \_\_\_\_\_  
 Setting/Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_  
 Subject(s): \_\_\_\_\_ School: \_\_\_\_\_  
 Theme/Title: \_\_\_\_\_  
 Composition of Class: Male \_\_\_\_\_ Female \_\_\_\_\_ ESL \_\_\_\_\_ IEP \_\_\_\_\_ 504 \_\_\_\_\_  
 Number of Teachers: \_\_\_\_\_ Paraprofessionals: \_\_\_\_\_

### 1. LEARNING GOALS/OBJECTIVES

|  |   |
|--|---|
| What student learning goal(s)/objective(s) do you have for this lesson?                            | Which Alaska Cultural Standard(s) does this lesson address? |
| Which AK content or Common Core standard(s) (strands & numbers included) does this lesson address? | How does this lesson address the standards?                 |

### 2. METHODOLOGY

|   |  |   |   |                                       |   |                                       |  |                                      |  |   |   |                                       |                                     |  |   |                                     |                                  |                                    |                                    |                                  |                                     |                                |  |
|---|--|---|---|---------------------------------------|---|---------------------------------------|--|--------------------------------------|--|---|---|---------------------------------------|-------------------------------------|--|---|-------------------------------------|----------------------------------|------------------------------------|------------------------------------|----------------------------------|-------------------------------------|--------------------------------|--|
| What instructional strategies will you use? <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td style="width: 30%;"><input type="checkbox"/> Constructions</td><td style="width: 30%;"><input type="checkbox"/> Library Research</td></tr> <tr><td><input type="checkbox"/> Cooperative Learning</td><td><input type="checkbox"/> Peer Editing</td></tr> <tr><td><input type="checkbox"/> Discussion/Questioning</td><td><input type="checkbox"/> Practicum</td></tr> <tr><td><input type="checkbox"/> Problem Solving</td><td><input type="checkbox"/> Field Study</td></tr> <tr><td><input type="checkbox"/> Reflection/Response</td><td><input type="checkbox"/> Graphic Organizers</td></tr> <tr><td><input type="checkbox"/> Independent Learning</td><td><input type="checkbox"/> Role Playing</td></tr> <tr><td><input type="checkbox"/> Laboratory</td><td><input type="checkbox"/> Viewing/Listening/Answering</td></tr> <tr><td><input type="checkbox"/> Practice/Drill</td><td><input type="checkbox"/> Experiment</td></tr> <tr><td><input type="checkbox"/> Lecture</td><td><input type="checkbox"/> Discovery</td></tr> <tr><td><input type="checkbox"/> Reporting</td><td><input type="checkbox"/> Journal</td></tr> <tr><td><input type="checkbox"/> Simulation</td><td><input type="checkbox"/> Other</td></tr> </table> | <input type="checkbox"/> Constructions               | <input type="checkbox"/> Library Research | <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Peer Editing | <input type="checkbox"/> Discussion/Questioning | <input type="checkbox"/> Practicum    | <input type="checkbox"/> Problem Solving | <input type="checkbox"/> Field Study | <input type="checkbox"/> Reflection/Response | <input type="checkbox"/> Graphic Organizers | <input type="checkbox"/> Independent Learning | <input type="checkbox"/> Role Playing | <input type="checkbox"/> Laboratory | <input type="checkbox"/> Viewing/Listening/Answering | <input type="checkbox"/> Practice/Drill | <input type="checkbox"/> Experiment | <input type="checkbox"/> Lecture | <input type="checkbox"/> Discovery | <input type="checkbox"/> Reporting | <input type="checkbox"/> Journal | <input type="checkbox"/> Simulation | <input type="checkbox"/> Other | Why did you choose these strategies/methods?<br><br><br>How will you group students for instruction (Individual, Small Group, Large Group or Whole Class)? |
| <input type="checkbox"/> Constructions  | <input type="checkbox"/> Library Research            |   |   |                                       |   |                                       |  |                                      |  |   |   |                                       |                                     |  |   |                                     |                                  |                                    |                                    |                                  |                                     |                                |  |
| <input type="checkbox"/> Cooperative Learning   | <input type="checkbox"/> Peer Editing                |   |   |                                       |   |                                       |  |                                      |  |   |   |                                       |                                     |  |   |                                     |                                  |                                    |                                    |                                  |                                     |                                |  |
| <input type="checkbox"/> Discussion/Questioning   | <input type="checkbox"/> Practicum                   |   |   |                                       |   |                                       |  |                                      |  |   |   |                                       |                                     |  |   |                                     |                                  |                                    |                                    |                                  |                                     |                                |  |
| <input type="checkbox"/> Problem Solving  | <input type="checkbox"/> Field Study                 |   |   |                                       |   |                                       |  |                                      |  |   |   |                                       |                                     |  |   |                                     |                                  |                                    |                                    |                                  |                                     |                                |  |
| <input type="checkbox"/> Reflection/Response  | <input type="checkbox"/> Graphic Organizers          |   |   |                                       |   |                                       |  |                                      |  |   |   |                                       |                                     |  |   |                                     |                                  |                                    |                                    |                                  |                                     |                                |  |
| <input type="checkbox"/> Independent Learning   | <input type="checkbox"/> Role Playing                |   |   |                                       |   |                                       |  |                                      |  |   |   |                                       |                                     |  |   |                                     |                                  |                                    |                                    |                                  |                                     |                                |  |
| <input type="checkbox"/> Laboratory   | <input type="checkbox"/> Viewing/Listening/Answering |   |   |                                       |   |                                       |  |                                      |  |   |   |                                       |                                     |  |   |                                     |                                  |                                    |                                    |                                  |                                     |                                |  |
| <input type="checkbox"/> Practice/Drill   | <input type="checkbox"/> Experiment                  |   |   |                                       |   |                                       |  |                                      |  |   |   |                                       |                                     |  |   |                                     |                                  |                                    |                                    |                                  |                                     |                                |  |
| <input type="checkbox"/> Lecture  | <input type="checkbox"/> Discovery                   |   |   |                                       |   |                                       |  |                                      |  |   |   |                                       |                                     |  |   |                                     |                                  |                                    |                                    |                                  |                                     |                                |  |
| <input type="checkbox"/> Reporting  | <input type="checkbox"/> Journal                     |   |   |                                       |   |                                       |  |                                      |  |   |   |                                       |                                     |  |   |                                     |                                  |                                    |                                    |                                  |                                     |                                |  |
| <input type="checkbox"/> Simulation   | <input type="checkbox"/> Other                       |   |   |                                       |   |                                       |  |                                      |  |   |   |                                       |                                     |  |   |                                     |                                  |                                    |                                    |                                  |                                     |                                |  |
| List below your activities including how you activate background knowledge and bring closure to the lesson:<br><b>Activity</b><br><br><br><b>Time Allocated</b><br><br><br>Identify the Universal Design for Learning Principles utilized in the lesson.  |  |   |   |                                       |   |                                       |  |                                      |  |   |   |                                       |                                     |  |   |                                     |                                  |                                    |                                    |                                  |                                     |                                |  |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Multiple Means of Engagement</td> <td style="width: 50%;"></td> </tr> <tr> <td>Multiple Means of Representation</td> <td></td> </tr> <tr> <td>Multiple Means of Action &amp; Expression</td> <td></td> </tr> </table> How will you accommodate for students (IEP, 504, skill level, management issues, and/or multiculturalism)?<br><br><br>How will you collect data for IEP progress notes?   |  | Multiple Means of Engagement              |   | Multiple Means of Representation      |   | Multiple Means of Action & Expression |  |                                      |  |   |   |                                       |                                     |  |   |                                     |                                  |                                    |                                    |                                  |                                     |                                |  |
| Multiple Means of Engagement  |  |   |   |                                       |   |                                       |  |                                      |  |   |   |                                       |                                     |  |   |                                     |                                  |                                    |                                    |                                  |                                     |                                |  |
| Multiple Means of Representation  |  |   |   |                                       |   |                                       |  |                                      |  |   |   |                                       |                                     |  |   |                                     |                                  |                                    |                                    |                                  |                                     |                                |  |
| Multiple Means of Action & Expression   |  |   |   |                                       |   |                                       |  |                                      |  |   |   |                                       |                                     |  |   |                                     |                                  |                                    |                                    |                                  |                                     |                                |  |



What level(s) of Bloom's Critical Thinking did you cover?

\_\_\_ Knowledge \_\_\_ Comprehension \_\_\_ Application \_\_\_ Analysis \_\_\_ Synthesis \_\_\_ Evaluation

What multiple intelligences were exercised?

\_\_\_ Visual/Spatial \_\_\_ Verbal/Linguistic \_\_\_ Logical/Mathematical \_\_\_ Bodily/Kinesthetic

\_\_\_ Musical/Rhythmic \_\_\_ Interpersonal \_\_\_ Intrapersonal \_\_\_ Naturalist \_\_\_ Existential

What domains have you addressed?

Cognitive \_\_\_ Social \_\_\_ Affective \_\_\_ Kinesthetic \_\_\_ Metacognitive

### 3. MATERIALS

What materials will you use?

| Teacher | Student |
|---------|---------|
|         |         |

Technology Utilized:

|                      |                           |
|----------------------|---------------------------|
| MP3/CDs              | Tablets/Laptops           |
| Overhead             | Computer                  |
| Slides               | Distance Learning/Webcast |
| Tape Recorder        | Internet                  |
| TV/DVD               | Cell Phone                |
| Assistive Technology | Smart Board               |
| Digital/Video Camera | Other                     |

### 4. ASSESSMENT/EVALUATION

Assessment Alternatives (put a checkmark for assessments reflecting process and an "x" for product):

|  |   |
|--|---|
| <input type="checkbox"/> Application Exam    | <input type="checkbox"/> Objective Test             |
| <input type="checkbox"/> Concept Mapping     | <input type="checkbox"/> Observation                |
| <input type="checkbox"/> Parent Evaluation   | <input type="checkbox"/> Contract                   |
| <input type="checkbox"/> Peer Evaluation     | <input type="checkbox"/> Checklist                  |
| <input type="checkbox"/> Self-Evaluation     | <input type="checkbox"/> Performance                |
| <input type="checkbox"/> Inventories         | <input type="checkbox"/> Portfolio                  |
| <input type="checkbox"/> Quantitative Scales | <input type="checkbox"/> Rating Scales              |
| <input type="checkbox"/> Rubric              | <input type="checkbox"/> Scored Discussion          |
| <input type="checkbox"/> Journals            | <input type="checkbox"/> Problem-Solving Assessment |
| <input type="checkbox"/> Other               |   |

How will you evaluate each student goal/outcome?

How will you address generalization and maintenance?

How will you use this information?

### 5. REFLECTION AFTER LESSON IMPLEMENTATION

1. To what extent did students learn what you intended? How do you know?
2. Did you do anything differently than what you planned? If so, why?
3. If you were going to teach this lesson again to the same students, what would you do the same? Differently?

|   |
|---|
| 4. How much time did you actually use? Were transitions smooth?   |
| 5. Identify a group or individual who did well with the lesson. How do you account for this? What might you do in the future to ensure their continued success?                                       |
| 6. Identify a group or individual who had difficulty with this lesson. How do you account for this? What interventions could you use this group/individual so that they achieve the learning goal(s)? |
| 7. Are there any other comments, reactions, or questions about the lesson? Was there anything you felt especially good, frustrated or confused about?   |

## Program Assessment #7: Capstone Project



School of Education  
UNIVERSITY of ALASKA ANCHORAGE

### *Special Education Teacher Graduate Certificate Program*

## **EDSE A695: Advanced Internship**

### **Key Assessment 7: Capstone Project Development Guidelines**

*Key Assessment #7 is a core component of the Advanced Internship. Assessment of KA #7 is completed at the end of the course prior to exit from the program.*

#### **Purpose:**

The purpose of this assignment is to demonstrate your proficiency in each of the key elements associated with all the CEC standards. The goal is mastery of all key elements.

**Description:** For this assessment you will develop a comprehensive paper that details your command of the CEC standards through your mastery of the key elements. Your paper will be divided into sections, one section for each of the seven CEC Standards. For each section of your paper you will describe how you met each of the key elements within each standard and provide artifacts that support your narrative. See “Directions” for more detailed information.

**Assessment:** This assignment will be assessed using the provided rubric. The rubric will assess your ability to meet specific standards and indicators\* - CEC, ISTE, ACSE, AECPS, GSEL, CAEP generic skills, and CAEP cross-cutting themes. To receive a passing grade in this course, it is expected that you will perform at the “Meets Expectations” (2) level on the rubric as a whole. Scoring less than a minimum of “Meets Expectation” on any one rubric item will require you to consult with the course instructor, and you may need to do additional work to meet the standard. Data from this assignment provide information about how well candidates are progressing toward mastery of safe and effective practice of special education. Results are used to inform decisions about program improvement.

\*Council for Exceptional Children (CEC), International Society for Technology in Education-for Teachers (ISTE), Alaska Cultural Standards for Educators (ACSE), Alaska Educator Content and Performance Standards (AECPS), Graduate Studies in Education and Leadership (GSEL), Council for Accreditation of Educator Preparation (CAEP)

| <b>CEC</b>   | <b>Capstone Rubric Item</b>      |
|--|----------------------------------|
| 1. Learner Development and Individual Learning Differences | Items 1, 2                       |
| 2. Learning Environments                                   | Items 3, 4, 5                    |
| 3. Curricular Content Knowledge                            | Items 6, 7, 8                    |
| 4. Assessment  | Items 9, 10, 11, 12              |
| 5. Instructional Planning and Strategies                   | Items 13, 14, 15, 16, 17, 18, 19 |
| 6. Professional Learning and Ethical Practice              | Items 20, 21, 22, 23, 24, 25, 26 |
| 7. Collaboration   | Items 27, 28, 29                 |
| <b>ISTE</b>  |                                  |
| ISTE 5   | Item 15                          |
| ISTE 7   | Item 14                          |
| <b>ACSE</b>  |                                  |
| ACSE A   | Item 22                          |
| ACSE D   | Item 3                           |
| ACSE E   | Items 1, 13                      |
| <b>AECPS</b>   |                                  |
| AECPS 1.T  | Item 26                          |
| AECPS 2.T  | Items 18, 19, 21                 |
| AECPS 3.T  | Items 1, 7, 8, 13, 22            |
| AECPS 4.T  | Items 2, 6, 14, 16               |
| AECPS 5.T  | Items 9, 10                      |
| AECPS 6.T  | Items 3, 4, 5, 12                |
| AECPS 7.T  | Items 11, 17, 24, 27, 29         |
| AECPS 8.T  | Items 20, 23, 25, 28             |
| <b>CAEP Standard A.1.1 (generic skills)</b>                |                                  |
| A.1.1.a  | Items 10, 11                     |
| A.1.1.c  | Items 1, 2, 3, 6, 7, 8, 13       |
| A.1.1.d  | Items 17, 24, 25, 28, 29         |
| A.1.1.e  | Items 14, 15                     |
| A.1.1.f  | Items 5, 20, 23, 27              |
| <b>CAEP Cross Cutting Theme (CAEP CCT)</b>                 |                                  |
| Diversity  | Items 1, 2, 22                   |
| Technology   | Items 14, 15, 30                 |
| <b>GSEL</b>  |                                  |
| GSEL 1.1   | Items 1, 24, 25, 27, 28          |
| GSEL 1.3   | Items 19, 20, 23                 |
| GSEL 1.4   | Item 21                          |
| GSEL 1.5   | Item 9                           |

|          |               |
|----------|---------------|
| GSEL 1.6 | Items 6, 7, 8 |
| GSEL 1.8 | Item 11       |

**Directions:**

1. Read the descriptions of each of the 7 standards, key elements, and rubric below.
2. Write a brief paper (approximately 2-3 pages in length) for **EACH** standard in which you answer the following questions:
  - How do you use your knowledge of *each of the key elements* associated with the standard to collaborate with families and other professionals to address the educational needs and positively impact the educational experiences of diverse students with exceptionalities?
  - How do you build upon the principles of *each of the key elements* associated with the standard in your work with diverse students with exceptionalities, their families and other professionals?

**Possible Artifacts for Submission**

- Case Study & Individual Education Program (IEP) Project
  - Lesson Plans with Reflections
  - Behavior Change Project
  - Functional Behavior Assessment & Behavior Intervention Plan
  - Cultural Standards Self-Assessment
  - Teaching Philosophy (required for line 26 on rubric, can be used elsewhere)
  - Other assignments or work-related activities completed throughout the sequence of completing your endorsement in special education.
3. Your paper must:
    - Be reflective in nature (see guiding questions above), drawing connections to research and clinical practice;
    - Include at least one outside reference from peer reviewed journals per CEC standard;
    - Include the specified number of artifacts per section (see rubric)
    - Be written in APA 7<sup>th</sup> Edition style; and
    - Include a reference page
  4. Submit your paper and artifacts as your final assignment in Via and Blackboard. See description, rubric and sample reflection below.

## ***CEC Initial Preparation Standard 1: Learner Development and Individual Learning Differences***

1.0 Beginning special education professionals understand how exceptionalities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

### **Key Elements**

- 1.1. Beginning special education professionals understand how language, culture, and family background can influence the learning of individuals with exceptionalities.
- 1.2. Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

## ***CEC Initial Preparation Standard 2: Learning Environments***

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

### **Key Elements**

- 2.1. Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
- 2.2. Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
- 2.3. Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

## ***CEC Initial Preparation Standard 3: Curricular Content Knowledge***

3.0 Beginning special education professionals use knowledge of general<sup>1</sup> and specialized curricula<sup>2</sup> to individualize learning for individuals with exceptionalities.

### **Key Elements**

- 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
- 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
- 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

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<sup>1</sup> As used "general curricula," means the academic content of the general curricula including math, reading, English/language arts, sciences, social studies and the arts.

<sup>2</sup> As used, "specialized curricula" means the content of specialized interventions or sets of interventions including, but not limited to, academic, strategic, communicative, social, emotional, and independence curricula

## ***CEC Initial Preparation Standard 4 Assessment***

4.0 Beginning special education professionals use multiple methods of assessment and data- sources in making educational decisions.

### **Key Elements**

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

## ***CEC Initial Preparation Standard 5 Instructional Planning and Strategies***

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence- based instructional strategies<sup>3</sup> to advance learning of individuals with exceptionalities.

### **Key Elements**

5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

## ***CEC Initial Preparation Standard 6 Professional Learning and Ethical Practice***

6.0 Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

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<sup>3</sup> Instructional strategies, as used throughout this document, include intervention used in academic and specialized curricula.

### **Key Elements**

- 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
- 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
- 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
- 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring
- 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

### ***CEC Initial Preparation Standard 7 Collaboration***

- 7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

### **Key Elements**

- 7.1 Beginning special education professionals use the theory and elements of effective collaboration.
- 7.2 Beginning special education professionals serve as a collaborative resource to colleagues.
- 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.



## Examples of Artifacts

\* All documents must be uploaded and will be accessed using Via

| <b>Paper/Artifacts Sections</b>  | <b>CEC Standard &amp; Key Elements Addressed</b>  | <b>Examples of Artifacts to Include</b>  |
|--|---|--|
| Section #1-<br>Include 2 or more artifacts per KE  | CEC Standard 1: Learner Development and Individual Learning Differences<br><br>KE 1.1, 1.2        | <ul style="list-style-type: none"> <li>• Case Study/Individualized Education Plan Project</li> <li>• Lesson Plans with self-reflections</li> <li>• Literacy Project</li> <li>• Relevant Weekly Diary Entries</li> <li>• Teaching Philosophy</li> </ul> |
| Section #2-<br>Include 2 or more artifacts per KE  | CEC Standard 2: Learning Environments<br><br>KE 2.1, 2.2, 2.3                                     | <ul style="list-style-type: none"> <li>• Transition Plan Project</li> <li>• Behavior Change Project</li> <li>• Relevant Weekly Diary Entries</li> <li>• Lesson Plans with self-reflections</li> </ul>  |
| Section #3-<br>Include 2 or more artifacts per KE  | CEC Standard 3: Curricular Content Knowledge<br><br>KE 3.1, 3.2, 3.3                              | <ul style="list-style-type: none"> <li>• Lesson Plan Project Math</li> <li>• Transition Plan Project</li> <li>• Relevant Weekly Diary Entries</li> <li>• Lesson Plans with self-reflections</li> </ul>   |
| Section #4-<br>Include 2 or more artifacts per KE  | CEC Standard 4: Assessment<br><br>KE 4.1, 4.2, 4.3, 4.4   | <ul style="list-style-type: none"> <li>• Case Study/Individualized Education Plan Project</li> <li>• Behavior Change Project</li> <li>• Standardized test Evaluation</li> <li>• Relevant Weekly Diary Entries</li> </ul>                               |
| Section #5-<br>Minimum: Include 1 or more artifact(s) per KE, see rubric for specific criteria   | CEC Standard 5: Instructional Planning and Strategies<br><br>KE 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 | <ul style="list-style-type: none"> <li>• Literacy Project</li> <li>• Lesson Plan Project Math</li> <li>• Relevant Weekly Diary Entries</li> <li>• Lesson Plans with self-reflections</li> </ul>  |
| Section #6-<br>Minimum: Include 1 or more artifact(s) per KE, , see rubric for specific criteria | CEC Standard 6: Professional Learning and Ethical Practice<br><br>KE 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 | <ul style="list-style-type: none"> <li>• Relevant Weekly Diary Entries</li> <li>• Teaching Philosophy</li> <li>• Professional membership in CEC</li> </ul>   |
| Section #7-<br>Include 2 or more artifacts per KE  | CEC Standard 7: Collaboration<br><br>KE 7.1, 7.2, 7.3   | <ul style="list-style-type: none"> <li>• Behavior Change Project</li> <li>• Relevant Weekly Diary Entries</li> <li>• Lesson Plans with self-reflections</li> </ul>   |

# Capstone Rubric

| Element Description   | Approaches Expectation  | 1.5                         | Meets Expectation  | 2.5                         | Exceeds Expectation   |
|---|---|-----------------------------|--|-----------------------------|---|
| <b>Key Assess. Score</b>  | 1   | Partial success at rating 2 | 2  | Partial success at rating 3 | 3   |
| <b>Initial Preparation Standard 1: Learner Development and Individual Learning Differences</b><br>1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. |   |                             |  |                             |   |
| 1) <b>1.1</b> Understands how language, culture, and family background influence the learning of individuals with exceptionalities.<br><br>CAEP A1.1.c<br>CCT: Diversity<br>AECPS 3.T<br>ACSE E<br>GSEL 1.1   | Candidate demonstrates understanding of how language, culture, and family background may influence student learning through their submission of at least two artifacts that highlight their ability to use the information listed above to <b>select</b> individualized student-centered learning activities that are appropriate for students' current learning profile.<br><br>Candidate's reflection does not accurately connect all artifacts submitted to the key element. | Partial success at rating 2 | Candidate demonstrates understanding of how language, culture, and family background may influence student learning through their submission of at least two artifacts that highlight their ability to use the information listed above to <b>replicate and implement</b> challenging individualized student-centered learning activities that are appropriate for students' current learning profile.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to the key element. | Partial success at rating 3 | Candidate demonstrates understanding of how language, culture, and family background may influence student learning through their submission of two or more artifacts that highlight their ability to use the information listed above to <b>create, implement, and adapt</b> challenging individualized student-centered learning activities and or educational plans that are appropriate for students' current learning profile.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to the key element.<br>The reflection includes a rationale for creating or adapting artifact. |
| <b>2) 1.2</b> Uses understanding of development and individual differences to respond to the needs of individuals with exceptionalities.<br>CAEP A.1.1c<br>AECPS 4.T<br><br>CCT: Diversity  | Candidate demonstrates understanding of development and individual differences through their submission of at least two artifacts that highlight their ability to use the information listed above to <b>select</b> individualized student-centered learning activities that are appropriate for students' current learning profile.<br><br>Candidate's reflection does not accurately connect all artifacts  | Partial success at rating 2 | Candidate demonstrates understanding of development and individual differences through their submission of at least two artifacts that highlight their ability to use the information listed above to <b>replicate and implement</b> challenging individualized student-centered learning activities that are appropriate for  | Partial success at rating 3 | Candidate demonstrates understanding of development and individual differences through their submission of two or more artifacts that highlight their ability to use the information listed above to <b>create, implement, and adapt</b> challenging individualized student-centered learning activities and or educational plans that are appropriate for students' current learning profile.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to   |

|  |  |                                    |  |                                    |   |
|--|--|------------------------------------|--|------------------------------------|---|
|  | submitted to the key element.  |                                    | students' current learning profile.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to the key element.  |                                    | the key element. The reflection includes a rationale for creating and/or adapting artifacts.  |
| <p align="center"><b>Initial Preparation Standard 2: Learning Environments</b></p> <p>2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</p> |  |                                    |  |                                    |   |
| <p><b>3) 2.1</b> Through collaboration with general educators and other colleagues, creates safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions</p> <p>CAEP A.1.1.c<br/>ACSE D<br/>AECSP 6.T</p>  | <p>Candidate submits or less two artifacts that demonstrates ability to <b>recognize</b> safe, inclusive, culturally responsive practices. Artifact submitted <b>demonstrates an attempt</b> to create safe, inclusive, and culturally responsive learning environments through collaboration with fellow colleagues with the common goal of engaging individuals with exceptionalities in meaningful learning activities and social interactions.</p> <p>Candidate's reflection does not accurately connect all artifacts submitted to the key element.</p> | <p>Partial success at rating 2</p> | <p>Candidate presents at least 2 artifacts that demonstrate their ability to <b>create</b> safe, inclusive, culturally responsive learning environments through collaboration with colleagues, to achieve the common goal of engaging individuals with exceptionalities in meaningful learning activities and social interactions.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the key element.</p> | <p>Partial success at rating 3</p> | <p>Candidate presents 2 or more artifacts that demonstrate their ability to <b>design, implement, and maintain</b> safe, inclusive, culturally responsive learning environments through collaboration with fellow colleagues with the common goal of engaging individuals with exceptionalities in meaningful learning activities and social interactions.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the key element. The reflection includes a rationale for designing and/or implementing artifacts.</p> |
| <p><b>4) 2.2</b> Uses motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments</p> <p>AECSP 6.T</p>  | <p>Candidate submits two or less artifacts that demonstrates their ability to <b>identify</b> individualized motivational and instructional interventions. Artifacts submitted do not demonstrate an attempt to teach students to adapt their skills to multiple environments.</p> <p>Candidate's reflection does not accurately connect all artifacts submitted to the key element.</p>   | <p>Partial success at rating 2</p> | <p>Candidate presents at least 2 artifacts that demonstrate their ability to <b>locate and implement</b> individualized motivational and instructional interventions to teach students to adapt their skills to multiple environments.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the key element.</p>   | <p>Partial success at rating 3</p> | <p>Candidate presents 2 or more artifacts that demonstrate their ability to <b>create, implement, and modify</b> individualized motivational and instructional interventions to teach students to generalize their skills to multiple environments.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the key element. The reflection includes a rationale for creating, implementing, and/or modifying artifact.</p>  |

|  |   |                                    |  |                                    |  |
|--|---|------------------------------------|--|------------------------------------|--|
|  |   |                                    |  |                                    |  |
| <p><b>5) 2.3</b> Knows how to intervene safely and appropriately with individuals with exceptionalities in crisis.</p> <p>CAEP A.1.1.f<br/>AECSP 6.T</p>   | <p>Candidate presents less than two artifacts, or artifacts submitted <b>do not demonstrate</b> candidate has acquired the knowledge to support students with exceptionalities safely and appropriately in crisis situations.</p> <p>Candidate's reflection does not accurately connect all artifacts submitted to the key element.</p>   | <p>Partial success at rating 2</p> | <p>Candidate presents at least 2 artifacts that demonstrate their <b>knowledge</b> of how to support students with exceptionalities safely and appropriately in crisis situations.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the key element.</p>   | <p>Partial success at rating 3</p> | <p>Candidate presents 2 or more artifacts that demonstrate their <b>knowledge and application</b> skills needed to support students with exceptionalities safely and appropriately in crisis situations.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the key element. The reflection includes a rationale for selecting artifacts for submission.</p>   |
| <p align="center"><b>Initial Preparation Standard 3: Curricular Content Knowledge</b></p> <p align="center">3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>  |   |                                    |  |                                    |  |
| <p>6) 3.1 Understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.</p> <p>CAEP A.1.1.c<br/>AECSP 4.T<br/>GSEL 1.6</p> | <p>Candidate presents 2 or less artifacts that demonstrate awareness of the discipline, awareness of tools of inquiry in content areas, and ability to utilize this knowledge to <b>select</b> meaningful learning experiences for individuals with exceptionalities.</p> <p>Candidate's reflection does not accurately connect all artifacts submitted to the key element.</p> | <p>Partial success at rating 2</p> | <p>Candidate presents at least 2 artifacts that demonstrate understanding of the discipline, understanding of tools of inquiry in content areas, and ability to <b>synthesize</b> this knowledge to <b>develop &amp; implement</b> meaningful learning experiences for individuals with exceptionalities.</p> <p>Candidate's reflection accurately illustrates how each artifact</p> | <p>Partial success at rating 3</p> | <p>Candidate presents 2 or more artifacts that demonstrate understanding of the discipline, understanding of tools of inquiry in content areas, and ability to <b>synthesize</b> this knowledge to <b>develop, implement, and customize</b> meaningful learning experiences for individuals with exceptionalities.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the key element. The reflection includes a rationale for selecting artifacts for submission.</p> |

|  |  |                             |   |                             |   |
|--|--|-----------------------------|---|-----------------------------|---|
|  |  |                             | submitted is related to the key element.  |                             |   |
| 7) 3.2 Understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities<br>CAEP A.1.1c<br>AESCP 3.T<br>GSEL 1.6     | <p>Candidate presents less than 2 artifacts, or artifacts that <b>do not</b> demonstrate their ability to <b>create</b> individualized learning experiences for individuals with exceptionalities using general and specialized content knowledge across curricular content areas.</p> <p>Candidate's reflection does not accurately connect all artifacts submitted to the key element.</p> | Partial success at rating 2 | <p>Candidate presents at least 2 artifacts that demonstrate their ability to <b>create</b> individualized learning experiences for individuals with exceptionalities using general and specialized content knowledge across curricular content areas.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the key element.</p> | Partial success at rating 3 | <p>Candidate presents 2 or more artifacts that demonstrate their ability to <b>create &amp; modify</b> individualized learning experiences for individuals with exceptionalities using general and specialized content knowledge across curricular content areas.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the key element. The reflection includes a rationale for selecting artifacts for submission.</p> |
| 8) 3.3 Modifies general and specialized curricula to make them accessible to individuals with exceptionalities.<br>CAEP A.1.1c<br>AESCP 3.T<br>GSEL 1.6  | <p>Candidate presents less than two artifacts, or artifacts submitted demonstrate candidate's ability to <b>select or identify</b> general and specialized curricula materials to support individualized learning for their students.</p> <p>Candidate's reflection does not accurately connect all artifacts submitted to the key element.</p>  | Partial success at rating 2 | <p>Candidate presents at least 2 artifacts that demonstrate their ability to <b>replicate and modify</b> general and specialized curricula materials to support individualized learning for their students.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.</p>  | Partial success at rating 3 | <p>Candidate presents 2 or more artifacts that showcase their ability to <b>create, modify, and adapt</b> general and specialized curricula materials to support individualized learning for their students.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard. The reflection includes a rationale for creating or adapting artifact.</p>  |
| <p style="text-align: center;"><b>Initial Preparation Standard 4: Assessment</b></p> <p>4.0 Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</p> |  |                             |   |                             |   |
| 9) 4.1 Selects and uses technically sound formal and informal assessments that minimize bias.<br>AECPS 5.T<br>GSEL 1.5   | <p>Candidate presents one formal and one informal assessment they have used to support student individual students, but submissions cannot be determined to be technically sound or do little to minimize bias learning.</p> <p>Candidate's reflection does not accurately connect all artifacts submitted to the key element.</p>   | Partial success at rating 2 | <p>Candidate presents one formal and one informal technically sound, unbiased assessment they have used to support student individual student learning.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.</p>  | Partial success at rating 3 | <p>Candidate presents 2 formal and 2 informal technically sound, unbiased assessment they have used to support student individual student learning.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard. The reflection includes a rationale for creating or adapting artifact.</p>   |

|   |  |                             |  |                             |   |
|---|--|-----------------------------|--|-----------------------------|---|
| 10) 4.2 Uses knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.<br><br>CAEP A.1.1.a<br>AECPS 5.T  | Candidate presents one artifact that demonstrates their use of data to make educational decisions for their students with exceptional needs.<br><br>Candidate's reflection does not accurately connect all artifacts submitted to the key element.   | Partial success at rating 2 | Candidate presents two artifacts that demonstrate their use of data to make educational decisions for their students with exceptional needs.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.  | Partial success at rating 3 | Candidate presents more than two artifacts that demonstrate their use of data to make educational decisions for their students with exceptional needs.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.<br>The reflection includes a rationale for creating or adapting artifact.   |
| 11) 4.3 In collaboration with colleagues and families, uses multiple types of assessment information in making decisions about individuals with exceptionalities.<br><br>CAEP A.1.1.a<br>AECPS 7.T<br><br>GSEL 1.8  | Candidate presents less than 2 artifacts that demonstrate their ability to partner with colleagues, related service providers, and family members to use technically sound formal and informal assessments and to use the assessment data to inform decision making processes.<br><br>Candidate's reflection does not accurately connect all artifacts submitted to the key element. | Partial success at rating 2 | Candidate presents at least 2 artifacts that demonstrate their ability to partner with colleagues, related service providers, and family members to use technically sound formal and informal assessments and to use the assessment data to inform decision making processes.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard. | Partial success at rating 3 | Candidate presents 2 or more artifacts that demonstrate their ability to partner with colleagues, related service providers, and family members to use technically sound formal and informal assessments and to use the assessment data to inform decision making processes.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.<br>The reflection includes a rationale for creating or adapting artifact. |
| 12) 4.4 Engages individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.<br>AECSP 6.T  | Candidate presents less than 2 artifacts that demonstrate their ability to engage with individual students by providing them feedback designed to enhance their learning experience.<br><br>Candidate's reflection does not accurately connect all artifacts submitted to the key element.   | Partial success at rating 2 | Candidate presents at least 2 artifacts that demonstrate their ability to engage with individual students by providing them feedback designed to enhance their learning experience.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.   | Partial success at rating 3 | Candidate presents more than 2 artifacts that demonstrate their ability to engage with individual students by providing them feedback designed to enhance their learning experience.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.<br>The reflection includes a rationale for creating or adapting artifact.   |
| <p style="text-align: center;"><b>Initial Preparation Standard 5: Instructional Planning and Strategies</b></p> <p style="text-align: center;">5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> |  |                             |  |                             |   |
| 13) 5.1 Considers individual abilities, interests, learning environments, and   | Candidate presents at least 1 artifact that demonstrates an <b>awareness</b> of an   | Partial success at rating 2 | Candidate presents 1 artifact that demonstrates they <b>considered</b> an  | Partial success at rating 3 | Candidate 2 or more artifacts that demonstrate they <b>considered and incorporated</b> an individual student's abilities,   |

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| <p>cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.<br/>CAEP A.1.1c</p> <p>AECSP 3.T</p> <p>ACSE E</p>   | <p>individual student's abilities, interests, learning environments, and cultural and linguistic factors when creating a learning experience specifically for that student.</p> <p>Candidate's reflection does not accurately connect all artifacts submitted to the key element.</p>      |                                    | <p>individual student's abilities, interests, learning environments, and cultural and linguistic factors to create a learning experience specifically for that student.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.</p>   |                                    | <p>interests, learning environments, and cultural and linguistic factors into learning experience specifically for that student.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.<br/>The reflection includes a rationale for creating or adapting artifact.</p>   |
| <p>14) 5.2 Uses technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.</p> <p>CAEP A.1.1.e<br/>AECPS 4<br/>ISTE 7<br/>CCT: Technology</p>   | <p>Candidate presents 1 artifact that <b>does not</b> demonstrate use of technology in assessment, planning, <b>or</b> delivery of educational programming created for students.</p> <p>Candidate's reflection does not accurately connect all artifacts submitted to the key element.</p> | <p>Partial success at rating 2</p> | <p>Candidate presents 1 artifact that demonstrates use of technology in assessment, planning, <b>or</b> delivery of educational programming created for students.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.</p>   | <p>Partial success at rating 3</p> | <p>Candidate presents two or more artifacts that demonstrate use of technology in assessment, planning, <b>and</b> delivery of educational programming created for students.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.<br/>The reflection includes a rationale for submission artifact.</p>   |
| <p>15) 5.3 Are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.</p> <p>ISTE 5<br/>CAEP A.1.1.e<br/>CCT: Technology</p> | <p>Candidate incorporates <b>limited</b> uses of technology to facilitate student communication and learning.</p> <p>Candidate's reflection does not accurately connect all artifacts submitted to the key element.</p>  | <p>Partial success at rating 2</p> | <p>Candidate submits 1 artifact that highlights they are familiar with and incorporate <b>multiple uses of technology</b>, including assistive technology and adaptive technology if necessary, to facilitate student communication and learning.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.</p> | <p>Partial success at rating 3</p> | <p>Candidate submits 2 or more artifacts that highlight they are familiar with and incorporate <b>multiple uses and modes of technology</b>, including assistive technology and adaptive technology if necessary, to facilitate student communication and learning.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.<br/>The reflection includes a rationale for submission of artifact.</p> |
| <p>16) 5.4 Uses strategies to enhance language development and communication skills of individuals with exceptionalities.<br/>AECPS 4.T</p>  | <p>Candidate submits 1 artifact that demonstrates an attempt to use a strategy to support language development for a student with exceptionalities.</p>  | <p>Partial success at rating 2</p> | <p>Candidate submits 1 artifact that demonstrates their use of a research-based strategy to support language development and communication</p>   | <p>Partial success at rating 3</p> | <p>Candidate submits two or more artifacts that demonstrate their use of a research-based strategy to support language development and communication skills for a student with exceptionalities.<br/>Submission includes data to</p>   |

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|   | Candidate's reflection does not accurately connect all artifacts submitted to the key element.  |                             | skills for a student with exceptionalities.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.  |                             | support the efficacy of the strategy chosen.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.<br>The reflection includes a rationale for submission artifact.   |
| 17) 5.5 Develops and implements a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.<br>CAEP A.1.1.d<br>AECSP 7.T | Candidate's instructional planning includes transition plans in limited settings and learning experiences that do not state how they will teach to mastery and promote generalization of student learning. Plans created involve little collaboration with individuals, families, and teams. Candidate presents at least one piece of evidence.<br><br>Candidate's reflection does not accurately connect all artifacts submitted to the key element. | Partial success at rating 2 | Candidate's instructional planning includes transition plans across a wide variety of settings and learning experiences that teach to mastery and promote generalization of student learning. Plans created involve collaboration with individuals, families, and teams. Candidate presents at least one artifact that meets the above criteria.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard. | Partial success at rating 3 | Candidate's instructional planning includes transition plans across a wide variety of settings and learning experiences that teach to mastery and promote generalization of student learning. Candidate's transition plan explicitly outlines how they will teach to mastery and promote generalization. Plans created involve collaboration with individuals, families, and teams, documentation of collaboration is included with the submitted artifacts. Candidate presents two or more artifacts that meet the above criteria.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.<br>The reflection includes a rationale for selecting artifact. |
| 18) 5.6 Teaches to mastery and promotes generalization of learning.<br>AECSP 2.T  | Candidate submits 1 artifact that does not demonstrate their ability to foster learning experiences that teach to mastery and promote generalization of student learning.<br><br>Candidate's reflection does not accurately connect all artifacts submitted to the key element.   | Partial success at rating 2 | Candidate submits 1 artifact that meets the following criteria.<br>Candidate implements learning experiences that teach to mastery and promote generalization of student learning.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.   | Partial success at rating 3 | Candidate submits 2 or more artifacts that meet the following criteria. Candidate creates and implements learning experiences that teach to mastery and promote generalization of student learning. Candidate's submissions include data to show mastery and generalization.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.<br>The reflection includes a rationale for selecting artifact.  |
| 19) 5.7 Teaches cross-disciplinary  | Candidate submits one artifact that   | Partial success             | Candidate submits at least one artifact that  | Partial success             | Candidate submits two or more artifacts that demonstrate they   |



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| knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.<br>AECPS 2.T<br>GSEL 1.3  | demonstrates an attempt to incorporate cross-disciplinary knowledge and skills into their instruction for individuals with exceptionalities.<br><br>Candidate's reflection does not accurately connect all artifacts submitted to the key element.                     | at<br>rating 2                       | demonstrates they incorporate cross-disciplinary knowledge and skills into their instruction for individuals with exceptionalities.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.                               | at<br>rating 3                       | incorporate cross-disciplinary knowledge and skills into their instruction for individuals with exceptionalities.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.<br>The reflection includes a rationale for selecting artifacts.   |
| <p align="center"><b>Initial Preparation Standard 6: Professional Learning and Ethical Practice</b></p> <p>6.0 Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p> |  |                                      |  |                                      |  |
| 20) 6.1 Uses professional ethical principles and professional practice standards to guide their practice.<br><br>CAEP A.1.1.f<br>AECSP 8.T<br>GSEL 1.3   | Candidate submits 1 artifact that does not demonstrate how they use professional ethical principles and professional practice standards to guide their practice.<br><br>Candidate's reflection does not accurately connect all artifacts submitted to the key element. | Partial<br>success<br>at<br>rating 2 | Candidate submits at least 1 artifact that demonstrates how they use professional ethical principles and professional practice standards to guide their practice.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard. | Partial<br>success<br>at<br>rating 3 | Candidate submits two or more artifacts that demonstrate how they use professional ethical principles and professional practice standards to guide their practice.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.<br>The reflection includes a rationale for selecting artifact. |
| 21) 6.2 Understands how foundational knowledge and current issues influence professional practice.<br>AECPS 2.T<br>GSEL 1.4  | Candidate submits 1 artifact that does not demonstrate their understanding how foundational knowledge and current issues influence professional practice.<br><br>Candidate's reflection does not accurately connect all artifacts submitted to the key element.        | Partial<br>success<br>at<br>rating 2 | Candidate submits at least 1 artifact that demonstrates their understanding of how foundational knowledge and current issues influence professional practice.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.     | Partial<br>success<br>at<br>rating 3 | Candidate submits two or more artifacts that demonstrate their understanding how foundational knowledge and current issues influence professional practice.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.<br>The reflection includes a rationale for selecting artifact.        |
| 22) 6.3 Understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.   | Candidate submits 1 artifact that does not demonstrate their understanding that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of  | Partial<br>success<br>at<br>rating 2 | Candidate submits at least 1 artifact that demonstrates their understanding that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the   | Partial<br>success<br>at<br>rating 3 | Candidate submits two or more artifacts that demonstrate their understanding that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.  |

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| AECPS 3.T<br>ACSE A<br>CCT: Diversity  | <p>special education services.</p> <p>Candidate's reflection does not accurately connect all artifacts submitted to the key element.</p>   |                             | <p>delivery of special education services.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.</p>   |                             | <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.</p> <p>The reflection includes a rationale for selecting artifact.</p>   |
| 23) 6.4 Understands the significance of lifelong learning and participate in professional activities and learning communities.<br>CAEP A.1.1f<br>AECPS 8.T<br>GSEL 1.3 | <p>Candidate submits 1 artifact that demonstrates does not demonstrate their understanding of the importance of lifelong learning through participation in professional activities and learning communities.</p> <p>Candidate's reflection does not accurately connect all artifacts submitted to the key element.</p> | Partial success at rating 2 | <p>Candidate submits at least 1 artifact that demonstrates their understanding of the importance of lifelong learning through participation in professional activities and learning communities.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.</p> | Partial success at rating 3 | <p>Candidate submits two or more artifacts that demonstrate their understanding of the importance of lifelong learning through participation in professional activities and learning communities.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.</p> <p>The reflection includes a rationale for selecting artifact.</p> |
| 24) 6.5 Advances the profession by engaging in activities such as advocacy and mentoring.<br>CAEP A.1.1.d<br>GSEL 1.1<br>AECPS 7.T                                     | <p>Candidate submits 1 artifact that demonstrates an attempt to be actively involved in activities such as advocacy and mentoring.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.</p>  | Partial success at rating 2 | <p>Candidate submits at least 1 artifact that demonstrates they are actively involved in activities such as advocacy and mentoring.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.</p>  | Partial success at rating 3 | <p>Candidate submits two or more artifacts that demonstrate they are actively involved in activities such as advocacy and mentoring.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.</p> <p>The reflection includes a rationale for selecting artifact.</p>  |
| 25) 6.6 Provides guidance and direction to paraeducators, tutors, and volunteers.<br>CAEP A.1.1.d<br>GSEL 1.1<br>AECSP 8.T   | <p>Candidate submits 1 artifact that demonstrates an attempt to provide guidance and direction to paraeducators, tutors, and volunteers.</p> <p>Candidate's reflection does not accurately connect all artifacts submitted to the key element.</p>   | Partial success at rating 2 | <p>Candidate submits at least 1 artifact that demonstrates their ability and willingness to provide guidance and direction to paraeducators, tutors, and volunteers.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.</p>                             | Partial success at rating 3 | <p>Candidate submits two or more artifacts that demonstrate their ability and willingness to provide guidance and direction to paraeducators, tutors, and volunteers.</p> <p>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.</p> <p>The reflection includes a rationale for selecting artifact.</p>                             |

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| 26) Articulates a philosophy of education<br>AECPS 1.T | Candidate describes a philosophy of special education, but does not connect it to beliefs or experiences. | Partial success at rating 2 | Candidate reflects on their philosophy of special education. At least three beliefs are discussed and specific examples from field experiences, literature, discussions, or other experiences are provided. | Partial success at rating 3 | Candidate reflects on their philosophy of special education. At least three beliefs are discussed and specific examples from field experiences, literature, discussions or other experiences are provided. Evidence is included that indicates the philosophy has been used to guide decision making. |
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**Initial Preparation Standard 7: Collaboration**

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

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| 27) 7.1 Uses the theory and elements of effective collaboration<br>CAEP A.1.1.f<br>AECSP 7.T<br>GSEL 1.1 | Candidate presents one artifact that demonstrates their ability to collaborate effectively. Candidate's reflection does not accurately connect all artifact submitted to the key element. | Partial success at rating 2 | Candidate presents at least 2 artifacts that demonstrate their ability to collaborate effectively. Candidate's reflection accurately illustrates how each artifact submitted is related to the standard. | Partial success at rating 3 | Candidate presents 2 or more artifacts that showcase their ability to collaborate effectively. Submissions include evidence of collaborating with paraprofessionals, related service providers, general educators, family members, and/or community service providers.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.<br>The reflection includes a rationale for selecting artifact. |
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| 28) 7.2 Serves as a collaborative resource to colleagues.<br>CAEP A.1.1d<br>GSEL 1.1<br>AECPS 8.T | Candidate presents one artifact that demonstrates they serve as a collaborative resource to colleagues.<br><br>Candidate's reflection does not accurately connect all artifact submitted to the key element. | Partial success at rating 2 | Candidate presents at least 2 artifacts that demonstrate they serve as a collaborative resource to colleagues.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard. | Partial success at rating 3 | Candidate presents 2 or more artifacts demonstrate they serve as a collaborative resource to colleagues.<br><br>Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.<br>The reflection includes a rationale for selecting artifact. |
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| 29) 7.3 Uses collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators<br>AECSP 7.T<br>CAEP A.1.1d | Candidate presents less than 2 artifacts that demonstrate their willingness and ability to collaborate across a wide range of settings and collaborators to promote the well-being of individuals with exceptionalities. | Partial success at rating 2 | Candidate presents at least 2 artifacts that demonstrate their willingness and ability to collaborate across a wide range of settings and collaborators to promote the well-being of individuals with exceptionalities. | Partial success at rating 3 | Candidate presents 2 or more artifacts that showcase their willingness and ability to collaborate across a wide range of settings and collaborators to promote the well-being of individuals with exceptionalities.<br><br>Candidate's reflection accurately illustrates how each |
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|                          | Candidate's reflection does not accurately connect all artifact submitted to the key element.  |                             | Candidate's reflection accurately illustrates how each artifact submitted is related to the standard.  |                             | artifact submitted is related to the standard.<br>The reflection includes a rationale for selecting artifact.  |
| 30) Professional writing | Candidate does not write in a professional manner; uses incomplete or only simple sentences, and makes grammatical and/or spelling errors. The examples are unclear, and the products lack cohesion and coherence. | Partial success at rating 2 | Candidate writes in a professional manner; uses complete and grammatical sentences; makes few spelling errors. The text is generally cohesive, the examples are clear, and the products have been spell-checked and proofread. | Partial success at rating 3 | Candidate writes in a professional and sophisticated manner; uses complete and grammatical sentences that are clear and varied in pattern, from simple to complex. Relevant, clear examples are used to illuminate concepts and issues. The presentation of information is coherent and cohesive with a logical flow of ideas. Products have been spell-checked and proofread. |

# **SAMPLE REFLECTION**

(permission granted by author)

Capstone Project

Nicole Sherman

University of Alaska Anchorage

Fall 2019

EDSE 695 - Professor Tara Maltby

### **Learning Differences.**

1.0 Beginning special education professionals understand how exceptionalities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

#### **Key Elements**

1.1 Beginning special education professionals understand how language, culture, and family background can influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

I am a middle school special education teacher at Kodiak Middle School in Kodiak, Alaska. This is my 2<sup>nd</sup> year teaching resource writing and math to students with exceptionalities in 6<sup>th</sup>–8<sup>th</sup> grade, but my 15<sup>th</sup> year teaching altogether. I moved to Alaska in 2005 from a small town in northern Michigan, where up until that point in my life, I had experienced very little real cultural diversity. Needless to say, I have learned a lot about how to work with and support those from culturally and linguistically diverse backgrounds throughout my time in Kodiak, as well as how students' culture, language, and family influence their learning as well as their academic and functional goals.

Not only is Kodiak home to a large population of Native Alutiiq, we also have a large percentage of our community coming from the Philippines, parts of Central and South America, as well as various Asian countries. Add to that the largest Coast Guard Base in the United States, and one could definitely consider Kodiak to be a melting pot of cultures and experiences. This was all very new to me. I had never spent much time interacting with those whose languages and/or cultures differed greatly from my own, nor had I had significant experiences with individuals from military families. I immediately found that in order to be a successful educator, I needed to understand the various cultures within my classroom and greater community and use the cultural values and expertise of my students' families to enhance instruction.

Since becoming a special education teacher, my understanding of and support for my students' backgrounds, cultures, languages, and familial experiences has become of utmost importance. One of my main goals since becoming a special education teacher and case manager has been helping the families of my students, especially those from culturally and linguistically diverse backgrounds, stay well informed of their child's education and progress, as well as being active participants in the

development of their child's Individualized Education Plan (IEP). One way that I do this is by ensuring that I have a translator present at IEP meetings. Even families who speak English well often get lost when discussing a lot of data, technical terms, or other abstract concepts. Having a translator provides the families with the opportunity to have their priorities represented in their child's plan. According to Harry (2008) and Gay (2002), (as cited in Rossetti, Sauer, Bui & Ou, 2017), "Without family engagement in special education, Culturally and Linguistically Diverse (CLD) students can be vulnerable to lesser quality and more segregated education programs as well as faulty diagnostic processes." Being culturally responsive is not just about being respectful of our diverse students and their families, it is a requirement for a solid educational program provided in the least restrictive environment possible.

Of equal importance since becoming a special educator has been understanding how individual development and learning differences can manifest themselves in a variety of learners, and how to best differentiate and scaffold my instruction to reach the range of abilities within my special education classes. Even in small group settings, the need to differentiate still presents itself daily, and a lesson that works for one group of students one day may not work for a different group on a different day. I need to have a large repertoire of strategies for working with students with exceptionalities, and I need to be able to share this knowledge with colleagues, families, and paraprofessionals.

**Artifacts:**

1. The first artifact that I have included is a review of the journal article, "Developing Collaborative Partnerships with Culturally and Linguistically Diverse Families During the IEP Process", and it addresses Key Element 1.1. I believe that it is vital that educators work to become more culturally responsive and to ensure that parents, even those from culturally and linguistically diverse backgrounds, are able to participate fully in the development of their child's Individualized Education Plan. In order to encourage this participation, case managers need to provide support during the IEP process in the form of translators, documents written in the family's native dialect/language, as well as treating the family as contributing members of the IEP Team and showing respect for different cultural values related to an individual student's goals.

2. The second artifact I have referenced is a paper I wrote on the Reading Process, and it supports Key Element 1.2. Something eye-opening for me in my research on the reading process was the concept that learning to read is not a linear process whereby certain skills must be attained before a child can “read”. Instead, reading is a process that involves a variety of experiences and different contexts in order for meaning to occur, and that simply being able to pronounce words correctly is not enough to ensure successful comprehension. This is vital to understand when working with students experiencing difficulties with reading because interventions for reading disabilities cannot be viewed with a “One Size Fits All” approach, and it is even more vital to understand the individual differences in the students in our classes and what each of them needs to become both effective and efficient readers.

Artifacts are located within Appendix: CEC Standard 1 in the uploaded documents.

### References

Rossetti, Z., Sauer, J. S., Bui, O., & Ou, S. (2017). Developing Collaborative Partnerships with Culturally and Linguistically Diverse Families during the IEP Process. *TEACHING Exceptional Children*, 49(5), 328-338.