



**College of Education and Human Development
Division of Special Education and disAbility Research**

Summer 2019
EDSE 784 601: Internship Adapted Curriculum
CRN: 43275, 3 – 6 – Credits

Instructor: Dr. Pamela Moody	Meeting Dates: 5/20/2019 – 8/10/2019
Phone: (703.973.9306)	Meeting Day(s): TBD
E-Mail: (pmoody4@gmu.edu)	Meeting Time(s): TBD
Office Hours: (as needed)	Meeting Location: school
Office Location: (mutually agreeable location)	Other Phone: (703.330.8145)

****Note:** This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s): Passing scores on Praxis I prior to final internship and any program requirements.

Co-requisite(s): None

Course Description

Applies, in supervised internships, university course work in Adapted Curriculum to instruction of children and their families in school settings. Notes: Demonstration that VCLA, Praxis Entry, and other program-specific requirements have been met; application for internship on file by program deadline.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Are you planning to waive one of the two internship requirements for your teacher licensure program? The waiver is not automatic. Be sure to send the waiver documentation (http://cehd.gmu.edu/assets/docs/forms/InternshipWaiv_forms.pdf) to your advisor.

Course Delivery Method

Learning activities include the following:

1. Individual Demonstration
2. Classroom observations
3. Follow up discussions & consultation
4. Reflection
5. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of the course, teacher candidates/students will be able to:

1. Demonstrate understanding of development and the ability to plan and execute curriculum appropriate to the chronological ages, developmental and functional levels of the students being taught.
2. Demonstrate the integration of the theoretical methodology with the practical applications in the field.
3. Demonstrate positive and appropriate interactions with students, families and other professionals. This includes the ability to manage the classroom/resource room, co-teach in a general education setting, develop and enforce classroom expectations, develop strategies to anticipate behaviors and deal with them, and work through transitions during the day. This also includes demonstration of confidentiality when communicating about students with disabilities.
4. Develop and implement developmentally and functionally appropriate intervention activities within a variety of settings, including those that enhance and support integration and/or inclusion as well as those activities that are therapeutically based. This includes demonstration of a positive learning environment geared to the individual as well as the group. This may also be demonstrated in the general classroom environment as well as special education settings.
5. Demonstrate the ability to work collaboratively as part of a team including but not limited to general and special educators and therapists, parents and other related/support staff.
6. Demonstrate the ability to be lead teacher by overseeing the entire classroom while also meeting the individual needs of students, directing/teaming with assistants, and monitoring the ongoing activities and tone of the class. If working with students on an individual basis, demonstrate the ability to plan for that child based on goals and objectives and provide on-going assessment for both the child and the intervention sessions.
7. Demonstrate support within an integrated environment, as appropriate. This includes knowledge of general curriculum specific to the ages and grades of students, ability to modify the general education curriculum as needed, ability to work with general education staff in a manner which enhances the education of the student(s) with disabilities by providing direct or indirect support and the knowledge of how to work with groups of students demonstrating mixed abilities and needs (whether identified as disabled or not).
8. Select and utilize assessment and/or monitoring tools and strategies, including but not limited to county-wide assessments, SOLs, VAAP (as assessed for individual students), etc.

9. Develop developmentally, educationally and functionally appropriate IEPs.
10. Select and utilize workable and useful data/record keeping strategies.
11. Monitor and analyze teaching performance.
12. Demonstrate additional competencies contained in personal goals statement or delineated by the cooperating teacher and/or university supervisor.

Professional Standards

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 2: Learning environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

Evidence-Based Practices

This experience will help interns apply evidence-based practices (EBPs) that can be used in their teaching to improve outcomes for students with disabilities.

Required Textbooks

Special Education Internship Handbook: Students with Disabilities who Access the Adapted Curriculum.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources

Access to Blackboard

Additional Readings

At the discretion of the supervisor

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 784, the required PBA is Clinical Experience Continuum AND Log of Hours (All Programs). Please check to verify your ability to upload items to Tk20 before the PBA due date.

As of Spring 2016, teacher candidates are also required to upload to Tk20 their completed reflection video analysis assessment. A description and the rubric for this assignment can be found in Appendix J of the SPED Internship handbook.
<https://cehd.gmu.edu/teacher/internships-field-experience>

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

Internship Rubric (See Internship Handbook)

College Wide Common Assessment (TK20 submission required)

Video Analysis Assessment Task (see Internship Handbook)

Technology rubric (see *Internship Handbook*)

Performance-based Common Assignments (No Tk20 submission required) **none**

Other Assignments

See Internship Handbook for details on the following assignments:

- ☐ Lesson Plans
- ☐ Log of hours

Course Policies and Expectations

Attendance/Participation

Traditional candidates who have been placed in a school need to be on site in the school every day for the duration of the internship. Intern hours are the same as their mentor teachers. Plan to arrive before school starts and leave when teacher contract hours are over (not as soon as the children do). Please let your University Supervisor know 24 hours in advance if you need to reschedule a planned observation

Late Work

Assignment deadlines are negotiated between the university supervisor and the teacher candidate; therefore, if an assignment cannot be completed as required, the teacher candidate needs to reschedule the appointment or renegotiate the deadline. Submission of all assignments in accordance with the agreed upon schedule increases the likelihood of on-time completion of placement requirements.

Grading Scale

There are only two grades available for this course:

Satisfactory (S) – Candidate has successfully completed course requirements and received acceptable ratings on the Clinical Evaluation Continuum.

No Credit (NC)– Candidate will not be recommended for teacher licensure unless he/she repeats all or part of the internship with satisfactory performance. This may require enrolling and paying tuition for additional credit hours in a subsequent semester or paying a fee for extended supervision. In some cases, a grade of NC may be accompanied by a recommendation that the Teacher Candidate not be allowed to repeat the internship. In such cases, the Candidate may be counseled out of the licensure program although not necessarily out of the degree program.

In Progress (IP): The Candidate's performance cannot be evaluated at the end of the grading period. IP grade can be changed to S or NC upon completion of requirements. The team of the University Supervisor, the Mentor teacher, and the candidate will determine a final grade for the internship.

Grades will be based upon the candidate's:

1. Ability to demonstrate course competencies and analyze intervention sessions.
2. Progress toward the CEC Standards as noted in the Clinical Evaluation Form.
3. Quality of weekly progress reports, observations by the University Supervisor and Mentor Teacher, and reflective papers.
4. Content and organization of the notebook.
5. Attendance and participation in email dialogues.
6. Timely completion of all requirements and submission of exit materials.

**Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).*

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, an instructor's evaluation in the middle of their program, and a university supervisor's evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

Class Schedule

**Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.*

(TBD)

The schedule is set in partnership among the student candidate, the mentor teacher, and the university supervisor. Therefore, the basic schedule should be agreed upon in the orientation meeting with specific calendar items established in accordance with the required products noted in the syllabus and the handbook

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Appendix

Assessment Rubric(s)

Internship Rubric
 for Candidates in Initial Adapted Curriculum Licensure Program

Candidate's Name

Mentor Teacher

University Supervisor

School		School Division	
Subject Area		Grade Level	
Year		Semester	
Date of Observations			
Date of Conference		Mid-Point _____ Final _____	

Signature Indicating Participation in Review/Conference Process:

Mentor Teacher

Date

University Supervisor

Date

Candidate

Date

Purpose and Instructions

Consistent with the College of Education and Human Development's conceptual framework, the purpose of the Internship Rubric is to prepare candidates to reflect on their practice and to provide a system for Candidates, Mentor Teachers, and University Supervisors to assess a candidate's growth over time. The Rubric is designed to assess a candidate's growth during the internship. The Rubric consists of Interstate Teacher Assessment and Support Consortium (InTASC) and Council for Exceptional Children (CEC) standards, each with a series of key elements. The first column indicates key elements of the InTASC standards, and the second column indicates key elements of the CEC standards (i.e., the Specialized Professional Association [SPA] for special education programs). The candidate is assessed on each element across the rubric.

The University Supervisor and Mentor Teacher will complete the Rubric with the Candidate at the end of each internship. The University Supervisor and Mentor Teacher should evaluate every item on the Rubric, whether by observation or by other documentation. The University Supervisor submits the final, completed Rubric to the Educator Preparation Office (EPO) and the Candidate uploads a copy of the Rubric (including signature page and all rubric pages) to Tk20.

Scoring Guidelines

4-Exceeds Standard: Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.



3-Meets Standard: This is the **TARGET** score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.


2-Approaching Standard: Candidates receive this score when their understanding and effort does not meet the Target but shows basic understanding of the content being assessed. Do not score CEC Key Element items as a 2.

1-Does not meet standard: Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program. For CEC Key Element items, a 1 is used to score any item in which the candidate does not meet the Target.


Note: CEC Key Element items are only scored as a **1, 3, or 4**; do **not** rate any CEC Key Element items as a **2**.



InTASC 1 Learner Development The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences that include the use of technology.						
InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
1.1 The candidate applies appropriate learning theories recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. VDOE 1		Candidate displays little or no knowledge of the developmental characteristics of the age group.	Candidate displays partial knowledge of the broad developmental characteristics of the age group.	Candidate displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns across the cognitive, linguistic, social, emotional, and physical areas.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, the candidate displays knowledge that individual learner development varies within and across the cognitive, linguistic, social, emotional, and physical areas.	

<p>1.2 The candidate designs and implements developmentally appropriate and challenging learning experiences that include the use of technology.</p> <p>VDOE 2</p> <p>Technology</p>  <p>Diversity</p> 		<p>Candidate lacks understanding how learners learn and does not seek information about developmentally appropriate learning experiences nor uses technology as an instructional tool.</p>	<p>Candidate recognizes the value of understanding how learners learn, but their knowledge is limited or outdated. Technology is not used as an instructional tool or the technology used is not appropriate for the task or developmental characteristics of the age group.</p>	<p>Candidate's knowledge of how learners learn is accurate and current. Candidate designs and implements technology enhanced, developmentally appropriate and challenging learning experiences for both the class as a whole and individual learner.</p>	<p>Candidate demonstrates extensive and subtle understanding of how learners learn and applies this knowledge to the classroom community. The candidate implements a range of developmentally appropriate and challenging learning experiences for the class as a whole, small groups, and individual learners. Appropriate technologies are used to enhance learning, collaboration, and high order thinking.</p>	
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InTASC 2 Learning Differences The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.						
InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
2.1 Candidate creates an environment that values individual differences and diverse cultures, and communities. VDOE 1 Diversity 		The candidate's plans and practice display little understanding of the relevance of individual differences to learning. The candidate provides minimal information to families about individual learners, or the communication is inappropriate to the cultures of the families. Candidate does not respond, or responds insensitively, to family or community concerns about learners.	Candidate's plans and practice indicate some awareness of how to address individual differences to learning, although such knowledge may be inaccurate or incomplete. Candidate adheres to required school procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Candidate's plans and practice address individual learning differences. Candidate communicates with families about learners' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Candidate's plans and practice consistently exhibit a variety of ways to meet individual differences to learning. Candidate frequently provides information to families related to learner progress, with learners contributing to the design of the system. Response to family concerns is handled with professional and cultural sensitivity.	

InTASC 2 Learning Differences The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.						
InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	2c. Organizes, develops, and sustains a safe, equitable, positive and supportive learning environment in which diversities are valued.	Candidate organizes, develops, and sustains a safe, equitable, positive and supportive learning environment but fails to demonstrate that diversities are valued.	DO NOT USE	Candidate organizes, develops, and sustains a safe, equitable, positive and supportive learning environment in which diversities are valued.	Candidate solicits student input and provides opportunities for choice making in order to organize, develop and sustain a safe, equitable, positive and supportive learning environment. Candidate analyzes students' linguistic and cultural background and considers the class diversity while establishing the learning environment.	

InTASC 2 Learning Differences The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.						
InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
2.2 Candidate ensures inclusive learning by addressing the needs of diverse learners. VDOE 1 Diversity 		Candidate does not monitor learning. Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some learners.	Candidate monitors the progress of the class as a whole but elicits no diagnostic information. Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for learning and achievement.	Candidate monitors the progress of groups of learners in the curriculum, making use of diagnostic prompts to elicit information. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for learners.	Candidate actively and systematically gathers and uses diagnostic information from individual learners and monitors their progress, Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all learners.	

InTASC 3. Learning Environments The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.						
InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
3.1 Candidate organizes and manages create face-to-face and virtual environments that support individual and collaborative learning. VDOE 5 Technology  College-and-Career- Ready 		There is little, if any, evidence of routines, procedures, or proactive actions to establish a climate for learning.	Candidate recognizes the value of a learner-centered classroom but the application of these tenets are not applied in all management situations.	The classroom is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.	The classroom conveys a safe, positive, and inclusive environment that is learner-centered, supports individual and collaborative learning and meets the needs of both the group and individual learners.	

InTASC 3. Learning Environments The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.						
InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	2d. Designs learning environments that encourage active participation in individual and group activities and encourage student independence.	Candidate fails to design learning environments that encourage participation in individual and group activities or to encourage student independence.	DO NOT USE	Candidate designs learning environments that encourage active participation in individual and group activities and encourage student independence.	Candidate designs learning environments that are multisensory, integrates social skills instruction and strategies for enhancing motivation for each individual student and the group as a whole as they design learning environments that encourage active participation in individual and group activities and encourage student independence.	

InTASC 3. Learning Environments The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.						
InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
3.2 Teacher Candidate encourages positive social interaction, active engagement in learning, and self-motivation. VDOE 5 College-and-Career-Ready 		The classroom is a teacher-centered environment. Activities and assignments are inappropriate for learners' age or background. Learners are not engaged in learning.	The classroom is a teacher-centered environment. Candidate attempts to accommodate learners' questions or interests. Activities and assignments are appropriate to some learners and engage them mentally, but other learners are not engaged or self-motivated.	The classroom is a learner-centered environment. Candidate successfully accommodates learners' questions or interests. Activities and assignments are appropriate to learners, and learners are cognitively engaged in exploring content. Learners are self-motivated.	Candidate seizes every opportunity to enhance learning, building on learner interests or a spontaneous event. All learners are cognitively engaged in the activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance their understanding.	

InTASC 3. Learning Environments The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.						
InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	2a. Creates an orderly and supportive environment by designing and managing routines.	Candidate fails to design and manage classroom routines thereby fails to create an orderly and supportive environment.	DO NOT USE	Candidate creates an orderly and supportive environment by designing and managing classroom routines.	Candidate actively analyzes the needs of the learners with moderate to severe exceptionalities in order to create an orderly and supportive environment. Candidate manages classroom routines and is responsive to the changing needs of the students with moderate to severe exceptionalities.	

InTASC 3. Learning Environments The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.						
InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	2b. Motivates students with moderate to severe exceptionalities through interesting and challenging activities.	Candidate fails to develop interesting and challenging activities to motivate students with moderate to severe exceptionalities.	DO NOT USE	Candidate motivates students with moderate to severe exceptionalities through interesting and challenging activities.	Candidate takes student interests and abilities into consideration and designs a variety of learning activities, which motivate and challenge students with moderate to severe exceptionalities. Candidate uses evidence-based practices to motivate students with moderate to severe exceptionalities.	

InTASC 3. Learning Environments The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.						
InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	2e. Modifies the learning environment to manage behaviors, time, space, and materials to keep students with moderate to severe exceptionalities productively involved in learning.	Candidate fails to modify the learning environment to manage behaviors, time, space, and materials to keep students with moderate to severe exceptionalities productively involved in learning.	DO NOT USE	Candidate modifies the learning environment to manage behaviors, time, space, and materials to keep students with moderate to severe exceptionalities productively involved in learning.	Candidate modifies the learning environment to manage behaviors, time, space, and materials to keep students with moderate to severe exceptionalities productively involved in learning. Candidate establishes clear classroom procedures, discourages disruptions, and promotes interaction with students with moderate to severe exceptionalities.	


InTASC 3. Learning Environments The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.						
InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	2f. Demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each.	Candidate demonstrates the ability to manage two or more classroom activities simultaneously but fails to provide attention to each.	DO NOT USE	Candidate demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each.	Candidate demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each. Candidate moves efficiently between and among activities, making adaptations as necessary to promote student success.	

InTASC 3. Learning Environments The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.						
InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	2g. Uses effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.	Candidate is ineffective in using behavior management strategies to handle disruptive or destructive behavior.	DO NOT USE	Candidate uses effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.	Candidate plans and implements individualized behavior plans, which include effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.	
	2h. Communicates high expectations while respecting and valuing individual differences and cultural diversity.	Candidate fails to communicate high expectations for all students with moderate to severe exceptionalities.	DO NOT USE	Candidate promotes appropriate student behavior through clear communication of high expectations for all students with moderate to severe exceptionalities.	Candidate communicates high expectations; develops an awareness of student behavior within the context of student background and cultural diversity.	

InTASC 3. Learning Environments The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.						
InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	2i. Uses the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.	Candidate uses behavior management strategies which do not meet the needs of the individual with exceptional learning needs.	DO NOT USE	Candidate uses the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.	Candidate gathers background information on the individual with exceptional learning needs and analyzes upon this information in order to determine the most appropriate least intensive behavior management strategy. Candidate implements this strategy with fidelity, makes modifications as needed, and examines the efficacy of the strategy following the intervention.	


InTASC 3. Learning Environments The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.						
InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	2j. Establishes and maintains rapport with individuals with and without exceptional learning needs.	Candidate fails to establish caring, friendly interactions or a rapport with students with and without exceptional learning needs.	DO NOT USE	Candidate establishes and maintains rapport with individuals with and without exceptional learning needs.	Candidate consistently establishes caring, friendly interactions and a positive rapport with students with and without exceptional learning needs.	
Comments/Goals:						

InTASC 4. Content Knowledge The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.						
InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
4.1 Candidate understands the tools of inquiry and structures of the discipline, <i>(NOTE: Tools of inquiry and structures of the discipline are content specific strategies for instruction, e. g. manipulatives in math, inquiry in science, primary sources in social studies, and personal narrative to English.)</i> VDOE 1		In planning and practice, candidate makes content errors or does not correct errors made by learners. Candidate's plans and practice display little understanding of the tools of inquiry and structures of the discipline.	Candidate is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. Candidate's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Candidate displays solid knowledge of the important concepts in the discipline and how concepts relate to one another. Candidate's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Candidate displays extensive knowledge of the important concepts in the discipline and how concepts relate both to one another and to other disciplines. Candidate's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by learners to ensure understanding.	

InTASC 4. Content Knowledge The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.						
InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
4.2 Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery. VDOE 3 Diversity 		Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.	Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Candidate accepts responsibility for the success of learning but has only a limited repertoire of instructional strategies.	Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.	Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.	



InTASC 5. Content Application

The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
5.1 Candidate connects concepts and uses different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving. VDOE 2 College-and-Career-Ready 		Candidate does not connect concepts, address different perspectives or digital resources to engage learners in higher-level learning.	Candidate connect concepts, addresses different perspectives or digital resources to engage learners but at a basic level of learning and recall.	Candidate connects concepts, addresses different perspectives and digital resources to engage learners higher-level learning in at least one of these higher – order skills: critical thinking, creativity, and collaborative problem solving.	Candidate creates multi-disciplinary and a range of multiple perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.	



InTASC 5. Content Application

The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
<p>5.2 Candidate plans rigorous, sequenced instruction related to authentic local and global issues.</p> <p>VDOE 5</p> <p>Diversity</p>  <p>College-and-Career-Ready</p> 		Outcomes represent low expectations for learners and lack of rigor. Lesson plans do not reflect a sequence of learning and have no connection to authentic local and global issues.	Outcomes represent moderately high expectations and rigor. Some plans reflect important learning in the discipline and at least some connection to a sequence of learning but have little connection to authentic local and global issues.	Outcomes represent high expectations and rigor and important learning in the discipline. Plans exhibit a sequence of learning with connection to authentic local and global issues.	All outcomes represent high expectations and rigor and important learning in the discipline. Plans connect to a consistent sequence of learning both in the discipline and in related disciplines. Connection to authentic local and global issues is consistently found in lessons.	
Comments/Goals:						

InTASC 6. Assessment

The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
<p>6.1 Candidate uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.</p> <p>VDOE 4</p> <p>Technology</p>  <p>College-and-Career-Ready</p> 		Assessment procedures are not congruent with instructional outcomes.	Some instructional outcomes are assessed through the planned lesson, but many are not.	All the instructional outcomes are assessed through multiple methods of assessment. Assessment methodologies monitor learner progress, and guide teacher and learner decision making.	The candidate's approach to assessment is fully aligned with the instructional outcomes for both content and process are assessed through multiple methods. Assessment methodologies have been adapted for individual learners, and guide teacher and learner decision making.	

InTASC 6. Assessment

The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	4a. Creates and explains criteria for assessing student work.	Candidate does not explain criteria for assessing/monitoring student progress. Criteria for assessment are non-existent or inappropriate for the lesson/task.	DO NOT USE	Candidate creates and explains criteria for assessing student progress.	Candidate chooses appropriate assessment tools and strategies, communicates criteria to students with moderate to severe exceptionalities and collaborative team, confirms their understanding, and applies criteria consistently.	
	4b. Plans for using various methods to assess students' learning.	Candidate fails to plan for using various methods to assess students' learning.	DO NOT USE	Candidate plans for using various methods to assess students' learning.	Candidate plans for using various evidence-based methods to assess students' learning.	

InTASC 6. Assessment

The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	4d. Conducts formal and informal assessments using appropriate technologies as supports.	Candidate fails to conduct formal and informal assessments using appropriate technologies as supports.	DO NOT USE	Candidate conducts formal and informal assessments using appropriate technologies as supports.	Candidate selects, adapts/modifies, and conducts formal and informal assessments that accommodate the unique needs of students with moderate to severe disabilities using appropriate technologies as supports.	

InTASC 6. Assessment

The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	4e. Keeps records of students' progress and problems and uses data from multiple sources to assess student learning.	Candidate fails to keep records of students' progress or does not use student assessment data to make instructional decisions.	DO NOT USE	Candidate keeps records of students' progress and problems and uses data from multiple sources to assess student learning.	Candidate maintains records of students' progress and analyzes assessment outcomes for individual and group learning to determine appropriateness of methods, design of assessment tools, clarity of criteria, and/or need for additional data.	

InTASC 6. Assessment

The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	4f. Develops or modifies individualized assessment strategies.	Candidate fails to develop or modify individualized assessment strategies.	DO NOT USE	Candidate develops or modifies individualized assessment strategies.	Candidate develops, modifies, and uses clinical judgment upon individualized assessment strategies in order to gather a variety of data for instructional decision-making.	
	5p. Use functional assessments to develop intervention plans.	Candidate develops instructional plans without the use of data from functional assessments.	DO NOT USE	Candidate uses functional assessment data to develop instructional plans.	Candidate uses multiple data points including functional assessment to develop instructional plans.	

InTASC 6. Assessment

The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
6.2 Candidate uses formative assessment to monitor and adjust instruction and to guide the learner decision making. VDOE 4		Candidate does not incorporate formative assessment in the lesson or unit.	The candidate's approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes and does not involve the learner in decision making.	The candidate's approach to using formative assessment to monitor and adjust instruction and includes a process where the learner, as well as teacher, uses information from the assessments.	Candidate has a well-developed formative assessment plan that uses formative assessment to monitor and adjust instruction. The Teacher Candidate has designed particular approaches to be used and actively involved the learner in decision making.	

InTASC 6. Assessment

The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	4c. Regularly monitors student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work.	Candidate fails to monitor student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work.	DO NOT USE	Candidate regularly monitors student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work.	Candidate plans and implements ongoing assessments to check for understanding and mastery of concepts through observation of students' performance and evaluation of their work and clearly communicates their assessment findings to the students with moderate to severe exceptionalities and other key stakeholders.	

InTASC 6. Assessment

The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	4g. Analyzes, evaluates and reflects on student assessment data and instruction and monitors progress of individuals with exceptional learning needs to improve instructional practice (summative).	Candidate reviews assessment data and identifies links to current instructional plans but fails to analyze student assessment data or use the data to improve instructional practice.	DO NOT USE	Candidate analyzes, evaluates and reflects on student assessment data and instruction and monitors progress of individuals with exceptional learning needs to improve instructional practice (summative).	Candidate uses individual and group progress data to identify specific adjustments needed to improve student learning outcomes for all learners with moderate to severe exceptionalities (summative).	

InTASC 6. Assessment

The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	4h. Uses assessment data to profile student learning and guide instruction (formative).	Candidate does not use student assessment data to make instructional decisions (formative).	DO NOT USE	Candidate uses assessment data to profile student learning and guide instruction (formative).	Candidate evaluates assessment data to develop individual and group profiles that reflect progress of all students with moderate to severe exceptionalities and addresses levels of need and learning accomplishments (formative).	

InTASC 6. Assessment



The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	5o. Evaluates and modifies instructional practices in response to ongoing assessment data.	Candidate fails to use assessment data to make instructional decisions.	DO NOT USE	Candidate evaluates and modifies instructional practices in response to ongoing assessment data.	Candidate evaluates individual's learning progress and assessment data to develop individual and group profiles that reflect progress of all students with moderate to severe exceptionalities and addresses levels of need and learning accomplishments.	

InTASC 7. Planning for Instruction

The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
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<p>7.1 Candidate plans instruction to support every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy.</p> <p><i>(NOTE: Planning must include evidence of use of Virginia's Standards of Learning and College- and Career-Ready standards, and technology)</i></p> <p>VDOE 2</p> <p>Technology</p>  <p>College-and-Career-Ready</p> 		<p>Outcomes represent low expectations for learners and lack of rigor. Lesson plans do not reflect important learning in the discipline or a connection to a sequence of learning or effective pedagogy.</p>	<p>Outcomes represent limited levels of expectations and rigor. Some plans reflect important learning in the discipline and at least some connection to a sequence of learning drawing upon knowledge of several of the following areas: digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, but the application is ineffective at increasing learning.</p>	<p>Outcomes represent high expectations and rigor and important learning in the discipline. Plans exhibit a sequence of learning with strong connections to digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. Instruction is effective at increasing learning.</p>	<p>All outcomes represent high expectations and rigor and important learning across disciplines. Plans connect to a consistent sequence of learning. There is a strong connection to digital- age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. Instruction is effective at increasing learning for all learners.</p>	
	5f. Demonstrates	Candidate fails to demonstrate	DO NOT USE	Candidate demonstrates	Candidate demonstrates high	

InTASC 7. Planning for Instruction

The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	competence in using technology to achieve instructional objectives.	competence in using technology to teach students to learn instructional objectives.		competence in using technology to teach students to learn instructional objectives.	levels of skill in using technology to teach students to learn instructional objectives.	
	5m. Gathers, creates, and organizes materials and equipment in advance.	Candidate uses class time to gather and organize materials due to their inability to prepare in advance.	DO NOT USE	Candidate gathers, creates, and organizes materials and equipment in advance.	Candidate gathers a variety of materials and equipment in advance of class and uses instructional assessments to make decisions about which materials are most appropriate for each individual with exceptional learning needs.	


InTASC 7. Planning for Instruction

The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	5n. Incorporates and implements instructional and assistive technology into the educational program.	Candidate fails to incorporate instructional and assistive technology into the educational program.	DO NOT USE	Candidate incorporates and implements instructional and assistive technology into the educational program.	Candidate incorporates and implements a variety of instructional and assistive technology into the educational program on a daily basis to meet the needs of individuals with exceptional learning needs.	

InTASC 7. Planning for Instruction

The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
7.2 Candidates effectively plans instruction based on knowledge of learners and the community context. VDOE 2 Diversity 		Candidate lessons do not reflect an understanding of learners, how they learn, and the context of the community.	Candidate lessons reflect a basic understanding of the learners, how they learn, and the context of the community, but the lesson addresses only a limited knowledge of specific learners and their community.	Candidate lessons reflect an understanding of their learners, how they learn, and the context of the specific communities represented in the classroom.	Candidate lessons reflect a deep understanding of their learners, how they learn, and the context of the specific communities represented in the classroom. Lessons are tailored to represent the context and needs of learners and their communities.	

InTASC 7. Planning for Instruction

The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	5a. Selects, adapts, and implements a variety of evidence-based practices validated for specific characteristics of learners with moderate to severe exceptionalities and settings.	Candidate selects and implements a variety of evidence-based practices but fails to make differentiate instruction on an individual level to promote student understanding of academic learning for all students with moderate to severe exceptionalities.	DO NOT USE	Candidate selects, adapts, and implements a variety of evidence-based practices validated for specific characteristics of learners with moderate to severe exceptionalities and settings.	Candidate implements multiple evidence-based practices, resources, and technologies in units of instruction that promote student understanding of academic learning for all students with moderate to severe exceptionalities.	
	5b. Selects a variety of learning experiences, media and materials to accommodate different styles and levels of learning.	Candidate selects only one type of learning experiences/adaptations, media and materials including technology.	DO NOT USE	Candidate selects a variety of learning experiences/adaptations, media and materials (including technology) to accommodate different styles and levels of learning.	Candidate selects, adapts, and implements a variety of learning experiences/adaptations, media and materials (including technology) to accommodate different styles and levels of learning.	

InTASC 7. Planning for Instruction

The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	5d. Provides opportunities for learners with moderate to severe exceptionalities to work independently and in cooperative groups.	Candidate fails to provide adequately structured opportunities for learners with moderate to severe exceptionalities to work independently and in cooperative groups.	DO NOT USE	Candidate provides opportunities for learners with moderate to severe exceptionalities to work independently and in cooperative groups.	Candidate provides structured opportunities and formative feedback to learners with moderate to severe exceptionalities to teach them how to work independently and in cooperative groups.	
	5g. Uses strategies to support and enhance communication skills of individuals with exceptional learning needs.	Candidate uses limited strategies to support and enhance communication skills of individuals with exceptional learning needs.	DO NOT USE	Candidate uses strategies to support and enhance communication skills of individuals with exceptional learning needs.	Candidate uses evidence based practices, appropriate AAC and assistive technology, and modeling to support and enhance communication skills of individuals with exceptional learning needs.	

	5j. Uses a variety of research-based educational practices and curriculum guidelines to develop units and lesson plans that meet the developmental and academic needs of diverse learners with moderate to severe exceptionalities.	Candidate employs educational practices that are not research-based and develops units and lesson plans that fail to meet the needs of the diverse learners with moderate to severe exceptionalities.	DO NOT USE	Candidate uses a variety of research-based educational practices and curriculum guidelines to develop units and lesson plans (including longitudinal individualized goals and short term objectives) that meet the developmental and academic needs of diverse learners with moderate to severe exceptionalities.	Candidate uses a wide variety of research-based educational practices and curriculum guidelines to develop units and lesson plans (including longitudinal individualized goals and short term objectives) that meet the developmental and academic needs of diverse learners with moderate to severe exceptionalities. Candidate monitors student progress and makes responsive adjustments to instruction based on continual observations.	
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InTASC 8. Instructional Strategies

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in contemporary meaningful ways.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
8.1 The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections. VDOE 3		Candidate displays little or no understanding of the range of pedagogical approaches suitable to address the specific learning needs related to the content.	Candidate's uses a limited range of instructional strategies or pedagogical approaches that are not suitable to the discipline or to the learners.	Candidate's applies a wide range of effective pedagogical approaches in the discipline that encourage learners to develop deep understanding of content areas and their connections.	Candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, The candidate encourages learners to develop deep understanding of content areas and anticipate learner misconceptions.	

InTASC 8. Instructional Strategies

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in contemporary meaningful ways.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	5c. Adapts pacing, methods, and materials utilizing feedback from students with moderate to severe exceptionalities.	Candidate provides inappropriate or poor adaptations of pacing, methods and materials.	DO NOT USE	Candidate adapts pacing, methods, and materials based on performance data of students with moderate to severe exceptionalities.	Candidate adapts pacing, methods, and materials based on performance data of students with moderate to severe exceptionalities and uses clinical judgment on the efficacy of these instructional decisions.	
	5e. Encourages critical thinking and problem solving through prompts, questioning, and application.	Candidate fails to teach critical thinking and problem solving due to poor quality presentation of prompts, questions and application opportunities.	DO NOT USE	Candidate teaches critical thinking and problem solving (including self-awareness, self-management, and/or self-control skills) through prompts, questioning, and application.	Candidate teaches critical thinking and problem solving (including self-awareness, self-management, and/or self-control skills) on a daily basis through prompts, questioning, and application.	

InTASC 8. Instructional Strategies



The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in contemporary meaningful ways.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	5h. Uses communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	Candidate uses limited strategies to individualize the curriculum to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	DO NOT USE	Candidate uses communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	Candidate uses evidence based communication strategies, appropriate technology, collaboration with ELL teachers, and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	
	5i. Uses strategies to facilitate maintenance and generalization of skills across environments.	Candidate fails to utilize strategies to facilitate maintenance and generalization of skills across environments.	DO NOT USE	Candidate uses strategies to facilitate maintenance and generalization of skills across environments.	Candidate uses multiple strategies to facilitate maintenance and generalization of skills across environments.	

InTASC 8. Instructional Strategies

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in contemporary meaningful ways.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	51. Facilitates learning experiences that incorporate self-direction, interaction, choice, and consideration of multiple perspectives	Candidate is overly directive in class, misses most opportunities for students with moderate to severe exceptionalities to learn self-direction and make choices.	DO NOT USE	Candidate facilitates learning experiences that incorporate self-direction, interaction, and choice.	Candidate analyzes the effectiveness of student interactions during learning experiences and develops engaging and interactive activities appropriate for the cognitive and social development, preferences and skill set of students with moderate to severe exceptionalities.	

<p>8. 2 Candidates build skills to apply knowledge in contemporary meaningful ways.</p> <p><i>(NOTE: “Contemporary meaningful ways” is evidenced in making connections to content of current interest to the learners and includes the use of current, appropriate technologies.)</i></p> <p>VDOE 3</p> <p>Technology  College-and-Career-Ready </p>		<p>Candidate does not apply pedagogical content knowledge in contemporary or meaningful ways.</p>	<p>Candidate uses knowledge of instruction in ways that are outdated or ineffective.</p>	<p>Candidate applies knowledge of appropriate content instruction in contemporary meaningful ways.</p>	<p>Candidate uses contemporary knowledge of appropriate instruction across a range of content areas to make learning meaningful.</p>	
	<p>5k. Plans a sequence of activities, which are focused on achievement of</p>	<p>Candidate plans a sequence of activities which is not focused on the achievement of the</p>	<p>DO NOT USE</p>	<p>Candidate plans a sequence of activities, which are focused on achievement of the</p>	<p>Candidate plans a sequence of activities that is focused on achievement of the instructional</p>	

InTASC 8. Instructional Strategies

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in contemporary meaningful ways.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	the instructional objective(s).	instructional objective(s).		instructional objective(s).	objective(s) and builds off of students' prior knowledge, life experiences and interests.	
	5q. Presents content accurately and instructions clearly.	Candidate presents content inaccurately and instructions in an unclear manner.	DO NOT USE	Candidate presents content accurately and instructions clearly.	Candidate presents content accurately and instructions clearly using a variety of presentation modalities.	
Comments/Goals:						

InTASC 9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
9.1 Candidate engages in ongoing professional learning. VDOE 6		The candidate engages in no professional development activities to enhance knowledge or skill.	The candidate participates in professional activities to a limited extent when they are convenient or required by others.	The candidate engages in ongoing opportunities for professional development to enhance content knowledge and pedagogical skill.	The candidate seeks out opportunities for professional development that addresses personal goals and a systematic approach to continual learning.	
	6b. Demonstrates growth and dissemination of professional knowledge and skills.	Candidate fails to demonstrate growth of professional knowledge and skills.	DO NOT USE	Candidate demonstrates growth and dissemination of professional knowledge and skills.	Candidate accepts constructive criticism, and demonstrates growth and dissemination of professional knowledge and skills.	


InTASC 9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	6i. Engages in professional activities that benefit individuals with exceptionalities, their families, and his/her colleagues.	Candidate fails to demonstrate concept of oneself as a lifelong learner OR does not actively plan and engage in professional activities that foster professional growth OR does not keep current with evidence-based best practices.	DO NOT USE	Candidate engages in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues. Candidate actively plans and engages in professional activities that foster professional growth.	Candidate demonstrates concept of oneself as a lifelong learner by actively planning and engaging in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues AND keeps current with evidence-based best practices, AND shares new information with colleagues in a collaborative manner.	

InTASC 9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
<p>9.2 Candidate uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community).</p> <p>VDOE 6</p> <p>Diversity</p> 		Candidate has no suggestions for how a lesson could be improved if taught again.	Candidate makes general suggestions about how a lesson could be improved but does not address how their choices and actions affect others.	The candidate evaluates his/her practice and identifies revisions to the lesson for future use. Evaluation includes reflecting upon how the learners, families, other professionals, and the community affect teacher choices and actions.	The candidate evaluates his/her practice and identifies specific revisions to the lesson for future use. Evaluation draws upon an extensive repertoire of skills. The candidate offers specific alternative actions that include the probable success of different courses of action and how the actions affect learners, families, other professionals, and the community.	

InTASC 9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	6c. Reflects on his/her professional practice	Candidate displays no evidence of the ability or willingness to reflect on effectiveness, is unaware of effectiveness or student learning.	DO NOT USE	Candidate shows evidence of reflecting on his/her professional practice.	Candidate reflects upon, interprets, and communicates evidence of one's own effectiveness as a teacher, including evidence of success in fostering student progress in learning. Candidate uses evidence of effectiveness in planning for further instruction.	
	6d. Demonstrates commitment to engage in research-supported practices.	Candidate fails to use research-supported practices in instruction.	DO NOT USE	Candidate demonstrates commitment to the use of research-supported practices in instruction.	Candidate demonstrates a commitment to the use of research-supported practices AND can articulate a clear rationale for doing so.	

InTASC 9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	6h. Demonstrates high expectations for all students with moderate to severe exceptionalities to develop the highest possible learning outcomes and quality of life.	Candidate fails to support student learning and displays evidence of low expectations for at least some students with moderate to severe exceptionalities.	DO NOT USE	Candidate demonstrates high expectations for all students with moderate to severe exceptionalities to develop the highest possible learning outcomes and quality of life.	Candidate provides emotional and academic support to students with moderate to severe exceptionalities and communicates confidence in their ability to make progress over time. Candidate provides opportunities for all students with moderate to severe exceptionalities to meet or exceed objectives through development of engaging activities and monitoring of learning that takes into account students' needs, preference and abilities.	

InTASC 9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
9.3 Candidate adapts practice to meet the needs of each learner in an ethical and responsible manner. VDOE 6		Candidate is not honest in interactions with colleagues, learners, and the public.	Candidate is honest in interactions with colleagues, and classroom instruction.	Candidate displays high standards of honesty, integrity, and confidentiality in instructional planning and interactions with colleagues, learners, and the public.	Candidate consistently exhibits the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues to uphold ethical practices.	

InTASC 9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	6a. Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional	Candidate describes without examples of his/her commitment to upholding high standards of competence for students, practicing integrity and exercising sound judgment in the practice of the profession.	DO NOT USE	Candidate can describe and provide examples of his/her commitment to upholding high standards of competence for students, practicing integrity and exercising sound judgment in the practice of the profession.	Candidate can describe and provide examples of his/her commitment to upholding high standards of competence for students, practicing integrity and exercising sound judgment in the practice of the profession. Candidate can describe the value of adhering to professional standards.	
	6e. Observes school policies and procedures.	Candidate violates school policies and procedures.	DO NOT USE	Candidate observes school policies and procedures.	Candidate consistently observes and enforces school policies and procedures.	

InTASC 9. Professional Learning and Ethical Practice




The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	6f. Demonstrates effective oral communication skills.	Candidate's oral communication is difficult to understand or follow, making it ineffective.	DO NOT USE	Candidate demonstrates effective oral communication skills.	Candidate demonstrates highly effective oral communication skills making material presented verbally easy to understand and follow.	
	6g. Demonstrates effective written communication skills.	Candidate's written communication is difficult to understand or follow, making it ineffective.	DO NOT USE	Candidate demonstrates effective written communication skills.	Candidate demonstrates highly effective written communication skills making material presented in writing easy to understand and follow.	

InTASC 10. Leadership and Collaboration

The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
10.1 Candidates seeks appropriate leadership roles and opportunities to take responsibility for learning. VDOE 6		Candidate engages in no professional development activities to enhance knowledge or skill.	Candidate participates in leadership activities to a limited extent when they are convenient. Instructional leadership may or may not be focused on learning.	Candidate accepts leadership roles that enhance learning and focus on meeting learner needs.	Candidate seeks out opportunities for leadership roles that enhance content knowledge and pedagogical skill and focus on meeting learning needs.	

<p>10.2 Candidate collaborates with learners, families, colleagues, other school professionals, and community members (using digital tools and resources) to ensure learner growth and to advance the profession.</p> <p>VDOE 6</p> <p>Technology</p>  <p>Diversity</p>  <p>College-and-Career-Ready</p> 		<p>Candidate's relationships with colleagues, families, school professionals and the learner are negative or self-serving.</p>	<p>Candidate maintains relationships with colleagues and the community to fulfill responsibilities required by the school or district.</p>	<p>The candidate uses digital tools and resources to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.</p>	<p>The candidate takes initiative and collaborates with learners, families, colleagues, other school professionals, and the community.</p> <p>Candidate takes leadership among faculty to support the use of digital tools and resources to ensure learner growth and to advance the profession.</p>	
	<p>7a. Communicates regularly with parents and involves them in problem solving and</p>	<p>Candidate fails to provide evidence of planning to collaborate with parents.</p>	<p>DO NOT USE</p>	<p>Candidate communicates regularly with parents and involves them in problem solving and learning activities.</p>	<p>Candidate communicates regularly with family members and collaborates in order to increase student learning through and to</p>	

InTASC 10. Leadership and Collaboration

The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	learning activities.				engage additional support when needed.	
	7b. Engages in productive relationships with other educators, service providers, and personnel from community agencies.	Candidate fails to provide evidence of engaging in productive relationships with team members, other educators, service providers, and personnel from community agencies.	DO NOT USE	Candidate engages in productive relationships with team members, other educators, service providers, and personnel from community agencies.	Candidate examines, interprets, and communicates evidence of one's own effectiveness as a collaborator. Candidate demonstrates an ability to work with others as equals.	

InTASC 10. Leadership and Collaboration

The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	7c. Maintains confidential communication about students with moderate to severe exceptional learning needs.	Candidate shares confidential information about students with moderate to severe exceptional learning needs with outside parties.	DO NOT USE	Candidate maintains confidential communication about students with moderate to severe exceptional learning needs.	Candidate maintains confidential communication about students with moderate to severe exceptional learning needs and is observed stressing the importance of confidentiality with other stakeholders including paraprofessionals.	

InTASC 10. Leadership and Collaboration

The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	7d. Fosters respectful and beneficial relationships between families and professionals.	Candidate is disrespectful when dealing with families and professionals.	DO NOT USE	Candidate fosters respectful and beneficial relationships between families and professionals.	Candidate fosters respectful and beneficial relationships between families and professionals and uses clinical judgment in order to continuously improve communication and collaboration efforts.	

InTASC 10. Leadership and Collaboration

The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	7e. Collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.	Candidate shows no evidence of collaborating with school personnel and community members in integrating individuals with exceptional learning needs into various settings.	DO NOT USE	Candidate collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.	Candidate examines, interprets, and communicates evidence of one's own effectiveness as a collaborator. Candidate demonstrates the ability to successfully integrate individuals with exceptional learning needs into various settings and analyzes the efficacy of these integration approaches.	

InTASC 10. Leadership and Collaboration

The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	7f. Observes, evaluates, and provides feedback to paraeducators.	Candidate fails to observe, evaluate and provide feedback to paraeducators.	DO NOT USE	Candidate observes, evaluates, and provides feedback to paraeducators.	Candidate observes, evaluates, and provides feedback to paraeducators in a proactive manner, and works actively for the betterment of teaching and learning in the classroom.	
	7g. Communicates effectively with school personnel and families about the characteristics and needs of individuals with exceptionalities.	Candidate does not communicate with families OR Candidate fails to establish an appropriate rapport with families and/or colleagues.	DO NOT USE	Candidate communicates effectively with school personnel and families about the characteristics and needs of individuals with exceptionalities.	Candidate communicates effectively with school personnel, families, and other related stakeholders about the characteristics and needs of individuals with exceptionalities.	
Comments/Goals:						

