

**SPECIAL EDUCATION (PK-8/12) / EARLY CHILDHOOD ED (PK-4)
Dual Certification**

Student Teaching Handbook Attachment



Revised January 2023
Department of Exceptionality Programs
College of Education and Human Studies
Commonwealth University of Pennsylvania
Bloomsburg University

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Dual Certification in SPECED PK-8/12 & ECE PK-4

The Student Teacher Contract Assignment Descriptions Updated January 2023

The Student Teacher Contract is divided into the early childhood placement and the special education placement assignments. See syllabus and contract rubric for point values related to each assignment, as well as due dates. This information can also be found on BOLT. The university supervisor will discuss this contract with the cooperating teacher and the student teacher, so a mutual understanding is reached. Assignments may be modified depending on the nature of the classroom, student needs, and cooperating teacher recommendations.

Required Assignments for BOTH Placements

#1 #2

— — **Introduction Letter or Video to Families**
A letter of introduction, or an introduction video, will be provided to families during the first week of the placement. This letter or video must be pre-approved by the cooperating teacher prior to being sent out (or posted online) and should be professional in appearance, demonstrate creativity and personalization, be error free in spelling/grammar, and written/narrated in a family-friendly tone. Refrain from including any personal contact information such as personal/BU email address or phone number. All communication should be funneled through the cooperating teacher. **See BOLT for assignment grading rubric.**

— — **Takeover Schedule and Classroom Schedule**
After discussion with the cooperating teacher, the student teacher will provide a detailed outline of the Takeover Schedule by including the increasing teaching responsibilities assigned each week along with the designated lesson plan submission deadline agreed upon (e.g., every Friday by 4:00 p.m., every Sunday by noon). See **BOLT** for more details about this assignment requirement, as well as a full Sample Takeover Schedule. A First Placement Takeover Schedule Template and a Second Placement Takeover Schedule Template are attached in BOLT. **These templates are required for the Takeover Schedule assignment.**

In addition, the daily classroom schedule should include the following: the detailed schedule for the teacher/students for the day (all periods/subjects) and arrival/dismissal times. Additionally, the student teacher needs to provide any in-service days scheduled during their placement or days school will be closed (e.g., holidays); check the district calendar and/or website for these. An **example** of a daily schedule for a learning support classroom and an inclusive classroom is located **on BOLT**.

— — **Weekly Lesson Planning Evidence (x2)**
During each formal lesson observation, the student teacher will show the university supervisor their weekly lesson plans up to date and in the format agreed upon with the cooperating teacher. The cooperating teacher's lesson planning format may be adopted. If no format is specified, a suggested template and examples are on BOLT. Lesson plans must clearly specify detailed plans for instruction during the periods/subjects the student teacher is responsible for teaching at that point in the placement.

***A Few Reminders on Lesson Planning Requirements:** The student teacher will develop and submit regular written lesson plans in the required format and following the agreed upon the timeline set by the cooperating teacher and the university supervisor. Daily*

written lesson plans are required for both student teaching placements, and the format and submission process will be agreed upon by the cooperating teacher and supervisor. Lesson plans are developed for all subject areas the student teacher gains responsibility for as directed by the Takeover Schedule developed.

Lesson plans/sub plans are required when the student teacher is absent, as well. Typically, the student teacher adopts the same method of lesson planning that their cooperating teacher uses. In the event that a cooperating teacher does not have a specific format for planning, the student teacher will utilize one of the templates provided on BOLT.

At minimum, according to the **COE Student Teaching Handbook**, "All daily plans must be given to the cooperating teacher three days prior to instruction or at the designation of the host district. The student teacher will have lesson plans available for the university supervisor at all times (via the Portfolio/Notebook). The plans must be signed and dated by the cooperating teacher verifying approval." The supervisor may ask to see evidence of daily lesson planning at any point in the placement.

First Formal Lesson Plan Evaluation

Formal plans following the Formal Lesson Plan Template are required at a minimum for formal observations (submitted at least 2 days prior to an observation via BOLT) and the Unit Plan integrated lessons. This formality is subject to change dependent upon additional support needed for a given student teacher (e.g., additional formal lesson planning requirements may occur). Formal lesson plans include a pre-post assessment as well as a written post-lesson reflection on student performance/data and overall lesson reflections. The university supervisor will provide feedback on formal plans submitted and feedback is expected to be implemented into future lesson planning.

A. Lesson Plan Assignment Resources includes the lesson plan format, directions, and Special Education Program assessment rubric. Be sure to CAREFULLY read through all required components.

The first formal observation lesson plan will be a graded assignment. See **BOLT** for the **Formal Lesson Plan Assignment Grading Rubric** that will be used. As per the directions on the rubric, check off each item once you are confident you have successfully included it within your lesson plan submission and turn in the verified rubric with your lesson plan. Note that this rubric references the COE Lesson Plan Rubric (see COE Student Teaching Handbook). **See BOLT for the required assignment template.**

Lesson Plan Collaboration Form

Collaboration with professionals will be documented via regular signatures on the Lesson Plan (See **A. Lesson Plan Assignment Resources**) "Verification of Collaboration" Form. For daily lesson planning and weekly planning meetings, weekly signatures should be documented (at a minimum, 6 cooperating teacher signatures). **See BOLT for the required assignment template.**

Two Additional Required Assignments for ONLY Early Childhood Education Placement

Classroom Practices Video Lesson Self-Analysis

The student teacher will record a lesson of their choice (distinct from the formal observation lessons) and must first secure advance permission from the cooperating teacher of which lesson may be filmed in accordance with parent permissions. Then the student teacher will complete the **Classroom Practices Video Analysis Guided Reflection Tool** activity located on BOLT.

The entire lesson video will be submitted electronically to the supervisor via GoReact (for student teachers who were in Danville Practicum) and via Mediasite on BOLT (or another method specified by your supervisor). The supervisor may choose to also conference with the student teacher while viewing segments of the video together as another feedback opportunity, if needed.

Unit Plan Assignment

An instructional unit will be developed, taught and evaluated by the student teacher in each placement following the COE Unit Plan Template (see also **B. Unit Plan Assignment Resources** in this handbook). The student teacher in collaboration with the cooperating teacher will choose a unit topic based on the academic and/or social needs of the students in their classroom. The unit should be comprised of 3-5 lessons, each following the BU COE Lesson Plan Template (e.g., each lesson including a pre-post assessment as well as post-reflection components) and will include an overall unit pre-post assessment as well as unit post-reflection components. Specifically, the unit plan format and directions in the COE Handbook support key components for developing, implementing, and reflecting upon the unit. The components are: introduction/general information; standards/ anchors, essential questions, and unit goals; assessment of student learning through pre and post-unit assessments; lesson plans which include a lesson foundation, lesson body, lesson essentials, and post lesson reflection) as well as differentiated instructional strategies; and analysis of data results. The completed unit plans will be assessed using the College of Education Unit Plan Rubric and the Special Education Unit Plan Rubric by the university supervisor.

For your graded assignment, see **BOLT** for the **Unit Plan Assignment Grading Rubric** that will be used. As per the directions on the rubric, check off each item once you are confident you have successfully included it within your lesson plan submission and turn in the verified rubric with your unit plan. **See BOLT for the required assignment template.**

Unit Plan Family Communication: Preview

Families will be provided communication in written form (letter or web-based posting) with either a detailed preview of the unit the student teacher will be engaging their learners in. In addition, your letter or posting should be professional in appearance (attractive/creative, error free in spelling/grammar, and written in a family-friendly language and tone), and informative for families (introducing key content, vocabulary, or resources to explore at home). Once completed, and before sending to your families, your cooperating teacher should approve your letter or posting. **See BOLT** for assignment grading rubric.

Unit Plan Collaboration Form

Collaboration with professionals will be documented via regular signatures on the Unit Plan (**See B. Unit Plan Assignment Resources**) "Verification of Collaboration" Form. For unit planning, a minimum of 3-4 meetings/ signatures should be collected to document initial planning discussions, assessment development, and lesson plan approval/review. **See BOLT for the required assignment template.**

Two Additional Required Assignments for ONLY Special Education Placement

Observation of Professional Staff

Student teachers are required to observe at least one professional staff member other than the cooperating teacher. This may include but is not limited to: other classroom teachers, related service providers, guidance counselors, behavior intervention specialists. A typed summary should include: date, title of professional, location, time period observed, detailed description of observed activities, student responses and the student teacher's reactions to the observation. **See BOLT for the required assignment template.**

IEP Assignment and Reflection Paper on IEP Process Experience

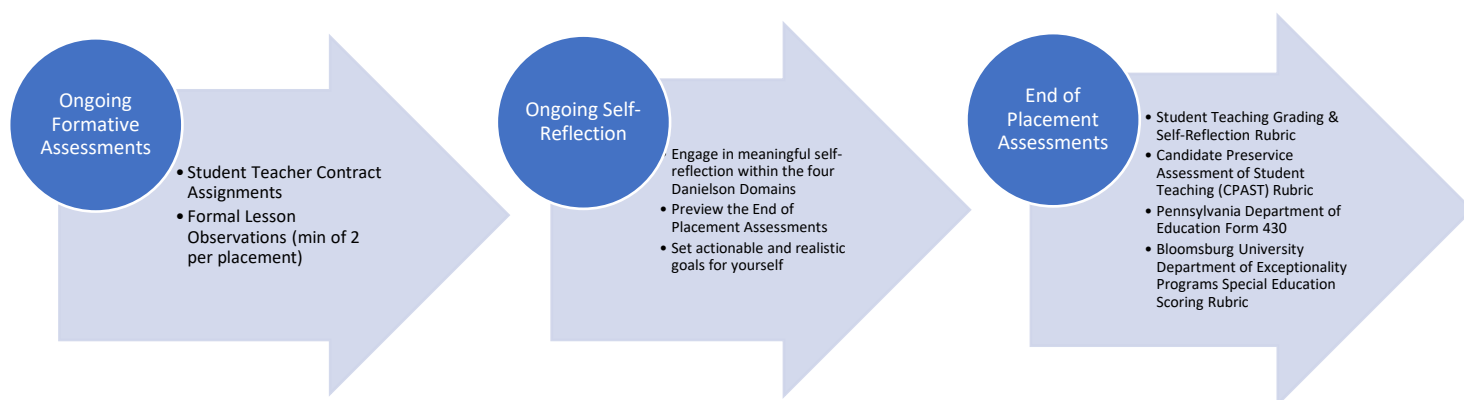
Development of an Individualized Education Plan (IEP) is a requirement for all dual certification student teachers. A student should be chosen in collaboration with the cooperating teacher by the end of the first week of the placement. If possible, a student should be selected on the basis of an IEP due date or the arrival of a new student. The student teacher is responsible, when warranted, for assessing the student with formal or informal measures used by the cooperating teacher or selected by the student teacher. The IEP format utilized by the cooperating teacher is acceptable. The student teacher is encouraged to carefully review and use the IEP assessment rubrics (see **C. IEP Assignment Resources**) prior to beginning and throughout this assignment. The student teacher will continuously self-reflect on their performance as they complete the IEP in collaboration with their cooperating teacher. All components of the IEP need to be completed as per PDE regulations. The student teacher should also participate in the IEP meeting upon parent/guardian consent. See specific directions, timeline, grading rubric, and special education assessment rubric for the IEP assignment in **C. IEP Assignment Resources** and on BOLT.

In addition, the student teacher will reflect upon their specific participation and collaboration in the IEP process by answering five questions in a detailed written paper. The cooperating teacher will email to the BU supervisor their assessment of the student teacher's performance using the IEP Assessment Rating Form and corresponding IEP Assessment. The required components for the IEP and the written IEP Reflection Paper are highlighted in **C. IEP Assignment Resources** and in BOLT. Please note that the actual IEP document should not be submitted to the supervisor.

Student Teaching Binder/Portfolio

Each student teacher should purchase a large, three-ring binder for the purpose of organizing the materials necessary for student teaching. The binder should be professional-looking in nature, well-organized and include all documents provided, the lesson plans developed (daily planning as well as formal plans/unit plans created), assignments completed, seminar information, hard copy of the student teaching handbook, etc. The university supervisor and cooperating teacher will find it beneficial to see how the student teacher organizes and retrieves materials, develops concepts, teaches, and reflects upon their instruction. The items in the binder will serve as evidence of final evaluation assessment components being met for each placement. This should be readily available for review at any time during your student teaching experience, including each time the university supervisor visits.

Guidelines for Student Teacher Evaluation



Evaluator	Evaluation	Completed as Part of	Additional Details
Student Teacher	COE Formal Lesson Observation Form	Scheduled formal observations (a minimum of 2 per placement)	No grade is assigned for a formal observation. The university supervisor will complete the form and share it with both the student teacher and cooperating teacher. Feedback provided is expected to be implemented at the next visit. Feedback and ability to adjust future practice will be integrated into scores on the Student Teaching Grading & Self-Evaluation Rubric and PDE 430.
	Student Teacher Contract Assignments	Ongoing Formative Assessments	University Supervisor scores assignments and provides feedback
	Student Teaching Grading & Self-Reflection Rubric	Final Placement Conference	University Supervisor uses to help inform final Student Teaching Grading Rubric score
	CPAST Rubric (scores and notes)	Final Placement Conference	Completed by student teacher and brought to final placement conference to lead discussion
	Pennsylvania Department of Education Form 430 (PDE 430)	End of Placement Certification Recommendation for the COE Dean's Office (done by University Supervisor)	Completed by University Supervisor, signed by student teacher, & submitted to Dean's Office for certification
Cooperating Teacher	Student Teaching Grading & Self-Reflection Rubric	Final Placement Conference	Provided to University Supervisor to help inform final placement grade
	CPAST Rubric	Final Placement Conference	Completed by cooperating teacher and brought to final placement conference to share
	<i>(Special Education Placement only)</i> Bloomsburg University Department of Exceptionality Programs Special Education Scoring Rubric	Final Placement Conference	Completed by cooperating teacher and brought to final placement conference

Note: Assessment documents can be accessed on BOLT and through the links above. The CPAST document can only be accessed through BOLT or provided directly from the university supervisor and is only approved for internal use by student teachers, university supervisors, and cooperating teachers. The University Supervisor grades all student teaching assignments and provides assignment and ongoing performance feedback to the student teacher. Additionally, they utilize the formative and summative assessments completed by the student teacher and cooperating teacher when assigning each final student teaching placement grade, as well as to inform the recommendation for teacher certification through the PDE 430.

**Bloomsburg University Department of Exceptionality Programs
Student Teaching Grading & Self-Reflection Rubric**

Student Teacher: _____

Cooperating Teacher: _____

Placement: Early Childhood Education or Special Education

Date: _____

University Supervisor: _____

**Please identify yourself (the person submitting this evaluation) with an *.*

- Note: This assessment is a 3-way assessment. The student teacher and cooperating teacher will each complete this rubric at the end of a placement and submit their rubric to the university supervisor individually. The supervisor will review both rubrics and utilize feedback from both parties to inform their completion of the final scored rubric, which will be used as the graded item for the placement assignment.*

PLANNING AND PREPARATION	Exemplary (+)	Superior (3)	Satisfactory (1.5)	Unsatisfactory (0)
Lesson plans are submitted in a timely manner using agreed upon format.	All plans were submitted in the agreed upon format and in advance of the timelines.	All plans were submitted in the agreed upon format and timelines.	Most plans (85% or more) were submitted in the agreed upon format and timelines.	Plans were inconsistently or not submitted in the agreed upon format and timelines.
Lessons are differentiated to meet needs of learners.	All plans were differentiated to meet the needs of all learners.	All plans were differentiated to meet the needs of most learners.	Most plans (85% or more) were differentiated to meet the needs of learners.	Plans were inconsistently differentiated to meet the needs of learners.
Materials are prepared for instruction.	All materials were prepared at least a day ahead. Additional materials were available as extension or backup options.	All materials were prepared for instruction.	Most of the time (85% or more) materials were prepared for instruction.	Materials were inconsistently prepared for instruction; frequent disorganization was evident.
Demonstrates knowledge of content and pedagogy.	All lesson plans reflected accurate interdisciplinary content and effective instructional methods.	All lesson plans reflected accurate content and effective instructional methods.	Most lesson plans (85% or more) reflected accurate content and effective instructional methods.	Lesson plans did not reflect accurate content and effective instructional methods.
Utilized district/classroom curriculum resources.	Curriculum classroom resources were consistently utilized and additional ones were obtained.	Curriculum classroom resources were consistently utilized.	Curriculum resources were utilized most of the time (at least 85% of the time).	Curriculum classroom resources were sometimes utilized if at all.

CLASSROOM ENVIRONMENT	Exemplary (+)	Superior (3)	Satisfactory (1.5)	Unsatisfactory (0)
Interactions are respectful and genuine with students.	All interactions with students were respectful and genuine with individual relationships established.	All interactions with students were respectful and genuine.	Only one interaction with a student was not respectful and genuine. Improvement noted after this occurrence.	Interactions with students were not respectful and genuine (i.e., more than one).
Demonstrates classroom management strategies.	Consistently utilized effective, research-based classroom management strategies (able to justify research-base in professional discourse or in written reflections).	Consistently utilized effective positive classroom management strategies.	Most classroom management strategies were effective (at least 80% of the day).	Some or no classroom management strategies were effective.
Monitors and responds to student behavior.	Actively managed student behaviors consistently and engaged students in self-regulation monitoring.	Actively managed student behaviors consistently.	Most of the time student behaviors were managed consistently (at least 85% of the day).	Student behaviors were not managed consistently.
Manages transitions smoothly with minimal loss of instructional time.	All transitions were managed effectively with no loss of instructional time.	All transitions were managed effectively with minimal loss of instructional time.	Most transitions were managed effectively (about 85% of transitions each day).	Transitions were not managed effectively.
Creates a safe learning environment.	A safe learning and inclusive environment was maintained at all times.	A safe learning environment was maintained at all times.	A safe learning environment was maintained most of the time (at least 85% of the day).	A safe learning environment was not consistently maintained.
INSTRUCTION	Exemplary (+)	Superior (3)	Satisfactory (1.5)	Unsatisfactory (0)
Instruction is delivered smoothly, accurately, and as per lesson plan.	Instruction was always accurately delivered, aligned to the lesson plan, and adapted as needed.	Instruction was accurately delivered and aligned to the lesson plan.	Instruction was accurately delivered and aligned to the lesson plan most of the time (at least 85% of the time).	Instruction was not accurately delivered and/or consistently aligned to the lesson plan.
Uses a variety of materials, activities, and methods.	Instruction was differentiated based on content, process, product, and learning	Instruction was differentiated based on at least two elements of	Instruction was differentiated based on one element of differentiation.	Instruction was not differentiated and student

	environment guided by readiness, interest, or learning profiles. All students were engaged.	differentiation and guided by readiness, interest, or learning profile. All students were engaged.	Most students were engaged (as least 85% of the time).	engagement was not consistent.
Technology is utilized.	Technology was effectively utilized when appropriate and new technologies were introduced for learning.	Technology was effectively utilized when appropriate.	Technology was effectively utilized most of the time when appropriate (i.e., not consistently).	Technology was not effectively utilized.
Checks for understanding during lesson.	Consistently checked for understanding during instruction, had students explain their answer, and was continuously aware of student progress.	Consistently checked for understanding during instruction and was continuously aware of student progress.	Consistently checked for understanding to ensure student learning, but a few missed opportunities were evident.	Checked for understanding some of the time during instruction or failed to check for understanding, and was unaware of student progress.
Formative and summative assessment data guides instruction.	Always utilized data to guide instruction (i.e., pre- and post-assessments, formative, and summative assessments).	Always utilized pre- and post-assessment data to guide instruction.	Usually utilized pre- and post-assessment data to guide instruction.	Did not use data to guide instruction.
PROFESSIONAL RESPONSIBILITIES	Exemplary (+)	Superior (3)	Satisfactory (1.5)	Unsatisfactory (0)
Professional in appearance, conduct, and demeanor.	Always was professional in appearance, conduct, and demeanor and was able to mediate conflicts.	Always was professional in appearance, conduct, and demeanor.	Most of the time was professional in appearance, conduct, and demeanor (85% of the time).	Was not consistently professional in appearance, conduct, and/or demeanor. Frequently spoken to about this and failed to modify behavior.
Attends daily, arriving and departing as per required schedule.	Attended daily and was early and/or stayed late based on the required schedule (arrival and departure times).	Attended daily and always adhered to the required schedule (arrival and departure times).	Attended most of the time and adhered to the required schedule (only accrued 1-2 <u>excused</u> absences or lateness).	Attendance and/or arrival and departure time was not consistent.
Follows rules and policies of the local education agency.	Consistently followed the rules and policies of the LEA, including maintaining	Consistently followed the rules and policies of the LEA,	Followed the rules and policies of the LEA most of	Did not consistently follow the rules and policies of the

	confidentiality at all times. Sought out additional faculty resources to familiarize self with policies (e.g., faculty handbook).	including maintaining confidentiality at all times.	the time (at least 85% of the time).	LEA and/or confidentiality was breached.
Welcomes and seeks out feedback.	Consistently sought out feedback and was always receptive to feedback (i.e., actively listened, professional in discussions, and eager to improve behavior).	Usually sought out feedback and was always receptive to feedback (i.e., actively listened, professional in discussions, and eager to improve behavior).	Occasionally sought out feedback and was receptive to feedback most of the time (i.e., actively listened, professional in discussions, eager to improve behavior).	Usually was not receptive to feedback (i.e., defensive, argumentative, or displaying unprofessional behavior).
Uses self-reflection to improve instruction.	Used self-reflection and shared feedback given to thoroughly analyze student learning and comprehensively discuss ways to improve instruction using the Danielson's four domains.	Used self-reflection to thoroughly analyze student learning and comprehensively discuss ways to improve instruction using the Danielson's four domains.	Used self-reflection to analyze student learning and discuss ways to improve instruction using the Danielson's four domains.	Did not use self-reflection to analyze student learning and/or discuss ways to improve instruction using the Danielson's four domains.
Column Totals:	<p>_____ @ 3 pts= _____</p> <p><i>Note: +'s indicate "above and beyond" performance but are still scored as a "3", which is the highest numerical score possible for each item.</i></p>	_____ @ 3 pts= _____	_____ @ 1.5 pts= _____	_____ @ 0= 0 pts

Grading Scale by Percent

A: 100-95 B+: 87-89 C+: 77-79 D+: 67-69
 A-: 90-94 B: 83-86 C: 73-76 D: 60-66
 B-: 80-82 C-: 70-72 E (failing): below 60

Total Points Earned _____ / 60

Absences/Tardiness

Attendance and participation in **all** activities at the school site are required, **including faculty meetings, in-service days, and instructional planning time**. Student teachers are expected to follow the schedules for the school district to which they are assigned. Student teachers have the **same working hours** as their cooperating teacher. Tardiness on the part of the student teacher is not acceptable, and responsibilities of student teachers to part-time work or university extracurricular activities should not interfere with the student teaching responsibilities. Student teachers should not leave the school building before the close of the scheduled day. In the event of an absence, student teachers **must notify** both their cooperating teacher and their supervisor prior to 6:30 a.m. **Official documentation** must be provided in the event of an absence due to an **extreme circumstance** (e.g., significant illness, military service, immediate family emergency). Absences may be required to be made up at the semester's end as per the discretion of the cooperating teacher and university supervisor. As per the *COE Student Teaching Handbook* section *Professional Responsibilities of the Student Teacher*, "Excessive absences, depending on the reason, may be made up at a time specified by the university supervisor with the agreement of the cooperating teacher. Excessive absence is defined as more than three days in an assignment." **Sub plans** must be left with the cooperating teacher in advance of an absence.

Attendance and participation at regularly scheduled **Student Teaching Seminar** dates are also required. Active participation is expected at each seminar meeting, and student teachers should come prepared (and on time) to engage in thoughtful discussion/reflection with peers and supervisors. See syllabus and BOLT for seminar dates and Zoom link.

Virtual/Remote Instruction Responsibilities

Student teachers are expected to provide instruction to students through the same methods as is expected of their cooperating teacher by the school district. This may include face-to-face, hybrid, or virtual formats, and may shift throughout a placement given state or district mandates. It is highly recommended that student teachers take part in any training and/or professional development opportunities provided within the district or externally to prepare themselves to meet placement expectations and provide high-quality instruction to their students. Student teachers should also familiarize themselves with the learning management system (LMS) utilized by their school, as well as any other technologies or web-based platforms supported by the district.

Initial Preparation Standards

Initial Preparation Standard 1: Learner Development and Individual Learning Differences	
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.
<i>Key Elements</i>	
1.1	Beginning special education professionals understand how language, culture, and family background 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.
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.
<i>Key Elements</i>	
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.

Initial Preparation Standard 3: Curricular Content Knowledge	
3.0	Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
<i>Key Elements</i>	
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.

Initial Preparation Standard 4: Assessment	
4.0	Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
<i>Key Elements</i>	
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.

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 to advance learning of individuals with exceptionalities.
Key Elements	
5.1	Beginning special education professionals consider individual 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.

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.
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.

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.

Assignment Resources

Note: Please refer to your supervisor's BOLT site for additional assignment resources, as well as the other student teaching resources located within the COE Field Experiences Handbook, Student Teaching section.

A. Lesson Plan Assignment Resources

Lesson Plan Assignment

GENERAL OVERVIEW

This special education lesson plan is used to plan and implement lessons in the special education student teaching placement. The special education lesson plan and special education rubric were used as assignments in other classes to prepare for this student teaching assignment. For this assignment, you will design and implement one special education lesson plan following the directions provided. To facilitate candidates' demonstration of the understanding of the link between teacher directives, expected student responses, material usage, data collection, and analysis, the directions have been adapted to guide you in writing the assigned lesson plan.

The lesson plan format and directions support key components for developing, implementing, and reflecting upon the lesson. The components are: content and skill selection, standards, instructional objective, formative and summative assessment, introduction, instructional methods, guided practice, independent practice, closure, differentiated activities, instructional resources, materials, and technology, analysis of student learning, and analysis of teaching.

Using the lesson plan components, the special education lesson plan rubric (teacher candidate performance expectations), and in collaboration with your co-operating teacher and other professionals, develop one special education lesson that will be implemented and then submitted as a required assignment for this course. In planning, implementing, and reflecting on your lesson plan, you are required to meet with your cooperating teacher and other relevant professionals* (e.g., university supervisor, paraeducators, general education teachers, related service providers, and families). The input from this collaboration must be considered throughout the lesson plan process. To demonstrate your collaboration, the attached form must be completed with verification (e.g., signature, e-mail). The completed lesson plan will be assessed using the Special Education Lesson Plan Rubric.

Candidates must meet CEC Initial Preparation Standards on this assessment to pass SPECED 488/588 & SPECED 489/589. If on the initial submission of the plan, the candidate does not meet standards, the plan must be revised and submitted until standards are met. The meeting of standards is defined as having an average rating of "meets expectations" across the assessment.

SPECIAL EDUCATION LESSON PLAN DIRECTIONS FOR EACH COMPONENT

Describe what you will say or do for each component in the lesson as indicated in the Annotated Lesson Plan Format for Special Education Student Teaching.

Lesson Plan Format-Blank

Modified for Special Education Program Student Teaching **(updated 10-12-22)**

Name:

Date:

Lesson Title:

Time Allotted:

Unit Title (if applicable):

Lesson Number w/in Unit:

Grade Level(s):

Subject Area(s)/Subject Content Explanation/Rationale:

I. LESSON FOUNDATION

Standard(s)/Anchors:

Essential Question(s):

Instructional Objective(s):

Formative Assessment:

Lesson Pre-Assessment:

During-instruction formative assessments:

Summative Assessment:

Lesson Post-Assessment:

Unit Summative Assessment (if applicable):

II. LESSON BODY

TEACHING PROCEDURES

1. Introduction/Opening:

2. Description of Method(s) Used to Present Subject Matter

A. Direct Instruction/Modeling (I do) Procedure:

3. Guided Practice (We do)

A. Description of Application Activities:

4. Independent Practice (You do)

A. Description of Application Activities:

5. Closure:

III. LESSON ESSENTIALS

Differentiated Learning Activities (content, process, product, and/or learning environment examples):

Accommodations/Modifications (for individual learners):

Instructional Resources, Materials, and Technology (including copies/screenshots with lesson plan submission):

IV. POST-LESSON REFLECTION (completed after the lesson is taught)

Analysis of Student Learning:

Analysis of Teaching:

Planning and Preparation:

Learning Environments:

Learning Experiences:

Principled Teaching:

Lesson Plan Format-Annotated Version

Modified for Special Education Student Teaching- updated 10-12-22

Name:

Date:

Lesson Title:

Time Allotted:

Unit Title (if applicable):

Lesson Number w/in Unit:

Grade Level(s):

Subject Area(s)/Subject Content **Explanation/Rationale:**

I. LESSON FOUNDATION

Standard(s)/Anchors: Select a PA Common Core Standard(s) that aligns with the grade level content and curricular scope and sequence. The standard(s) describes what students should demonstrate and be able to do as a result of the instruction; it sets expectations for student knowledge and skills. PA Alternate Eligible Content Standards are appropriate for the students with the most severe cognitive disabilities while still ensuring access to the general education curriculum.

Essential Question(s): An essential question establishes content knowledge and connects that knowledge to the topic at hand and to the student's prior knowledge. Essential questions should be embedded throughout the introduction, procedures, and closure of a lesson or unit of study.

Instructional Objective(s): Write objectives that depict and measure rigorous academic and social learning goals for all students, including those with exceptionalities. Several objectives varying in level of complexity may be appropriate to meet the needs of a diverse group of learners. Each objective should specify the condition, learner, measurable behavioral performance, and criteria.

- a. Condition - Describe the circumstance under which the skill will be taught.
- b. Learner - Write "the learner will..."
- c. Behavior - Clearly delineate what the learner with exceptionalities will demonstrate after instruction has occurred; ensure alignment with the standard(s).
- d. Criteria - Describe the level of performance expected of the learner with exceptionalities, and the number of trials required to achieve the objective.

Formative Assessment: Describe the assessment process (i.e., tools and procedures) that occurs prior to and during instruction and learning activities. If applicable, describe the recording system that will be used to document student responses and errors.

Lesson Pre-Assessment:

During-instruction formative assessments:

Summative Assessment: Describe the assessment process (i.e., tools and procedures) that occurs after instruction and learning activities. Describe the recording system that will be used to document student responses and errors. Examples, such as recorded observations, student artifacts, performance tasks, or self-evaluation may be used to engage learners in their own growth.

Lesson Post-Assessment:

Unit Summative Assessment (if applicable): If the lesson is a component of a unit of study, describe how students will demonstrate mastery of material and how it will be measured.

II. LESSON BODY

TEACHING PROCEDURES The step-by-step process/procedure for teaching information, concepts and skills identified in the instructional objectives. Start writing your step by step procedures below starting with 1. Introduction. Includes the following 5 components:

1. **Introduction:** Describe how you will introduce the academic standard(s), objective(s), and essential question(s) to be addressed in the lesson (this should be open ended, help the students to conceptualize the content, encourage higher order thinking, and connect content to past learning), include a motivational device or strategy such as, self-questioning, predicting, brainstorming, or using graphic organizers. The introductory activity you describe should connect to prior learning and link to current learning and include an explanation of why the concept/skill to be learned is important.
2. **Description of Method(s) Used to Present Subject Matter**
 - a. **Direct Instruction/Modeling (I do) Procedure:** Explicitly and sequentially describe how you will teach the lesson's concept(s) or skill(s) using evidence-based and differentiated instructional practices that address your lesson's objective(s). Include how you will model and provide a variety of examples to support student learning of the concept or skill being taught.
3. **Guided Practice/ We do**
 - a. **Description of Application Activities:** Explicitly and sequentially describe the opportunities you will provide to students for practice and application of the concept or skill being taught under your direct supervision. This may involve modeling, use of prompt hierarchies, task analysis, differentiated activities. Include how you will give frequent feedback and correction.
4. **Independent Practice/ You do**
 - a. **Description of Application Activities:** Explicitly and sequentially describe the opportunities you will provide to students to practice and apply the concept or skill independently. Ensure that the practice activities specified are meaningful, challenging, and aligned with the learning objective(s), and provide for errorless learning.
5. **Closure:** Describe how you will summarize/conclude the lesson to help students bring together the concept or skill, and to use, apply, generalize to other learning environments, and extend what has been taught. The lesson summary includes a review of central lesson concepts and/or essential questions, a preview of future learning, an application to daily living or an expansion/extension of concept.

III. LESSON ESSENTIALS

Differentiated Learning Activities: Instruction should be differentiated through: 1) content, 2) process, 3) product, and/or 4) learning environment to meet the learning needs of all students, including those with disabilities. Describe the different types of differentiation integrated, providing specific examples.

Describe how differentiation meets the learning needs of students in your classroom and research-based strategies utilized to optimize learning.

Accommodations/Modifications (for individual learners): Include any individualized strategies (e.g., strategies identified in students' IEPs and/or 504 Plans) relevant to this lesson including, but not limited to: Scheduling, Setting, Materials, Instruction, Student Response, Assessment, Grading, and Testing. This may also include Augmentative or Alternative Communication system(s) and Assistive Technology, to support delivery of instruction, and enhance language and communication for students with exceptionalities.

Instructional Resources, Materials, and Technology: List all materials, resources and technology utilized in the instruction of a lesson. ALL MATERIALS NEED TO BE SUBMITTED (or screenshots provided) with all formal lesson plans, including your unit plan lesson plans.

IV. POST-LESSON REFLECTION (completed after the lesson is taught—including for all lessons included within the unit plan assignment)

Analysis of Student Learning: Review and VISUALLY DISPLAY (via table or graph) the formative and/or summative assessment data collected during your lesson for each student. Analyze the results and report the evidence of student learning as related to the instructional objective(s). Compare your pre- and post-assessment data. As a result of the data analysis, describe what you will do to improve and/or enhance student performance.

Analysis of Teaching: Include modifications/recommendations of current instruction for future application for each of The Danielson Group, The Framework for Teaching Domains:

- 1) planning and preparation
- 2) learning environments
- 3) learning experiences
- 4) principled teaching as related to instructional objectives or standards.

Verification of Collaboration Form—Lesson Plan

For daily lesson planning and weekly planning meetings, weekly signatures should be documented (at a minimum, 6 meetings/cooperating teacher signatures) for initial planning discussions, assessment development, and lesson plan approval/review. Complete all columns of this form after each collaborative meeting or consultation. Ensure that each member in attendance (e.g., cooperating teacher, university supervisor, paraeducators, general education teachers, related service providers, grade-level team, and families) signs this form. If signatures cannot be accessed then your cooperating teacher can send one e-mail to you verifying all dates and persons in attendance which you will attach to this form and upload to *BOLT*.

Date/Time	Person(s)	Detailed Feedback on Plan	Detailed Comments or Discussions	Signature(s)*

Use additional paper as needed.

Table I
ELEMENTS OF A PERFORMANCE OBJECTIVE

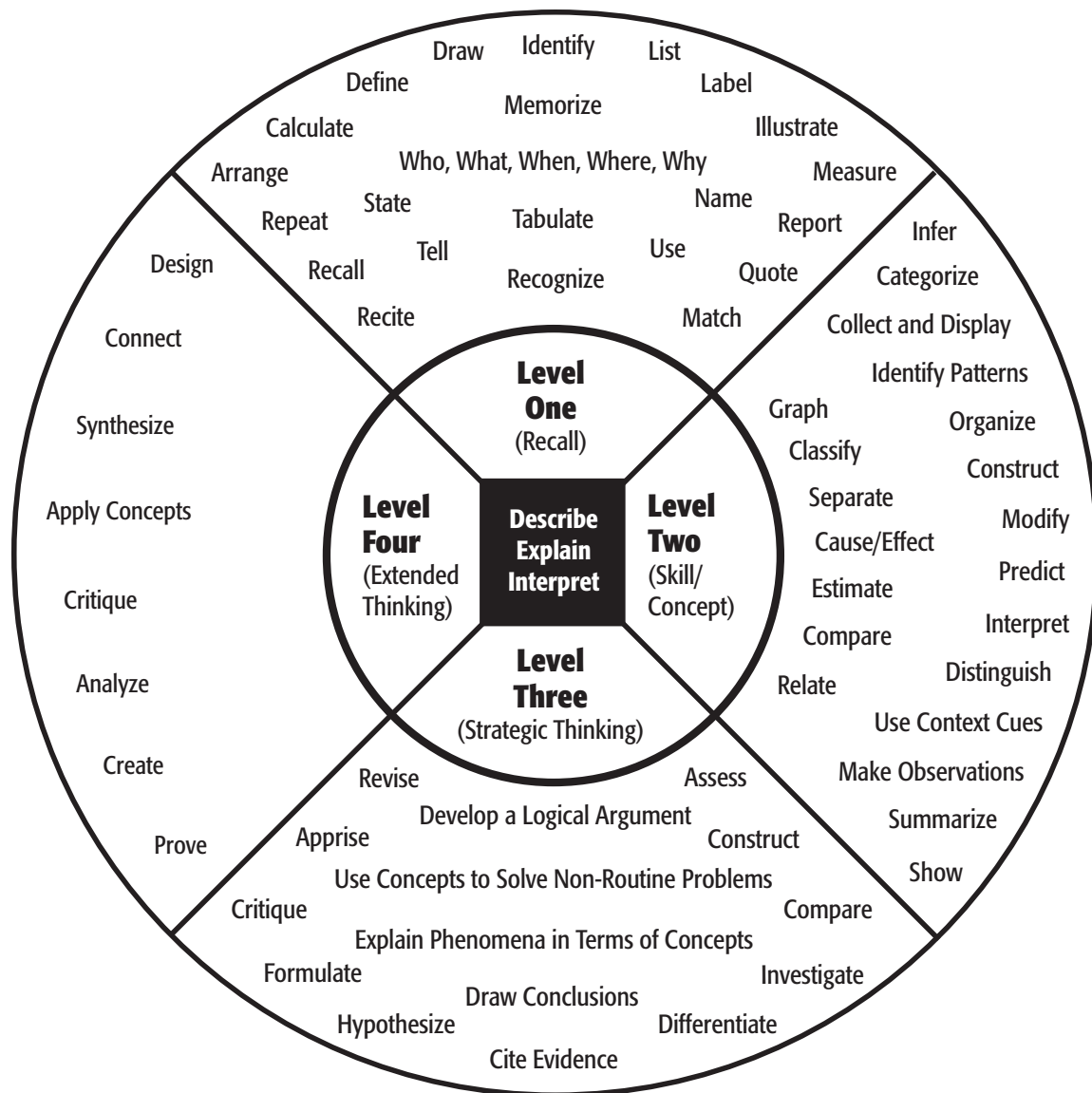
Conditions (Givens)	Actual Behavior (Action Verb)	Measurement Standard
<p>One-hour exam In front of class Without reference When presented with a typed list Given a slide rule Random sample W/o dictionary Using three sounds 10-minute quiz using a 10-key adding machine given a blueprint without a scale drawing using a shop manual without calipers</p> <p>Suggestion: What are the givens, the limitations, the restrictions which are imposed on the pupil when demonstrating the terminal behavior? They might include information, tools, equipment, source, materials to be or not to be used.</p>	<p>To Write Point Touch Underline Distinguish Identify Construct Answer Name Order Describe State Apply rule Demonstrate Interpret Compile Discriminate Compute Etc.</p> <p>Suggestion: Use clear action verbs which are observable.</p>	<p>90 percent correct four out of five list four steps 10 words correctly distinguish 3 main ideas nearest percent nearest tenth 100 percent accuracy in alphabetical order 50 wpm for 5 minutes nearest thousandth</p> <p>Suggestion: How effectively is the behavior performed? What is the minimum acceptable level of performance required to indicate mastery of the objective?</p>

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	<ul style="list-style-type: none"> • Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why 	<ul style="list-style-type: none"> • Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate 	<ul style="list-style-type: none"> • Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize 	<ul style="list-style-type: none"> • Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme 	<ul style="list-style-type: none"> • Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value 	<ul style="list-style-type: none"> • Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Scoring Rubric for Special Education Lesson Plan

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
Candidates write goals/objectives aligned with standards. CEC 6.1	<p>The candidate designs and communicates lesson objectives that are observably aligned to the CEC and PA Common Core Standards and support all students with exceptionalities in meeting rigorous learning goals.</p> <p>Candidate uses the lesson objectives as a means to target instruction and determine impact of instruction on the learning of students with exceptionalities.</p>	<p>The candidate designs and communicates lesson objectives that are observably aligned to the CEC and PA Common Core Standards and support all students with exceptionalities in meeting rigorous learning goals.</p> <p>Candidate uses the lesson objectives as a means to target instruction for students with exceptionalities.</p>	<p>The candidate designs and may or may not communicate lesson objectives that are observably but not necessarily meaningfully aligned to the CEC or PA Common Core Standards. Additionally, the candidate writes lesson objectives that may or may not support students with exceptionalities in meeting identified learning goals.</p> <p>OR</p> <p>Candidate uses the lesson objectives as a means to target instruction for students with exceptionalities; however, the candidate uses lesson objectives that are not in alignment with the needs of the students with exceptionalities.</p>	<p>The candidate designs and/or communicates lesson objectives that are not meaningfully aligned to the CEC or PA Common Core Standards. Additionally, the candidate writes lesson objectives that do not support students with exceptionalities in meeting identified learning goals.</p> <p>AND</p> <p>Candidate uses the lesson objectives as a means to target instruction for students with exceptionalities; however, the candidate uses lesson objectives that are not in alignment with the needs of the students with exceptionalities.</p>
Candidates demonstrate knowledge of learner development and individual learner differences in the lesson planning. CEC 1.1, 1.2	<p>The candidate demonstrates an understanding of the impact of learner development and individual differences on instructional planning by designing and implementing meaningful and challenging academic and social learning experiences for students with exceptionalities that are developmentally appropriate and culturally responsive (language, culture, and family background).</p> <p>Candidate <u>differentiates</u> learning experiences based on the students' interests, learning preferences, and communication needs.</p>	<p>The candidate demonstrates an understanding of the impact of learner development and individual differences on instructional planning by designing and implementing meaningful and challenging academic or social learning experiences for students with exceptionalities that are developmentally appropriate and culturally responsive (language, culture, and family background).</p> <p>Candidate <u>individualizes</u> learning experiences based on the students' interests, learning preferences, and communication needs.</p>	<p>The candidate demonstrates a limited understanding of the impact of learner development and individual differences on instructional planning by designing academic or social learning experiences for students with exceptionalities that are not developmentally appropriate or culturally responsive (language, culture, and family background).</p> <p>However, while implementing the lesson the candidate does not tailor learning experiences to the students' interests, learning preferences, and communication needs.</p>	<p>The candidate demonstrates a limited understanding of the impact of learner development and individual differences on instructional planning by designing academic or social learning experiences for students with exceptionalities that are not developmentally appropriate or culturally responsive (language, culture, and family background).</p> <p>Additionally, while implementing the lesson the candidate does not tailor learning experiences to the students' interests, learning preferences, and communication needs.</p>

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p>Candidates demonstrate in their planning and teaching, an understanding of general and specialized curricular content knowledge. CEC 3.1, 3.2</p>	<p>The candidate demonstrates knowledge of general and specialized curricula in planning and delivering instruction by presenting key concepts related to the lesson objective in a systematic and errorless manner. Candidate provides a variety of examples that support student learning.</p> <p>Candidate differentiates learning by utilizing methods, curricular content, and student products that will result in meaningful learning progressions within and across curricular domains for students with exceptionalities.</p>	<p>The candidate demonstrates knowledge of general and specialized curricula in planning and delivering instruction by presenting key concepts related to the lesson objective in a systematic and errorless manner.</p> <p>Candidate individualizes learning by selecting methods and curricular content that will result in meaningful learning progressions for students with exceptionalities.</p>	<p>The candidate demonstrates limited knowledge of general and specialized curricula in planning and delivering instruction by presenting key concepts that relate to the lesson objective, but the candidate makes errors in presentation. When errors are made, the candidate self-corrects or responds to a prompt from a cooperating professional/university supervisor.</p> <p>Given the candidate makes errors in the design and/or presentation of content, the learning progressions of students with exceptionalities are negatively impacted.</p>	<p>The candidate demonstrates unacceptable knowledge of general and specialized curricula in planning and delivering instruction by presenting key concepts that may or may not relate to the lesson objective. Errors in presentation of the content are observed. When errors are made, the candidate does not self-correct or respond to a prompt from a cooperating professional/university supervisor.</p> <p>Given the candidate makes errors in the design and/or presentation of content, the learning progressions of students with exceptionalities are negatively impacted.</p>
<p>Candidates adapt instruction to increase curricular access and improve learning. CEC 3.3</p>	<p>The candidate designs and implements curricular adaptations that are tailored to the needs of students with exceptionalities to make content knowledge accessible and improve student learning. Candidate selects adaptations that foster learner independence, and can be used across curricular areas.</p>	<p>The candidate designs and implements curricular adaptations that are tailored to the needs of students with exceptionalities to make content knowledge accessible and improve student learning. Candidate selects adaptations that foster learner independence in the current setting, but the adaptations may not be viable across curricular areas.</p>	<p>The candidate designs curricular adaptations that are tailored to the students' needs to make content knowledge accessible, but the candidate does not incorporate the adaptations into the instructional delivery. Consequently, it is not evident that the adaptations could improve student learning.</p>	<p>The candidate designs curricular adaptations that are not tailored to the students' instructional needs. Therefore, it is not evident that the candidate makes content knowledge accessible for students with exceptionalities.</p>

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
Candidates use formative and summative assessments that are aligned with lesson objectives and CEC Standards. CEC 4.1, 4.2	<p>The candidate demonstrates knowledge of formative and summative assessment in the planning and implementing of instruction by selecting and using formative and summative assessments that are culturally responsive, align with student interests, monitor learner progress, and guide instructional decision making.</p> <p>Candidate designs and utilizes a record keeping system within the lesson plan that monitors students' responses as well as errors within the lesson. Based on student responses, the candidate adjusts instruction to meet the needs of the students with exceptionalities.</p>	<p>The candidate demonstrates knowledge of formative and summative assessment in the planning and implementing of instruction by selecting and using formative and summative assessments that are culturally responsive and monitor learner progress and guide instructional decision making.</p> <p>Candidate designs and utilizes a record keeping system within the lesson plan that monitors students' responses within the lesson. Based on student responses, the candidate adjusts instruction to meet the needs of the students with exceptionalities.</p>	<p>The candidate demonstrates limited knowledge of formative and summative assessment in the planning and implementing of instruction by selecting formative and summative assessments that are culturally responsive, but do not effectively monitor learner progress and assist the candidate in making instructional decisions.</p> <p>OR</p> <p>Candidate designs and utilizes a record keeping system within the lesson plan that monitors students' responses within the lesson. At the conclusion of the lesson, the candidate examines student responses to determine where adjustments to instruction should have been made.</p>	<p>The candidate demonstrates unacceptable knowledge of formative and summative assessment in the planning and implementing of instruction by selecting formative and summative assessments that are culturally responsive, but do not effectively monitor learner progress and assist the candidate in making instructional decisions.</p> <p>AND</p> <p>Candidate designs and utilizes a record keeping system within the lesson plan that does not effectively monitor students' responses within the lesson. Due to the lack of meaningful data, candidate cannot use the data to determine where adjustments to instruction should have been made.</p>

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
Candidates take into consideration the student with exceptionalities learning needs during instructional planning and selection of teaching strategies. CEC 5.1, 5.3, 5.6	<p>The candidate demonstrates knowledge of instructional planning and strategies by selecting, adapting, and using a range of evidence-based instructional strategies that address the individual interests, abilities, needs and background of students with exceptionalities.</p> <p>Candidate seamlessly integrates explicit instruction techniques and modifications, and incorporates accommodations (inclusive of AAC systems and AT to support the language and communication needs of the learner) to improve student learning of and access to the instructional content and activities.</p> <p>Candidate designs instruction that encourages students with exceptionalities to use and apply skills in other learning environments.</p>	<p>The candidate demonstrates knowledge of instructional planning and strategies by selecting, adapting, and using a range of evidence-based instructional strategies that address the individual interests, abilities, needs and background of students with exceptionalities.</p> <p>Candidate seamlessly integrates explicit instruction techniques and modifications, and incorporates accommodations (inclusive of AAC systems and AT to support the language and communication needs of the learner) to improve student learning of and access to the instructional content and activities.</p> <p>Candidate designs instruction that encourages students with exceptionalities to use and apply skills within the classroom.</p>	<p>The candidate demonstrates limited knowledge of instructional planning and strategies by selecting adapting, and using instructional strategies that do not address the individual interests, abilities, needs and background of students with exceptionalities.</p> <p>OR</p> <p>Candidate attempts to integrate explicit instructional techniques and incorporates modifications or, accommodations (inclusive of AAC systems and AT to support the language and communication needs of the learner) to improve student learning of and access to the instructional content and activities;</p> <p>however, it is not clear how students with exceptionalities will access the content and activities.</p> <p>AND</p> <p>Candidate designs instruction that does not encourage students with exceptionalities to use and apply skills within the classroom.</p>	<p>The candidate demonstrates unacceptable knowledge of instructional planning and strategies by selecting, adapting, and using instructional strategies that do not address the individual interests, abilities, needs and background of students with exceptionalities.</p> <p>AND</p> <p>Candidate does not use explicit instructional techniques, modifications, or accommodations (inclusive of AAC systems and AT to support the language and communication needs of the learner) to improve student learning of and access to the instructional content and activities.</p> <p>AND</p> <p>Candidate designs instruction that does not encourage students with exceptionalities to use and apply skills within the classroom.</p>

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
Candidates reflect on the impact of the lesson on students with exceptionalities. CEC 6.1, 6.2, 6.4	<p>The candidate demonstrates knowledge of reflection by discussing the effective and ineffective components of the lesson including curricular content, method selection, and activity selection.</p> <p>Candidate supports the discussion with examples from the lesson and supporting assessment data. For the areas in which the candidate is ineffective, the candidate is able to use professional literature to support the changes that could be made to improve the impact on student learning.</p>	<p>The candidate demonstrates knowledge of reflection by discussing the effective and ineffective components of the lesson including curricular content, method selection, and activity selection.</p> <p>Candidate supports the discussion with examples from the lesson and supporting assessment data. For the areas in which the candidate is ineffective, the candidate is able to use professional literature to support the changes that could be made to improve the impact on student learning.</p>	<p>The candidate demonstrates limited knowledge of reflection by discussing only the effective or ineffective components of the lesson including curricular content, method selection, and activity selection.</p> <p>OR</p> <p>Candidate does not support the discussion with examples from the lesson and supporting assessment data. For the areas in which the candidate is ineffective, the candidate selects professional literature to support the changes that could be made to improve the impact on student learning, but it is not evident how the literature supports the change.</p>	<p>The candidate demonstrates limited knowledge of reflection by discussing only the effective or ineffective components of the lesson including curricular content, method selection, and activity selection.</p> <p>AND</p> <p>Candidate does not support the discussion with examples from the lesson and supporting assessment data. For the areas in which the candidate is ineffective, the candidate selects professional literature to support the changes that could be made to improve the impact on student learning, but it is not evident how the literature supports the change.</p>
Candidates collaborate with colleagues in the instructional planning and delivery of the lesson. CEC 7.3	<p>The candidate collaborates with professional educators (e.g., teachers, grade level team, paraeducators) and families during lesson planning and implementation by incorporating their ideas to create culturally responsive learning environments that meaningfully involve students with exceptionalities in lesson learning activities and positive social interactions, and to promote the well-being of students with exceptionalities.</p>	<p>The candidate demonstrates collaboration with professional educators (e.g., teachers, grade level team, paraeducators) during lesson planning and implementation by incorporating their ideas to create culturally responsive learning environments that meaningfully involve students with exceptionalities in the lesson learning activities and positive social interactions, and to promote the well-being of students with exceptionalities.</p>	<p>The candidate consults with colleagues; however, the candidate does not appear to incorporate ideas of professional educators (e.g., teachers, grade level team, paraeducators) during lesson planning and implementation to create culturally responsive learning environments that meaningfully include students with exceptionalities in the lesson learning activities and positive social interactions, and may or may not promote the well-being of students with exceptionalities.</p>	<p>The candidate consults with colleagues when prompted by the cooperating teacher; however, the candidate does not incorporate ideas of the professional educators (e.g., teachers, grade level team, paraeducators) during lesson planning and implementation to create culturally responsive learning environments that meaningfully involve students with exceptionalities in the lesson learning activities and positive social interactions, and to promote the well-being of students with exceptionalities.</p>

B. Unit Plan Assignment Resources

Unit Plan Assignment Overview and Directions

GENERAL OVERVIEW

This unit plan is used to coordinate and implement a series of lessons during a student teaching placement. For this assignment, candidates design and implement one unit plan following the directions provided, once during the student teaching semester. To facilitate candidates' demonstration of the understanding of the link between teacher directives, expected student responses, material usage, data collection/ analysis, and candidate reflection, the directions have been adapted to guide the writing of the assigned unit plan.

The unit plan format and directions support key components for developing, implementing, and reflecting upon the unit. The components are: introduction/general information; standards/ anchors, essential questions, and unit goals; assessment of student learning through pre and post-unit assessments; lesson plans which include a lesson foundation, lesson body, lesson essentials, and post lesson reflection) as well as differentiated instructional strategies; and analysis of data results. The completed unit plans will be assessed using the College of Education Unit Plan Rubric. For dual certification student teachers, the supervisor will also evaluate the unit with the Special Education Unit Plan Rubric.

In planning, implementing and reflecting on your unit plan, you are required to meet with your cooperating teacher and other relevant professionals* (e.g. university supervisor, paraeducators, general education teachers, related service providers, and families). The input from this collaboration must be considered throughout the unit plan process. To demonstrate your collaboration, the attached form must be completed with verification (e.g., signature, e-mail).

Candidates must meet Council for Accreditation of Educator Preparation (CAEP), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, & CEC Initial Preparation Standards on these assessment to pass their student teaching courses. If on the initial submission of the plan, the candidate does not meet standards, the plan must be revised and submitted until standards are met. The meeting of standards is defined as having an average rating of "meets expectations" across the assessment.

COLLEGE OF EDUCATION UNIT PLAN DIRECTIONS FOR EACH COMPONENT

Describe what you do for each component in the unit plan.

SPECIFIC UNIT PLAN DIRECTIONS

1. TITLE PAGE AND TABLE OF CONTENTS

Begin the unit plan with a professionally-formatted title page including the following components: unit name, student name, school, grade level, and class. A table of contents page should then follow.

2. INTRODUCTORY/GENERAL INFORMATION

(unit theme, number of lessons, cross-curricular connections, unit rationale)

Select the unit name/theme of the unit, the number of lessons within the unit, cross-curricular connections, the skills to be taught (identified from the scope and sequence for those content areas), and the rationale for that unit. The unit rationale should be supported through a discussion of:

- a. Learner differences, specific to:
 - i. Target learner development
 - ii. Specific student developmental differences
- b. Learner environment
 - i. Description of how the environment will support individual and collaborative learning for all students

3. UNIT FOUNDATION

- a. Standard(s)/Anchors: Select PA Common Core Standard(s) that align with the grade level interdisciplinary content areas and curricular scope and sequence. The standard(s) describes what students should demonstrate and be able to do as a result of the instruction; it sets expectations for student knowledge and skills.
- b. Unit Goals: Write multiple developmentally appropriate unit goals that depict and measure rigorous academic and social learning goals for students of all levels, including those with identified exceptionalness. The goals should specify how learners will acquire content knowledge and skills and be well-aligned with standards and essential questions.
 - i. The goals should specify the condition, learner, measurable behavioral performance, and criteria.
- c. Pre-Assessment and Summative Assessment: Identify the assessment tools and procedures (i.e., specific directions for administration and scoring) that will be used to assess the student, and state when to administer each assessment (i.e., prior to and after instruction). Ensure that tools are well aligned to one another, as well as to the unit standards and goals. Provide evidence of assessment tools utilized. Describe the recording systems that will be used to document student responses and errors. Examples, such as recorded observations, student artifacts, performance tasks, or self-evaluation may be used to engage learners in their own growth.

4. UNIT ESSENTIALS

- a. Essential Questions for the Unit: List the essential questions that will be posed to students that will help students conceptualize the theme of the unit and challenge students to think critically. These essential questions should also help students connect the content/concepts to what they've learned previously.
- b. Content-Daily Lesson Plans: Include all lesson plans pertaining to this unit plan (i.e., minimum of 3). The lesson plans should follow the established department lesson plan format (i.e., Lesson Foundation, Lesson Body, Lesson Essentials, and Post Lesson Reflection).
- c. Integration of Resources and Technology: List all materials, resources, and technology you will utilize in the instruction of this unit.
- d. Differentiated Learning Activities: Describe how you will differentiate instruction to meet the learning needs of all students. Specify the activities that differentiate the content, process, product, and/or learning environment designed to foster achievement across diverse learners. Include any individualized strategies (e.g., strategies identified in students' IEPs and/or 504 plans) relevant to this unit.

5. POST-UNIT REFLECTION

- a. Analysis of Student Learning: Review the pre-assessment and summative assessment data collected during your unit plan. Data should be presented in a professional table and/or graph format. Analyze the results and report the evidence of student learning as related to the unit standards and goals. Compare your pre- and post-assessment data, including student work samples to support the narrative. As a result of the data analysis, describe what you will do to improve and/or enhance student performance.
- b. Analysis of Teaching: Through reflection, describe your areas of strength and need for each component of your unit plan. Include in your reflection: a description of how content can be integrated across the curriculum; what you have learned about planning and delivering instruction, classroom management, assessment, impact on student learning, and professionalism. Lastly, describe and support the modifications and recommendations based on your reflection in support of the literature.

Unit Plan Format

1. Unit Author(s)/First and Last Name:

Course/School Name:

2. Introduction/General Information

- Unit Title/Theme
- Number of Lessons w/in Unit
- Subject Areas of Interdisciplinary Integration
- Grade Level(s)
- Unit Summary and Rationale
- Detailed description of:
 - Learner differences, specific to:
 - Target learner development
 - Specific student developmental differences
 - Learner environment
 - Description of how the environment will support individual and collaborative learning for all students

3. Standards/Anchors

4. Unit Goals

5. Essential Question(s) for the Unit

6. Pre-Assessment: Completed at the start of the unit to determine the baseline of student knowledge and competencies. Use pre-assessment data when analyzing student learning and teaching at the end of the Unit plan reflection.

7. Content—Daily Lesson Plans (Use the prescribed lesson plan format)

8. Integration of Resources and Technology: List all materials, resources and technology (e.g., multimedia, technology, lab equipment, outside expert) utilized in the instruction of the unit. If technology is excluded, provide an instructionally sound rationale for its absence.

9. Differentiated Learning Activities: Include research-based strategies that challenge all learners. Include context of the learners as a rationale for differentiation:

- Describe important characteristics of the learners in your classroom: number of learners and gender, race/ethnicity, school socio-economic status, special needs, and language proficiency (as defined by Field Experience Diversity Requirements).
- Explain the specific activities that differentiate the content, process, product, and/or learning environment designed to provide advanced achievement for all learners.
- Explain the accommodations made for learners with disabilities (IEPs).

Differentiation within the unit plan for a university course is up to the discretion of the professor (e.g., simulation experience).

10. Summative Assessment/Post-Assessment - Related directly to pre-assessment to evaluate degree of student learning after unit is taught and which match unit goals and lesson plan objectives. Summative assessments include chapter/unit tests, writing projects, quizzes, or ongoing projects, etc.

11. Reflection—Completed after implementation of unit plan: Utilize pre-assessment data to assist your reflection. Within a university course, provide questions you may pose to yourself for evaluating student learning and your instructional decisions.

- **ANALYSIS OF STUDENT LEARNING:** Analyze assessment data and documented evidence of lesson results and explain to what degree instructional decisions made an impact on student learning and achievement of unit goals and lesson objectives.
- **ANALYSIS OF TEACHING:** Include modifications/recommendations of current instruction for future application on 1) planning and preparation, 2) classroom environments, 3) instruction, and 4) professional responsibilities as related to instructional objectives or standards.

Verification of Collaboration Form—Unit Plan

For the unit planning meetings, weekly signatures should be documented (at a minimum, 3-4 cooperating teacher signatures) and should be collected to document initial planning discussions, assessment development, and lesson plans/unit plan approval/review. Complete all columns of this form after each collaborative meeting or consultation. Ensure that each member in attendance (e.g., cooperating teacher, university supervisor, paraeducators, general education teachers, related service providers, grade-level team, and families) signs this form. If signatures cannot be accessed then your cooperating teacher can send one e-mail to you verifying all dates and persons in attendance which you will attach to this form and upload to *BOLT*.

Date/Time	Person(s)	Detailed Feedback on Plan	Detailed Comments or Discussions	Signature(s)*

Use additional paper as needed.

Scoring Rubric for Special Education Unit Plan

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
Candidates demonstrate knowledge of learner development, individual differences, and environment in the planning of the unit. CEC 1.1, 1.2	<p>The candidate demonstrates an understanding of the impact of learner development and individual differences on instructional planning by designing and implementing academic and social learning experiences for students with exceptionalities that are developmentally appropriate or culturally responsive (language culture, and family background).</p> <p>Candidate differentiates active and effective learning experiences based on the students’ interests, learning preferences, and communication and safety needs.</p>	<p>The candidate demonstrates an understanding of the impact of learner development and individual differences on instructional planning by designing and implementing academic and social learning experiences for students with exceptionalities that are developmentally appropriate or culturally responsive (language culture, and family background).</p> <p>Candidate individualizes active and effective learning experiences based on the students’ interests, learning preferences, and communication and safety needs.</p>	<p>The candidate demonstrates a limited understanding of the impact of learner development and individual differences on instructional planning by designing academic or social learning experiences for students with exceptionalities that may or may not be developmentally appropriate or culturally responsive (language culture, and family background).</p> <p>Candidate may or may not tailor active and effective learning experiences to the students’ interests, learning preferences, and communication and safety needs.</p>	<p>The candidate demonstrates a limited understanding of the impact of learner development and individual differences on instructional planning by designing academic or social learning experiences for students with exceptionalities that are not developmentally appropriate or culturally responsive (language culture, and family background).</p> <p>Candidate does not tailor active and effective learning experiences to the students’ interests, learning preferences, and communication and safety needs.</p>
Candidates write unit goals and learning objectives that are aligned with academic and CEC Standards. CEC 3.1, 3.2, 6.1	<p>The candidate designs unit goals and learning objectives that are developmentally appropriate, measurable, and meaningfully aligned to the CEC and PA Common Core Standards and address individual student learning outcomes. In addition, the candidate supports the unit goals with learning objectives that are measurable, accurately sequenced, and requires the students with exceptionalities to utilize the unit content across curricular areas.</p>	<p>The candidate designs unit goals and learning objectives that are developmentally appropriate, measurable, and meaningfully aligned to the CEC and PA Common Core Standards and address individual student learning outcomes. In addition, the candidate supports the unit goals with learning objectives that are measurable, accurately sequenced, and tailored to the needs of the students with exceptionalities in the specific curricular area.</p> <p>OR</p> <p>Candidate supports the unit goals with learning objectives that are not measurable, accurately sequenced, or align with the unit goals.</p>	<p>The candidate designs unit goals and learning objectives that may or may not be developmentally appropriate, measurable, and aligned to the PA Common Core Standards. Candidate does not establish a connection between the unit goals and learning objectives and student learning outcomes.</p> <p>AND</p> <p>Candidate supports the unit goals with learning objectives that are not measurable, accurately sequenced, or align with the unit goals.</p>	<p>The candidate designs unit goals and learning objectives that may or may not be developmentally appropriate, measurable, and aligned to the PA Common Core Standards. Candidate does not establish a connection between the unit goals and learning objectives and student learning outcomes.</p> <p>AND</p> <p>Candidate supports the unit goals with learning objectives that are not measurable, accurately sequenced, or align with the unit goals.</p>

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations(1)
<p>Candidates select pre- and post- assessments that are aligned with learning objectives and CEC Standards to monitor student progress. CEC 4.1, 4.2</p>	<p>The candidate selects multiple types of informal and formal technically sound assessments that minimize bias and data sources that are aligned to monitoring student progress toward unit goals, and lead to making sound individualized instructional decisions and long-range instructional plans.</p> <p>Candidate includes developmentally appropriate pre-assessments to provide baseline on the knowledge of students with exceptionalities, and post-assessments that are aligned with the pre-assessments, and uses technologies to support their selected data sources.</p>	<p>The candidate selects multiple types of informal and formal technically sound assessments that minimize bias, and data sources that are aligned to monitoring student progress toward unit goals, and lead to making sound individualized instructional decisions and long-range instructional plans.</p> <p>Candidate includes developmentally appropriate pre-assessments to provide baseline on the knowledge of students with exceptionalities, and post-assessments that are aligned with the pre-assessments; however, the candidate does not use technology to support or manage data.</p>	<p>Candidate may or may not select multiple types of informal and data sources; however, the assessments are not aligned to monitoring student progress toward unit goals, or lead to making sound individualized instructional decisions and long-range instructional plans.</p> <p>Candidate may or may not include developmentally appropriate pre-assessments to provide baseline on the knowledge of students with exceptionalities, and post-assessments that are aligned with the pre-assessments. Candidate does not use technology to support or manage data.</p>	<p>The candidate does not select multiple types of informal and formal assessments and data sources that are aligned to monitoring student progress toward unit goals, or lead to making sound individualized instructional decisions and long-range instructional plans.</p> <p>Candidate does not include developmentally appropriate pre-assessments to provide baseline on the knowledge of students with exceptionalities, and post-assessments that are aligned with the pre-assessments. Candidate does not use technology to support or manage data.</p>
<p>Candidates develop lesson plans within the unit plan that incorporate evidence-based explicit and implicit strategies. CEC 5.1, 5.6, 5.7</p>	<p>The candidate incorporates the students' interests, abilities, and cultural/linguistic factors when selecting and using explicit and implicit evidence-based instructional strategies within the unit lessons.</p> <p>Candidate designs instruction and activities that encourage students to think critically to master and generalize the unit content.</p>	<p>The candidate incorporates the students' interests, abilities, and cultural/linguistic factors when selecting and using explicit and implicit evidence-based instructional strategies within the unit lessons.</p> <p>Candidate designs instruction and activities that encourage students to master the unit content, but did not require students to use critical thinking to apply unit the content.</p>	<p>The candidate incorporates evidence-based instructional strategies within the unit lessons. However, it is not evident that the candidate considered the students' interests, abilities, and cultural/linguistic factors when selecting the explicit and implicit instructional strategies.</p> <p>Candidate designs instruction and activities that encourage students to master the unit content, but during implementation, the candidate did not provide instruction as designed in the lesson plans. Consequently, it is not evident that the students mastered the unit content.</p>	<p>The candidate incorporates evidence-based instructional strategies within the unit lessons. However, it is not evident that the candidate considered the students' interests, abilities, and cultural/linguistic factors when selecting the explicit and implicit instructional strategies.</p> <p>Candidate designs instruction and activities that encourage students to master the unit content, but during implementation, the candidate did not provide instruction as designed in the lesson plans. Consequently, it is not evident that the students mastered the unit content.</p>

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
Candidates develop lessons within the unit plan that address access to general and specialized curricula. CEC 3.3, 5.3	The candidate integrates explicit instructional techniques, modifications, and accommodations (inclusive of AAC systems and AT) to support the language and communication needs of the learner) to improve student learning of and access to general and specialized curricular content and activities.	The candidate integrates explicit instructional techniques, modifications, and accommodations (inclusive of AAC systems and AT) to support the language and communication needs of the learner) to improve student access to general and specialized curricular content and activities.	The candidate attempts to integrate techniques, modifications, and accommodations (inclusive of AAC systems and AT) to support the language and communication needs of the learner) to improve student access to general and specialized curricular content and activities; however, it is not clear how students with exceptionalities will access the content and activities.	The candidate does not use explicit instructional techniques, modifications, or accommodations (inclusive of AAC systems and AT) to support the language and communication needs of the learner) to improve student learning of and access to general and specialized curricular content and activities.
Candidates use evidence/data to evaluate impact on student learning. CEC 4.2	The candidate meaningfully evaluates instructional data by describing and comparing quantitative and qualitative pre/post data which includes supporting tables or graphs. Candidate discusses the results including an error analysis and provides supporting documentation (work samples) demonstrating the extent to which all students met the standards and unit goals. Candidate uses the analysis to guide decisions for future instructional planning.	The candidate meaningfully evaluates instructional data by describing and comparing quantitative pre/post data which includes supporting tables or graphs. Candidate discusses the results and provides supporting documentation (work samples) demonstrating the extent to which all students met the standards and unit goals; however, the candidate does not include an error analysis. Candidate uses the analysis to guide decisions for future instructional planning.	The candidate evaluates instructional data by describing and/or comparing quantitative pre/post data; however, the candidate does not include supporting tables or graphs. Candidate discusses the results, but does not provide supporting documentation (work samples) demonstrating the extent to which all students met the standards and unit goals. Additionally, the candidate does not include an error analysis. Candidate creates a data analysis that has limited utility in guiding decisions for future instructional planning.	The candidate evaluates instructional data by describing and/or comparing quantitative pre/post data; however, the candidate does not include supporting tables or graphs. Candidate discusses the results, but does not provide supporting documentation (work samples) demonstrating the extent to which all students met the standards and unit goals. Additionally, the candidate does not include an error analysis. Candidate creates a data analysis that has limited utility in guiding decisions for future instructional planning.

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p>Candidates view themselves as lifelong students and reflect and adjust the practices. CEC 6.1, 6.2, 6.4</p>	<p>Based on student output data and learning, the candidate reflects on what has been effective or ineffective in the planning and implementation of instruction, classroom management and assessment.</p> <p>Candidate substantiates the reflection with examples from the unit plan to support areas of pedagogical strengths, and for areas that the candidate is ineffective, the candidate utilizes professional literature and feedback from meetings with professionals (e.g., cooperating teacher, paraeducators, behavior support personnel, university supervisor) to support the changes needed for improvement on the impact of student learning and professional growth.</p>	<p>The candidate demonstrates a collaboration with professional educators (e.g., teachers, grade level team, paraeducators) during unit planning and implementation by incorporating ideas of stakeholders to create culturally responsive learning environments that meaningfully involve students with exceptionalities in inclusive unit settings that meaningfully involve students with exceptionalities in inclusive unit learning activities and promote the positive social interactions, and promote the well-being of students with exceptionalities</p>	<p>The candidate reflects on what has been effective or ineffective in the planning and implementation of instruction, classroom management and assessment, but does not link the effective and ineffective instructional choices to the impact on student learning.</p> <p>OR</p> <p>Candidate does not substantiate the reflection with examples from the unit plan to support areas of pedagogical strengths, and for areas that the candidate is ineffective. Candidate utilizes professional literature to support a change for improvement on the impact of student learning and professional growth; however, the candidate selects professional sources that do not lend support to the needed change.</p>	<p>The candidate reflects on what has been effective or ineffective in the planning and implementation of instruction, classroom management and assessment, but does not link the effective and ineffective instructional choices to the impact on student learning.</p> <p>AND</p> <p>Candidate does not substantiate the reflection with examples from the unit plan to support areas of pedagogical strengths, and for areas that the candidate is ineffective. Candidate utilizes professional literature to support a change for improvement on the impact of student learning and professional growth; however, the candidate selects professional sources that do not lend support to the needed change.</p>
<p>Candidates collaborate with the learning community to address the needs of students with exceptionalities in planning and delivery of the unit. CEC 7.2, 7.3</p>	<p>The candidate demonstrates collaboration with professional educators (e.g., teachers, grade level team, paraeducators) and families during unit planning and implementation by incorporating ideas of stakeholders to create culturally responsive learning environments across a wide range of settings that meaningfully involve students with exceptionalities in inclusive unit learning activities and promote the positive social interactions, and promote the well-being of students with exceptionalities</p>	<p>The candidate demonstrates a collaboration with professional educators (e.g., teachers, grade level team, paraeducators) during unit planning and implementation by incorporating ideas of stakeholders to create culturally responsive learning environments that meaningfully involve students with exceptionalities in inclusive unit learning activities and promote the positive social interactions, and promote the well-being of students with exceptionalities.</p>	<p>The candidate consults with colleagues; however, the candidate does not appear to incorporate ideas of professional educators (e.g., teachers, grade level team, paraeducators) during unit planning and implementation to create culturally responsive learning environments that meaningfully include students with exceptionalities in inclusive unit learning activities and positive social interactions, and may or may not promote the well-being of students with exceptionalities.</p>	<p>The candidate consults with colleagues when prompted by the cooperating teacher; however, the candidate does not incorporate ideas of the professional educators (e.g., teachers, grade level team, paraeducators) during unit planning and implementation to create culturally responsive learning environments that meaningfully involve students with exceptionalities in inclusive unit learning activities and positive social interactions, and promote the well-being of students with exceptionalities.</p>

C. IEP ASSIGNMENT RESOURCES

IEP Assignment and Reflection Paper on the IEP Process Experience

GENERAL OVERVIEW OF THE IEP ASSIGNMENT

This IEP assignment is completed during the special education student teaching placement and reflects assignments from other classes. For this assignment, the special education teacher candidates will develop an IEP together with their cooperating teacher and should follow the directions provided. Directions provided for the key components of the individualized education program support the analysis of academic and functional skills and subsequent development of goals and specially designed instruction.

The components are:

- ✓ student's demographic and miscellaneous information,
- ✓ procedural safeguards notice,
- ✓ special considerations,
- ✓ present levels of academic achievement and functional performance,
- ✓ participation in state and local assessments,
- ✓ goals and objectives, (including the transition component, if appropriate)
- ✓ and special education/related services/supplementary aids and services/program modifications

Information gathered through collaboration with the cooperating special education teacher, student, families, and related providers should be incorporated within the components of the IEP. The student teacher with the cooperating teacher is encouraged to carefully review and use the IEP assessment rubrics prior to beginning and throughout this assignment. The student teacher will continuously self-reflect on their performance as they complete the IEP. The cooperating teacher has been requested to rate the student teacher's performance for each rubric on the IEP Assessment upon completion of the IEP. Your cooperating teacher will submit the rated assessment to the Bloomsburg University student teaching supervisor for the student teacher to be credited for this assignment.

In collaboration with your cooperating teacher, select a student who has an upcoming IEP within two months (preferably while you are still in the placement). Use their recent IEP to update components that are accessible for you with your cooperating teacher's permission. Complete as much of the IEP as possible working with your cooperating teacher throughout this process. You may use either the school district's IEP writer software or complete the blank IEP document from the PATTAN website.

Candidates must meet CEC Initial Preparation Standards on this assessment to pass the special education student teaching placement. Therefore, if you are not rated as "meets expectations" by your cooperating teacher on the initial submission of the IEP Assessment Rubrics (rated and submitted by your cooperating teacher) the candidate does not meet standards and the IEP must be revised and re-submitted to ensure the standards are met. The meeting of standards is defined as having an average rating of "meets expectations" across the assessment rubric.

IEP Reflection Paper

The student teacher will reflect upon their specific participation in the IEP process in a reflection paper. This will include the detailed responses to the following five questions:

1. What was the specific process (e.g., steps taken to start and complete the IEP) that you and your cooperating teacher used in developing the IEP?
2. How did you and your cooperating teacher collaborate in developing the IEP? Provide specific examples and include other team members involved (e.g., families, other teachers, related services staff).
3. What went well and what was a challenge in completing the IEP?
4. In what ways did you participate in the IEP meeting? (If you were unable to attend what would you have contributed to the IEP meeting?)
5. What did you learn through this IEP assignment?

Respond to these five questions without using any identifiable information (e.g., student's name, teachers' names, school name). The IEP reflection paper should be at least 2 double spaced pages or more in length.

Checklist of the IEP Assignment Process

Week 1

- ✓ Meet with cooperating teacher and select a student whose IEP may be due during the timeframe of the placement. Ideally, it would also be one whose IEP meeting you could participate in.
- ✓ Gain access (if possible) to district IEP writer program and review the student's current IEP document.

Week 2

- ✓ Assist cooperating teacher with administering relevant assessments to inform Present Levels section of IEP.
- ✓ Start to complete introductory sections of IEP omitting any information that might identify the student (e.g., student name, family name, school, home and school addresses, other names and identifying information)

Week 3 In collaboration with the cooperating teacher,

- ✓ Develop updated goals and short-term objectives, if applicable.
- ✓ Review and revise specially designed instruction and supplementary aids and related services.
- ✓ Detail appropriate testing accommodations as well.

Week 4

- ✓ Work with the cooperating teacher to complete remaining components of the IEP. Review the IEP Assessment to ensure all components have been met. Complete the IEP by the due date during Week 5.

Week 5*

- ✓ Write IEP reflection paper and submit on BOLT.

Weeks 6-7

- ✓ Revise and resubmit IEP if any IEP assessment rubric items were scored by the cooperating teacher lower than "Meets Expectations".

Note: On the due date during Week 6, the cooperating teacher rates the student teacher's performance using the IEP Assessment Rating Form and corresponding IEP Assessment. When this is completed, the student teacher and cooperating teacher sign the form. The cooperating teacher will email the completed form directly to the BU student teaching supervisor.

DIRECTIONS FOR KEY IEP COMPONENTS

➤ **Student Demographic and Miscellaneous Information**

- *IEP meeting date:* Write the date the IEP meeting is held. An IEP meeting is to occur no less than once per calendar year and is conducted within 30 calendar days following the completion of the Evaluation or Reevaluation Report.
- *Anticipated duration of services and programs:* Write the last day that the student will receive the services and programs of this IEP. This date must be one day less than a year from the team meeting date. *Demographic information of the student:* Complete the demographic items required on the IEP form.
- Additional information that the Local Education Agency (LEA) has found to be useful may be included.
- *IEP team members:* List all the team members that should be present.
- *Procedural safeguard notice:* Include a copy of the *Procedural Safeguards Notice* that is sent to parents.

- Section I. Special Considerations: Check “yes” or “no” in response to questions regarding the student. Address any responses checked as “yes” in the IEP.
- Section II. Present Levels of Academic Achievement and Functional Performance: Include a summary of current assessment results indicating levels of academic and functional strengths and needs, student and parent input, the impact of the student’s disability on involvement and progress in the general education curriculum, strengths, and needs.
- Section IV. Participation in State and Local Assessments: Based on student grade level, abilities, and allowable accommodations, indicate appropriate assessments and assessment accommodations for the student.
- Section V. Goals and Objectives: Include as many goals as needed to address the student’s academic and functional needs.
 - Annual goals should include the following:
 - Condition: The condition (situation, setting, or given material) under which the behavior is to be performed.
 - Name: the student’s name
 - Performance Criteria: The level the student must demonstrate for mastery, the number of times the student must demonstrate the skill for mastery and how frequently the teacher assesses the student’s mastery of the skill.
 - *Example: Given 40 high frequency spelling words, (name of student) will correctly spell a minimum of 35 words, three out of four times, when tested on weekly quizzes.*
 - Short-term objectives are required for students with disabilities who take alternative assessments aligned to alternative achievement standards (PASA). However, the IEP team may decide to include short term objectives on any student’s IEP. Short-term objectives should include the same components as an annual goal: condition, student’s name, behavior, and performance criteria. Each short learning objective must relate to only one annual goal.
 - Document the form of evaluation and evaluation schedule for each goal and short-term objective.
- Section VI. Special Education/Related Services/Supplementary Aids and Services/Program Modifications:
 - A. *Program Modifications and Specially Designed Instruction (SDI):* Document adaptations, as appropriate, to the content, methodology, or delivery of instruction to address the unique needs of the student to ensure *access* to the general education curriculum. For each modification and SDI the following information must be provided:
 - Location: where the student will be receiving the service.
 - Frequency: how often the student will be receiving the service.
 - The projected beginning date: the starting date of the service.
 - The anticipated duration of the service: anticipated period of the service.
 - B. *Related services:* List services the student needs to benefit from the special education program (e.g., transportation, psychological services, physical therapy, occupational therapy, counseling services).
 - C. *Supports for school personnel:* Identify staff members receiving training or support (e.g., program training, resource materials) to implement the IEP. For each support, list the school personnel to receive the support, the support, location and the frequency of the support provided.
 - D. *Gifted support for a student identified as gifted who also is identified as a student with a disability:* When applicable, list support services (e.g., career guidance, counseling, transportation) required for the student to benefit from gifted education
 - E. *Extended school year (ESY):* Based on consultation with the IEP team and consideration of factors such as regression and recoupment, document student’s eligibility for ESY services. If eligible, list goals addressed in the ESY program and services provided. Specifically, the IEP

must contain a description of the type of ESY services, the location where the services will be provided (e.g., in the student's home), the frequency of the service (e.g., 30 minutes/day, 5 days/week), the projected beginning date, and anticipated duration of the service.

IEP Assignment Grading Rubric

IEP Assignment Component	Rating/Points
Cooperating Teacher's Assessment of the IEP Document	
<div> <div></div> <div>"Meets Expectations" or higher earned in EACH assessment rubric item rated by the cooperating teacher.</div> </div>	<div> <div>Y/N</div> <div>If No, must resubmit the revised component to the cooperating teacher.</div> </div>
**Note: All items in the IEP document section must be scored as "Yes" or "Meets Expectations" as per the IEP assessment rubric in the Special Education Handbook in order to pass the Special Education Student Teaching Placement.	
Points Earned	/10 pts
IEP Reflection Paper: Quality of Responses to the Five Questions	
<div> <div></div> <div>The reflection paper was detailed, at least 2 pages in length, and written without using any identifiable information (e.g., student's name, teachers' names, school name).</div> </div>	<div> <div>Y/N</div> <div>If no, must rewrite and resubmit the reflection paper within two days (i.e., 48 hours) of it being returned. No credit will be given if late or unacceptable.</div> </div>
1. What was the specific process (e.g., steps taken to start and complete the IEP) that you and your cooperating teacher used in developing the IEP?	/2 pts
2. How did you and your cooperating teacher collaborate in developing the IEP? Provide specific examples and include other team members involved (e.g., families, other teachers, related services staff).	/2 pts
3. What went well and what was a challenge in completing the IEP?	/2 pts
4. In what ways did you participate in the IEP meeting? (If you were unable to attend what would you have contributed to the IEP meeting?)	/2 pts
5. What did you learn through this IEP assignment (i.e., a summary of the key takeaways)?	/2 pts
Reflection Paper Points Earned	/10 pts
Total Points Earned	/20 pts
Additional Comments, if needed:	

Template for Email to Cooperating Teachers for IEP Assignment

Dear Cooperating Teachers,

I am writing to request that you assist us with the IEP assignment for student teachers. The focus of the IEP assignment is for your student teacher to assist you in the development of at least one student's IEP in your class. This would include having your student teacher help you in assessing a student, gathering student information and data from various resources such as, families, general education teachers, and related staff, and contributing to and writing the various components of the IEP (e.g., strengths, goals). I anticipate that your student teacher and you will work together throughout the IEP process.

Through this process, I am also requesting that you assess your student teacher's involvement based on the IEP Assessment and using the IEP Assessment Rating Form (see attached documents). The IEP Assessment was established to ensure student teachers have attained the knowledge and skills necessary to develop an IEP upon their completion of student teaching. To assist in this process, an IEP guideline was created for your student teacher to follow while working with you on the development of a student's IEP (see IEP Assignment and Reflection Paper on IEP Process Experience attached). Due to confidentiality, your student teacher will not submit or retain the completed IEP. However, your student teacher will be required to reflect on their experience and submit a paper to me using responses to these five questions:

1. What was the specific process (e.g., steps taken to start and complete the IEP) that you and your cooperating teacher used in developing the IEP?
2. How did you and your cooperating teacher collaborate in developing the IEP? Provide specific examples and include other team members involved (e.g., families, other teachers, related services staff).
3. What went well and what was a challenge in completing the IEP?
4. In what ways did you participate in the IEP meeting? (If you were unable to attend what would you have contributed to the IEP meeting?)
5. What did you learn through this IEP assignment?

I thank you in advance for your cooperation and assistance in helping your student teacher have a thorough experience in developing an IEP and understanding the process. If you have any questions, please let me know at (email/phone).

Sincerely,

BU Student Teaching Supervisor

Bloomsburg University - Department of Exceptionality Programs

IEP Assessment Cooperating Teacher's Rating Form

Student Teacher: _____

Cooperating Teacher: _____

Date: _____

IEP Components	4	3	2	1
Candidate documents student and school background information consistent with laws/policies. (CEC 6.1)				
Candidate gives consideration to special factors influencing IEP development. (CEC 1.1)				
Candidate demonstrates the ability to interpret multiple types of assessment information to develop the Present Levels of Academic and Functional Performance. (CEC 4.2, 4.3)				
Candidate uses knowledge of instructional planning to develop IEP annual goals. (CEC 5.5)				
Candidate uses knowledge of instructional planning to develop IEP benchmark. (CEC 5.5)				
Candidate uses knowledge of assessment principles and practices to select evaluation procedures and schedule for measuring IEP annual goals and objectives. (CEC 4.1, 4.2)				
Candidate demonstrates knowledge of the learner's participation in state and district assessments inclusive of assessment accommodations. (CEC 4.3)				
Candidate selects supplementary supports and accommodations. (CEC 3.3, 5.1)				
Candidate demonstrates knowledge of service delivery to identify specially designed instruction and related services. (CEC 6.2, 6.3)				

Rating Scale:

4 = exceeds expectations, 3 = meets expectations, 2 = inconsistently meets expectations, 1 = does not meet expectations

Cooperating Teacher Comments:

Cooperating Teacher Signature: _____

Student Teacher Signature: _____

IEP Assessment

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
Candidate documents student and school background information consistent with laws/policies. CEC 6.1	<p>Candidate documents accurate and relevant demographic student and school background information consistent with federal and state laws/policies by including learner and family address and phone information, learner's age, grade and birthdate, anticipated date of graduation, and resident and serving school information. Candidate also documents other relevant information such as the primary language spoken by the learner and parents or efforts made to contact the parents regarding the IEP meeting.</p> <p>Candidate collects background information from relevant stakeholders such as the student, parent, and school professionals.</p>	<p>Candidate documents accurate and relevant demographic student and school background information consistent with federal and state laws/policies by including learner and family address and phone information, learner's age, grade and birthdate, anticipated date of graduation, and resident and serving school information. However, the candidate does not document other relevant information such as the primary language spoken by the learner and parents or efforts made to contact the parents regarding the IEP meeting. Candidate write NA or not applicable.</p> <p>Candidate collects background information from school professionals and school records.</p>	<p>Candidate documents relevant demographic student and school background information by including learner and family address and phone information, learner's age, grade and birthdate, anticipated date of graduation, and resident and serving school information. However, the candidate makes errors in the accuracy of the background information. Consequently, the candidate does not document background information that aligns with federal and state laws/policies. In addition, the candidate may write NA or not applicable in the "Other information" section or the candidate leaves the section blank.</p> <p>Candidate collects background information from school records.</p>	<p>Candidate documents incomplete demographic student and school background information. Consequently, the candidate does not document background information that aligns with federal and state laws/policies. In addition, the candidate does not include any content in the "Other information" section.</p> <p>Candidate does not identify the source for collecting background information.</p>
Candidate gives consideration to special factors influencing IEP development. CEC 1.1	<p>Candidate gives consideration to special factors by stating the influence the learner's primary language if not English, mode of communication, vision and hearing, and the learner's behavior has on IEP development.</p> <p>When the special factors impact IEP development, the candidate accurately and explicitly addresses the special factors through the content of the IEP, supplementary aides and accommodations, and through additional documents such as Communication and Behavior Intervention Plans.</p>	<p>Candidate gives consideration to special factors by stating the influence the learner's primary language if not English, mode of communication, vision and hearing, and the learner's behavior has on IEP development.</p> <p>When the special factors impact IEP development, the candidate accurately and explicitly explains how the special factors will be addressed through the content of the IEP, supplementary aides and accommodations, or through additional documents such as Communication and Behavior Intervention Plans.</p>	<p>Candidate does not accurately identify special factors such as the learner's primary language if not English, mode of communication, vision and hearing, and learner's behavior.</p> <p>OR</p> <p>If the candidate identifies the special factors impacting IEP development, the candidate does not meaningfully address the special factors through the content of the IEP, supplementary aides and accommodations, or through additional documents such as Communication and Behavior Intervention Plans.</p>	<p>Candidate does not accurately identify special factors such as the learner's primary language if not English, mode of communication, vision and hearing, and learner's behavior.</p> <p>AND</p> <p>If the candidate identifies the special factors impacting IEP development, the candidate does not meaningfully address the special factors through the content of the IEP, supplementary aides and accommodations, or through additional documents such as Communication and Behavior Intervention Plans.</p>

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p>Candidate demonstrates the ability to interpret multiple types of assessment information to develop the Present Levels of Academic and Functional Performance. CEC 4.2, 4.3</p>	<p>Candidate demonstrates the ability to interpret multiple types of assessment information (e.g., formal assessments, observations, work samples, interview data) from a variety of stakeholders (professionals, parents, and learner) to develop a Present Levels of Academic and Functional Performance that accurately reflects the learner's academic, functional, and social strengths and needs.</p> <p>Candidate writes the learner's strengths and needs in observable and measurable terms. If the candidate makes a judgment statement, the candidate supports the statement with data.</p>	<p>Candidate demonstrates the ability to interpret multiple types of assessment information (e.g., formal assessments, observations, work samples, interview data) from a variety of stakeholders (professionals and parents) to develop a Present Levels of Academic and Functional Performance that accurately reflects the learner's academic, functional, and social strengths and needs.</p> <p>Candidate writes the learner's strengths and needs, but the candidate does not consistently write in observable and measurable terms. If the candidate makes a judgment statement, the candidate supports the statement with data.</p>	<p>Candidate demonstrates difficulty in interpreting multiple types of assessment information (e.g., formal assessments, observations, work samples, interview data) by developing a Present Levels of Academic and Functional Performance based on inaccurate interpretation of quantitative or qualitative data sources. Consequently, the candidate specifies academic, functional, and social strengths and needs that may not be indicative of the learner's academic and functional performance.</p> <p>Candidate writes the learner's strengths and needs, but the candidate consistently writes in unobservable and unmeasurable terms. Candidate also uses judgment statements without supporting the statements with data.</p>	<p>Candidate does not accurately interpret multiple types of assessment information (e.g., formal assessments, observations, work samples, interview data) by developing a Present Levels of Academic and Functional Performance based on data interpretation errors in the quantitative and qualitative data sources. Candidate does not include all the data when identifying the learner's strengths and needs. Consequently, the candidate specifies academic, functional, and social strengths and needs that do not be indicative of the learner's academic and functional performance.</p> <p>Candidate writes the learner's strengths and needs, but the candidate consistently writes in unobservable and unmeasurable terms. Candidate also uses judgment statements without supporting the statements with data.</p>
<p>Candidate uses knowledge of instructional planning to develop IEP annual goals. CEC 5.5</p>	<p>Candidate uses knowledge of instructional planning to write data-driven and annual goals that address the prioritized academic, functional, and social needs of the learner.</p> <p>Candidate writes goals that are directional, observable, and have the potential to result in meaningful learning progressions.</p>	<p>Candidate uses knowledge of instructional planning to write data-driven and annual goals that address the prioritized academic, functional, and social needs of the learner.</p> <p>Candidate writes goals that are directional and observable, but the candidate writes goals that may be too broad or too narrow. Consequently, the ability for the learner to make meaningful progress may be impeded.</p>	<p>Candidate ineffectively uses knowledge of instructional planning to write annual goals that are data-driven but do not reflect the prioritized academic, functional, and social needs of the learner.</p> <p>Candidate writes directional goals, but tends to use unobservable terms. Candidate writes goals that will negatively impact the ability for the learner to make meaningful progress.</p>	<p>Candidate ineffectively uses knowledge of instructional planning to write annual goals that are not data-driven and do not reflect the prioritized academic, functional, and social needs of the learner.</p> <p>Candidate writes goals that lack direction, and are unobservable. Candidate writes goals that will negatively impact the ability for the learner to make meaningful progress.</p>

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p>Candidate uses knowledge of instructional planning to develop IEP benchmark. CEC 5.5</p>	<p>Candidate uses knowledge of instructional planning to develop IEP benchmarks that relate to the annual goal. Based on the candidate appropriately sequences each benchmark and provides a sufficient number of benchmarks to address the scope of the goal.</p> <p>Candidate includes a condition, learner, observable behavior, and verifiable criterion in each benchmark. The scope and content of the benchmark is appropriate, data-driven, and measurable.</p>	<p>Candidate uses knowledge of instructional planning to develop IEP benchmarks that relate to the annual goal. Based on the curricular area, the candidate appropriately sequences each benchmark and provides a sufficient number of benchmarks to address the scope of the goal.</p> <p>Candidate includes a condition, learner, observable behavior, and verifiable criterion in each benchmark. The content of the benchmark is data-driven, but the scope may at time be too narrow or too broad to be effectively measured.</p>	<p>Candidate ineffectively uses knowledge of instructional planning to develop IEP benchmarks that may relate to the annual goal, but do not cover the scope of the annual goal. Based on the curricular area, the candidate may or may not appropriately sequence each benchmark.</p> <p>OR</p> <p>Candidate includes a condition, learner, behavior, and criteria in each benchmark. However, the behavior is not observable and the criterion is not appropriate for the benchmark. Consequently, the benchmark cannot be effectively measured.</p>	<p>Candidate does not use knowledge of instructional planning to develop IEP benchmarks that relate to the annual goal. Based on the curricular area, the candidate may or may not appropriately sequence each benchmark.</p> <p>AND</p> <p>Candidate includes a condition, learner, behavior, and criteria in each benchmark. However, the behavior is not observable and the criterion is not appropriate for the benchmark. Consequently, the benchmark cannot be effectively measured.</p>
<p>Candidate uses knowledge of assessment principles and practices to select evaluation procedures and schedule for measuring IEP annual goals and objectives. CEC 4.1, 4.2</p>	<p>Candidate uses knowledge of assessment principles and practices to select evaluation procedures and schedule for measuring progress on the IEP goals and benchmarks.</p> <p>Candidate selects evaluation procedures that will provide both formative and summative data on the learner's performance.</p> <p>Candidate measures goals and benchmarks on a schedule that aligns with the learner's stage of learning (acquisition, proficiency, maintenance, and generalization).</p>	<p>Candidate uses knowledge of assessment principles and practices to select evaluation procedures and schedule for measuring progress on the IEP goals and benchmarks.</p> <p>Candidate selects evaluation procedures that will provide summative data on the learner's performance.</p> <p>Candidate measures goals and benchmarks in accordance with legal guidelines and at school designated data report times (report cards and parent conferences).</p>	<p>Candidate ineffectively uses knowledge of assessment principles and practices to select evaluation procedures and schedule for measuring progress on the IEP goals and benchmarks. Candidate selects all available evaluation procedures regardless of whether the evaluation procedures are appropriate to the measurement of the IEP goals and benchmarks. Consequently, the data will not accurately reflect the learner's performance.</p> <p>OR</p> <p>Candidate measures goals and benchmarks once a year.</p>	<p>Candidate does not use knowledge of assessment principles and practices to select appropriate evaluation procedures and schedule for measuring progress on the IEP goals and benchmarks. Candidate selects all available evaluation procedures regardless of whether the evaluation procedures are appropriate to the measurement of the IEP goals and benchmarks. Consequently, the data will not accurately reflect the learner's performance.</p> <p>AND</p> <p>Candidate measures goals and benchmarks once a year.</p>

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p>Candidate demonstrates knowledge of the learner's participation in state and district assessments inclusive of assessment accommodations. CEC 4.3</p>	<p>Candidate demonstrates knowledge of the learner's participation in state and local assessments by accurately identifying the state and district assessments to be taken inclusive of required testing accommodations. If the learner is to participate in alternative assessments, the candidate provides a justification that aligns with rules for assessment administration.</p> <p>Candidate selects a variety of essential assessment accommodations (testing format/inputs, learner's processing abilities including processing time, output preferences, and testing environment) based on learner performance data and legal mandates regarding testing accommodations that have the potential to enhance the learner's access and performance on the assessment. Candidate incorporates the same testing accommodations at the classroom level as well.</p>	<p>Candidate demonstrates knowledge of the learner's participation in state and local assessments by accurately identifying the state and district assessments to be taken inclusive of required testing accommodations. If the learner is to participate in alternative assessments, the candidate provides a justification. However, the candidate does not use the rules for alternative assessment administration to justify the learner's participation in alternative assessments.</p> <p>Candidate selects assessment accommodations (testing format/inputs, learner's processing abilities including processing time, output preferences, and testing environment) in accordance with legal mandates. However, candidate selects a menu of assessment accommodations that may enhance the learner's access to the assessment content, but may not result in enhancing learner performance on the assessment.</p>	<p>Candidate demonstrates some knowledge of the learner's participation in state and local assessments by accurately identifying the state and district assessments to be taken.</p> <p>However, the candidate lists assessment accommodations that demonstrate no relationship to the learner's needs or improves the learner's access to the assessment content.</p>	<p>Candidate demonstrates minimal knowledge of the learner's participation in state and local assessments by inaccurately identifying the state and district assessments to be taken.</p> <p>In addition, the candidate does not identify assessment accommodations that align with the learner's needs and improves the learner's access to the assessment content.</p>
<p>Candidate selects supplementary supports and accommodations. CEC 3.3, 5.1</p>	<p>Candidate selects specially designed instruction (SDI) that directly aligns with the IEP goals/objectives, acknowledges the abilities of the learner, and is grounded in evidence-based practice.</p> <p>Candidate selects supplementary supports and accommodations that increase the learner's independence and provide access to the general education curriculum.</p>	<p>Candidate selects specially designed instruction (SDI) that directly aligns with the IEP goals/objectives, acknowledges the abilities of the learner, and is evidence-based practice for individuals with diverse abilities.</p> <p>Candidate selects supplementary supports and accommodations that provide the learner with access to the general education curriculum.</p>	<p>Candidate selects specially designed instruction (SDI) that indirectly relates to the IEP goals/objectives and the abilities of the learner. When selecting specially designed instruction, the candidate does not incorporate evidence-based practice.</p> <p>Candidate selects supplementary supports and accommodations that may or may not provide the learner with access to the general education curriculum.</p>	<p>Candidate selects specially designed instruction (SDI) that does not relate to the IEP goals/objectives and the abilities of the learner. When selecting specially designed instruction, the candidate does not incorporate evidence-based practice.</p> <p>Candidate selects supplementary supports and accommodations that do not provide the learner with access to the general education curriculum.</p>

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p>Candidate demonstrates knowledge of service delivery to identify specially designed instruction and related services. CEC 6.2, 6.3</p>	<p>Candidate demonstrates knowledge of service delivery by accurately listing primary (specially designed instruction) and related services, supports for school personnel, and extended school year services that align with the learner's needs. Candidate also accurately lists the date of initiation, frequency, and anticipation duration of special education services.</p> <p>Candidate selects service delivery options that result in a degree of integration that is appropriate to the learner and results in meaningful learning progressions on the IEP.</p>	<p>Candidate demonstrates knowledge of service delivery by accurately listing primary (specially designed instruction) and related services, supports for school personnel, and extended school year services that align with the learner's needs. Candidate also accurately lists the date of initiation, frequency, and anticipation duration of special education services.</p> <p>Candidate selects service delivery options that result in a degree of integration that is appropriate to the learner and results in access to the general education curriculum.</p>	<p>Candidate demonstrates knowledge of service delivery by listing primary (specially designed instruction) and related services, supports for school personnel, and extended school year services. However, the candidate selects special education services that do not align with the learner's needs.</p> <p>OR</p> <p>Candidate makes errors in reporting the date of initiation, frequency, and anticipation duration of special education services.</p> <p>OR</p> <p>Candidate selects service delivery options that do not result in a degree of integration that is appropriate to the learner and minimizes the learner's access to the general education curriculum.</p>	<p>Candidate lacks knowledge of service delivery by listing primary (specially designed instruction) and related services, supports for school personnel, and extended school year services. However, the candidate selects special education services that do not align with the learner's needs.</p> <p>AND</p> <p>Candidate makes errors in reporting the date of initiation, frequency, and anticipation duration of special education services.</p> <p>AND</p> <p>Candidate selects service delivery options that do not result in a degree of integration that is appropriate to the learner and minimizes the learner's access to the general education curriculum.</p>

Helpful Web Resources

Bloomsburg University Professional U- <https://www.bloomu.edu/programs/learning-experience/professional-preparation-and-experience>

Pennsylvania Department of Education (PDE)- <https://www.education.pa.gov/>
PDE Standards Aligned System (PDE SAS)- <https://www.pdesas.org/>
PDE Certification- <https://www.education.pa.gov/Educators/Certification/Pages/default.aspx>

Pennsylvania System of School Assessment (PSSA)- <https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PSSA/Pages/default.aspx>

Pennsylvania Alternate System of Assessment (PASA)- <https://www.pasadigital.com/>

Pennsylvania Training and Technical Assistance Network (PATTAN)- <https://www.pattan.net/>

PA Association of Intermediate Units (IUs)- <https://paiu.org/>
Find-an-IU- <https://paiu.org/Find-an-IU>

Pennsylvania Educator Certification Tests (PECT Exams)- <http://www.pa.nesinc.com/>

Praxis Exams- <https://www.ets.org/praxis>

Future Ready PA Index- <https://futurereadypa.org/>

Danielson Group's Framework for Teaching (2022, updated Charlotte Danielson framework)- <https://danielsongroup.org/the-framework-for-teaching/>

Positive Behavioral Interventions and Supports (PBIS)- <https://www.pbis.org/>

National Center on Intensive Intervention- <https://intensiveintervention.org/>

Intervention Central- <https://www.interventioncentral.org/>

Council for Exceptional Children (CEC)- <https://www.cec.sped.org/>
PA Council for Exceptional Children (PA CEC)- <https://community.cec.sped.org/pa/home>

Teaching Positions- PA

Standard Application – PA Department of Education www.education.pa.gov
PA R.E.A.P (Regional Education Applicant Placement) www.pareap.net – search by region, position type, subject area, or keyword
PA Educator- www.paeducator.net – Search by county
Pennsylvania Association of Intermediate Units- www.paiu.org

National Search Tools

US R.E.A.P – Similar to PA R.E.A.P., but for 35 states www.usreap.net

- 15 states use their own (including PA, NY, and Ohio)
- NJ Districts can be found through US R.E.A.P

Teachers-Teachers – over 2,000 employers www.teachers-teachers.com
K-12 Job Spot – <https://k12jobspot.com>
School Spring – www.schoolspring.com

Teaching & Service Opportunities

Teach for America- <https://www.teachforamerica.org/>
City Year- <https://www.cityyear.org/>