

Department of Special Education

Special Education Teacher Candidate Handbook

A Guide for

- **Cooperating Teachers**
- **Teacher Candidates**
- **University Supervisors**



Fall/Spring 2020-21

The Department of Special Education’s Teacher Candidate Handbook is designed to assist cooperating teachers, teacher candidates, and university supervisors. This handbook contains information specific to the Special Education Program – all EGP/MGP and Secondary Education Majors are required to download additional handbooks from their respective programs.

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The Teaching Experience

The student teaching experience provides a laboratory for the testing of ideas—a place where the student may encounter real problems, an opportunity for personal growth, and a feeling of reality. All these factors tend to make the student teaching experience one of the most interesting and helpful phases of the professional preparation of prospective teachers.

The Department of Special Education would like to thank the faculty and staff of the participating schools for being such an important part in the development of a new generation of professional educators. We would also like to wish our students well in this critical step of their professional education.

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Bachelor of Science in Education/ Post Baccalaureate Certification Special Education

Degree Program Leading to Pennsylvania Certification:
Special Education (PK-8 or 7-12)

Our Mission Statement

As the Special Education faculty, we provide relevant and comprehensive education for those who desire to support the educational, emotional, and physical needs of students with disabilities, from birth to twenty-one years of age, in the public schools of Pennsylvania.

We are committed to preparing graduates of the program who can provide diverse student populations with the knowledge, skills, and values essential for effective participation in society.

We believe high standards of scholarship, ethics, and awareness of the changes occurring in the field are essential for both faculty and students to remain at the forefront of sound educational practice. We demonstrate this through instruction, learning, research, collaboration with other professionals in the College of Education and community school districts, and through service to the community.

The Special Education department stands out in the southeastern Pennsylvania region because of numerous and early opportunities for practicum experiences afforded its students; its small, professionally diverse faculty; a high rate of employment opportunities; a heightened sense of collegiality and volunteerism among its students; and finally, national (National Council for Accreditation of Teacher Education), regional (Middle states Association of Colleges and Secondary Schools), and state (Pennsylvania Department of Education) accreditation.

WCU Conceptual Framework for Teacher Education

Mission

The College of Education and Social Work (CESW) prepares highly-skilled and ethical professionals to become fair-minded critical thinkers and change agents who act with integrity in the pursuit of knowledge and strive for excellence within their professions. The CESW fosters a culture of reflection, evidenced-based practices, intellectual discourse, and respect for human diversity. CESW empowers students to make a significant impact on the world to improve individual and family lives and strengthening educational, health or community systems.

Vision

The West Chester University College of Education and Social Work embraces a transformative vision of learning as a life-long endeavor. We will be a leader in preparing professionals who advance social justice and address the contemporary challenges of a global society.



EDA416 or EDA417 (6 credit hours)

Directions for Activities to be completed during Special Education Placement

General Description

The special education portion of the student teaching experience consists of one half-semester in a special education placement to be completed either during the first half of semester as EDA 416 or second half as EDA 417. During the special education placement, the student will work under the direction of a cooperating teacher and a university supervisor. By the end of the placement, the student will have undertaken teaching and all other activities related to a special education teacher's work in addition to completing a series of assignments. Students will attend mandatory orientation on campus and also participate in weekly seminar sessions at a time and location to be announced.

Requirements

It is anticipated that your first few days/first week will be a gradual introduction into classroom routines and activities - the pace at which you become actively involved will depend on your ability to adapt to the new demands i.e., some placements may require that you observe for a few days to familiarize with the routines and/or student needs whereas others may require that you begin engaging immediately. Consult with your cooperating teacher and supervisor for guidance.

The guiding principle within each placement is that instruction should be designed, materials created, documents (i.e., IEPs) drafted, and activities planned such that they meet the needs of the students in your assigned classroom. If performance data suggest that learning has occurred as a result of a lesson, it is likely you have done a good job in planning. If not, revisions are needed – this is an example of effective, data-based, reflective teaching.

All written requirements are to be submitted in a timely fashion, as designated by the university supervisor. The following assignments, as described below, will be submitted for grading via TK20:

- **Six** lesson plans [submitted as part of the Danielson and SLO/Candidate Impact]
- IEP, RR, NOREP and SLO/Candidate Impact on Student Learning (CISL)

Therefore, all student teachers are required to have a TK20 account for submission of all assignments.

1. **Observations.** The first visit (TRIAD meeting usually occurs within the first two weeks of semester) – this is usually an informal during which the WCU supervisor, teacher candidate and cooperating teacher hold a brief meeting to review expectations and discuss the key assignments so that everyone understands their roles and responsibilities during the 7.5 week placement. This initial meeting will also present opportunity for university supervisor to answer any questions the teacher candidate or cooperating teacher may have. All student teachers will be observed formally a **minimum of three times** by the university supervisor. Another TRIAD meeting will take place at the end of placement

during which the triad will discuss the experience and to gather additional information/evidence for the PDE 430/Danielson rubrics. It is important to note that all visits [formal or informal] will contribute to the university supervisor's perceptions of the student teacher's abilities as a professional special educator. It is important to note that the cooperating teacher or the university supervisor may determine the need for additional formal observations (if needed).

2. **Lesson Plans.** Written lesson plans are required for all lessons taught. Each lesson plan must include clearly defined learning outcomes/instructional objectives, selection of differentiated activities for direct instruction, guided and independent practice, list of materials and plan for student evaluation that is appropriate in assessing the skills being taught. Lessons may vary anywhere from fifteen to forty-five minutes or more in presentation depending on the type of placement, diverse student needs, topic and/or group size. The content may range from daily lessons (math, reading etc.) to special lessons (art, projects, holidays, etc.). If you are student teaching in a Life Skills, Multiple Disabilities Support, or Autism Support placement, your lesson plans may be in the form of instructional plans using systematic instruction (such as *System of Least Prompts*), task analysis, and functional content. The format and style of your daily lesson plans will be dictated by the needs of your students and the nature of the instructional methods you are using. **It is important to note that each lesson plan submitted for grading is formatted following the WCU lesson plan template and also graded using the lesson plan rubric.**

Students will be required to submit lesson plans to cooperating teacher and supervisor for review and feedback at least 2 days prior to the actual teaching - refer to university supervisor and cooperating teacher for additional guidance. Of the lesson plans prepared over the course of your 7.5 weeks special education placement, a total of six lesson plans will be submitted to university supervisor for the purpose of grading.

*** 1 lesson plans will be submitted into the Unit Plan/Lesson Plan tab**

*** 3 lesson plans (minimum) will be submitted as part of the SLO/Candidate Impact Assignment into tab with the same label**

*** The remaining lesson plans will be submitted as your university supervisor indicates**

3. **RR, IEP and NOREP**

Select a student who needs a new or revised IEP - your cooperating teacher should guide you in selecting a student. You may need to obtain parental permission to work with this student. It's important that you:

- Read all available background information concerning the student, observe the student in different settings and interview the student and the teachers that work with the student.
- Complete formal assessments.
 - **Write a Reevaluation Report, IEP and NOREP** - demonstrate your ability to write professionally and objectively. Utilize all informal and formal information obtained to create the Reevaluation Report (RR) – it is important that you change **all identifying information such as the student name, school and district names must be changed** to ensure confidentiality. Remember that the IEP indicates yearly academic outcomes, social and behavioral expectations, and

transition goals (if applicable). The IEP should be a living, working document – follow state and federal guidelines for completion. Also, use the official RR, IEP and NOREP templates available on D2L.

- **Ideally, you should use the same student for all key assignments (RR, IEP, NOREP) including candidate impact assignment/SLO**

4. Reflective Journal Prompts - Danielson Domain 4

It is the responsibility of the candidate to provide evidence of meeting the expectations of Domain Four and components (4a, 4b, 4c, 4d, 4e, and 4f) before the completion of your special education student teaching placement. This evidence is submitted to TK20 in the Domain 4 tab of your binder. Evidence will be in the form of a written reflection as you review the expectations listed below and outlined in the Danielson Framework. It is encouraged that you upload artifacts (if applicable) to support your reflective narrative. University supervisors will rate each item below using the criteria outlined in the Danielson Framework Domain 4 only.

4a: Reflecting on Teaching

Teachers reflect on their practice through a self-analysis, examine student informal and formal outcome data, and conversations with others (parents, students, colleagues). To complete this task, you should consider your experience during student teaching on having a positive impact on student learning, developing a positive relationship with colleagues, parents, etc.

Use the following prompts as a guide as you write your narrative:

- What were some challenges in developing positive relationships with students, families, and colleagues? How did you overcome those challenges? What will you do differently to improve in this area?
- What would you do differently when planning learning experiences (lesson plans, interventions, etc.) to support student learning outcomes?

4b: Maintaining Accurate Records

An essential responsibility of educators is keeping accurate records of both instructional (student records) and non-instructional events (lunch forms, permission slips, etc.). During student teaching, consider ways you were able to maintain records and write a reflective narrative (upload artifacts if appropriate) as evidence.

Use the following prompts as a guide as you write your narrative:

- Describe a process (steps) used to record students' progress toward the learning target (SLO/Candidate Impact Assignment may be helpful to consider when responding to this prompt).
- What process did you use to communicate to students about their progress (e.g., during any assessment administered or homework grades)? How did you maintain confidentiality?
- Describe a process used to maintain accurate records of non-instructional activities.

4c: Communicating with Families

Educators have the responsibility to provide opportunities for families to understand their child's academic progress. Effective communication is one way to establish a positive relationship with families.

Use the following prompts as a guide as you write your narrative:

- Describe some of the challenges or perceived challenges in working with families to support the growth and development of their child. What strategies would be essential to overcome those challenges?
- What have you done to communicate to families about the progress of their child? What did you have to consider before communicating with families? What were some challenges?
- What responsibility do you have to ensure you develop and maintain a positive professional relationship with families?

4d: Participating in the Professional Community

It is critical that teachers work collaboratively to plan, share, and address issues to not only improve teaching and learning but to develop your ability to be an active participant within the professional community. In this section, you should consider in what ways you have developed your ability to participate as part of the professional community. This may include working with your mentor (cooperating) teacher or university supervisor to plan lessons; problem solve issues or concerns, etc. Eventually, this should include participating in activities beyond your classroom such as volunteering on committees or other organizations/school events.

Use the following prompts as a guide as you write your narrative:

- What evidence supports your ability to participate in activities beyond your classroom? Describe those experiences and how it relates to your ability to participate as part of the professional community.
- Describe your role in your school as a professional learning community.
- What opportunities do you have to share classroom research and successes with your colleagues?
- If you were a permanent part of the school, how would you be able to contribute to the mission and vision? In essence, how do you see yourself contributing to the school (outside of your teaching responsibilities)?

4e: Growing and Developing Professionally

Lifelong learning is essential to remain current to new and innovative approaches to improve your practice. This may include attending or presenting at conferences, networking with colleagues (joint planning sessions, study groups), participating in professional organizations, or reading articles or books that will support your effectiveness in a classroom.

Use the following prompts as a guide as you write your narrative:

- After reflecting on your student teaching experience, what are your strengths and areas in need of further development?

- What will you do to address those areas of concern? This may include identifying resources (books, articles) you plan to read with an explanation of why you selected those resources.
- What professional organizations are you an active member and how has your participation supported your development?
- What do you believe to be the characteristics of an exemplary teacher?

4f: Showing Professionalism

Educators demonstrate professionalism in service and to the profession. Professionalism can be displayed in your interactions with students, colleagues and others. Specifically, your ability to be honest, respectful, and trustworthy. Maintaining professionalism is critical in difficult situations that may include interaction with others or conflicting policies, beliefs, and values.

Use the following prompts as a guide as you write your narrative:

- What are your personal goals to maintain your professionalism?
- What examples of professionalism did you observe in your student teaching experience and what did you learn from that experience?

5. Student Learning Objective [SLO] [same data as Candidate Impact on Student Learning]

The SLOs is an intensive learning plan that include a variety of informal and formal assessment to support target learning objective(s). Although one of the major goals of a SLO is to document student learning over a period of time, you will be evaluated on the process as outlined in the SLO Process Rubric. Also, you will be evaluated on your ability to develop and implement an evidenced-based plan of instruction that should, if implemented with fidelity, impact student learning. The following is the minimum expectation for completing the SLO during the modified time frame of your special education student teaching placement – this proposed timeline will enable you complete the various components of the SLO:

- Candidates completing the SLO assignment in a special education classroom will work with 1 student – this must be approved by the university supervisor and mentor teacher (MT).
- Complete and submit the SLO template ([Appendix B: SLO Template](#)) – Upload to Tk20.
- Develop and implement an instructional plan that consists of 3-5 consecutive lessons [minimum 5 hours of instruction] to address using the SLO – Upload to Tk20.
- SLO Rubric - [Appendix A: Student Learning Objectives \(SLO\) Process Rubric](#)
- Lesson Plan Template - [Appendix C: Lesson Plan Template](#)

6. Candidate Impact on Student Learning

Develop an individualized instructional plan to teach a particular set of skills and demonstrate candidate impact on PK-12 student learning. Candidates will demonstrate the ability to:

- gather and analyze pre-assessment data;

- design a minimum of 3 lesson [minimum 5 hours of instruction] that addresses the student learning outcome(s) that were developed to remediate the skill deficit based on the pre- assessment data;
- assess and analyze student learning; and
- reflect on closing the assessment loop, including impact on PK-12 student learning, as well as logical next steps.

This plan can be used with an individual student or a small group; however, for this assignment you are responsible for documenting progress of only **ONE** student.

Choose a specific area from the IEP for remediation (this can be academic or behavioral).

1. Pre-Assessment

You may develop and administer curriculum-based assessment(s) or utilize previously collected pre- assessment data. Pre-assessments should incorporate varied measures that assess the students' existing knowledge base/skill levels focusing specifically on the skill (identified in the IEP) that needs to be remediated. Remember CBA is frequent brief measurements administered before, during and after instructional its (**refer to supervisor for additional clarification**).

II. Analysis of Pre-Assessment Data

Include data from varied measures that align with the learning outcomes and provide a comparative profile of student knowledge bases/skill levels. Write a brief summary of initial assessment results from curriculum-based assessment and observations. Writing should be professional and objective.

III. Planning for Instruction [Learning Outcomes/Objectives and Unit/Lesson Plan]

a. **Compose instructional objectives (3-5 objectives)** that target specific skill(s) identified in the IEP and will lead to achievement of IEP goal/objectives – you may use task analysis if necessary. These instructional objectives can either stand alone or build onto each other.

b. **Plan lesson(s) and develop original, relevant, age-appropriate instructional activities** that address student learning outcome(s) based on pre-assessment data.

Instruction should be designed based on a comparative profile of pre-assessment data from varied measures. Develop **lesson plans** incorporating instructional activities that are adapted to address individual student needs. All adapted activities should be professionally developed - at least one activity should incorporate **use of technology**. Include motivational strategies if necessary and appropriate. Do not copy directly from a workbook/textbook – activities should be hands-on. **Minimum 3 lesson plans**

IV. Post-Assessment, Organization and Analysis

a. **Post-assessment(s)** – confirms that the targeted area of remediation has been mastered or further instruction is necessary. Conduct post-assessments utilizing varied measures that assess the student's current knowledge bases/skill levels related to learning outcomes taught in the lesson or unit. This is also part of the curriculum-based assessment process.

- b. Organization of assessment data – Create a graph or graphs to visually represent progress. Include pre-assessment and post-assessment data – select graphic representations that will display the data meaningfully.
- c. Analyses of the Assessment Process – analyze results from the post-assessment(s) and look for error patterns. Your analysis should address reliability and validity of assessment methods used and/or any adjustment(s) made during instruction etc.

V. Reflection – Impact on Student Learning

Reflect on impact of the different activities on student learning/behavior. Your reflection should address the following:

- What worked/what you would change
- What did you learn from the process
- Logical next steps etc.

Graduate Students Only:

Application Requirements for Regular Student Teaching

1. No later than the beginning of the semester immediately prior to the student teaching semester, meet with the Graduate Coordinator of the Department of Special Education to ensure that all program requirements are complete or will be completed prior to student teaching.
2. Attend a student teaching orientation meeting at the beginning of the semester immediately prior to the student teaching semester. Time will be posted on this board, and usually occur within the first two weeks of the semester. **YOU MUST ATTEND ONE!**
3. Complete a student teaching application and return it to the Office of Field Placement and Student Teaching (instructions are in the application packet). Applications must be submitted by the deadline for consideration.

NOTE: On the application, note whether an internship is being considered, and where. Internships are an option only for Post-bac students who have passed all required PECT/PRAXIS exams. If you are currently employed full-time in a classroom, it may be possible to allow you to remain in that setting while fulfilling your student teaching. Please discuss this option with the Student Teaching Coordinator in the Department of Special Education prior to submitting your application.

Application and Requirements for an Alternative to Student Teaching

1. The candidate must hold an undergraduate degree.
2. The candidate must have taught:
 - a. Full-time in the subject area being sought for certification,
 - b. In a total school immersion experience, as a teacher of record and teaching a full-time schedule,
 - c. For the equivalent of at least one composite year of teaching (excluding summer and after-school programs) in a public, private or charter school, and
 - d. Within three years of request for an exception.
3. Initial approval will be given at the time of admission into the certification program, and will be based on evidence of effective teaching as measured by performance assessments of pedagogy including planning and preparation, classroom environment, instructional delivery, professionalism, and data showing impact on student learning. Summative execution of this initial approval will require successful completion of the prescribed course of study with no less than a 3.0 GPA within the timeframe allotted graduate work completion according to university policy.
4. Graduate Coordinator from the academic program recommending the alternative experience will be responsible for verifying the evidence provided. This evidence will take the form of a portfolio, containing the following minimum items:
 - a. Twelve lesson plans
 - b. A unit plan
 - c. Sample legal documents [IEP, NOREP, RR]

- d. Evidence of observations and evaluations, provided by the building administrator in a letter or district evaluation form

Individual programs may enlarge this set of portfolio content, subject to program preference.

- 5. Chair or Coordinator must submit his/her recommendation for an alternative experience and proposed PDE 430 ratings, based on the evidence, in writing, along with supporting documentation, to the Associate Dean, College of Education.
- 6. The Dean of the College of Education, by signature on an Approved Program of Study form, affirms the teaching experience as fulfilling the student teaching requirement. Such an approval would mean that the PDE430 is, in turn, completed and approved as satisfactory by the Dean. It must be remembered that summative execution of this initial approval will require successful completion of the prescribed course of study with no less than a 3.0 GPA within the timeframe allotted graduate work completion according to university policy

Formal Evaluation of Student Teaching

All teacher candidates will be evaluated using the:

- Pennsylvania Department of Education (PDE) 430 evaluation form
- West Chester University's Danielson evaluation - the Danielson evaluation is completed by the Student Teacher Candidate, University Supervisor, and Cooperating (Mentor) Teacher

For more information view the evaluation forms via the Educator Preparation Programs assessment website:

<https://www.wcupa.edu/education-socialWork/assessmentAccreditation/default.aspx>

Dispositional Expectations

<https://www.wcupa.edu/education-socialWork/assessmentAccreditation/dispositions.aspx>

Special Education Student Teaching

Additional forms of evaluation to assess your performance during your special education placement will include:

- **Observation - Formal Lesson**
A sample form is included - each time your university supervisor observes, they will complete an observation form or notes.
- **IEP/Reevaluation Report/NOREP/Candidate Impact on Student Learning/SLO**
The rubrics illustrate the on-line scoring method used for each of these products.
- **Lesson Plan Rubric**
- **Explanation of PDE 430**

Required Certification Tests

All teacher certification candidates must take and pass the PECT tests required by their program prior to the last day of their student teaching semester in order to graduate or be considered program completers.

Special Education [PK-8 Certification]

- PK-8 (Module 1)
- PK-8 (Module 2)

Special Education [7-12 Certification]

- 7-12 (Module 1)
- 7-12 (Module 2)

Extending Special Education Certification Bands

Special education double majors can extend their grade bands through coursework and testing. More information can be found on the [Special Ed. Extending Grade Bands Chart](#).

STUDENT TEACHER CLASS SCHEDULE

This form is to be completed with the help of your cooperating teacher and mailed (or given) to your university supervisor by the end of your first week in each assignment. The purpose of the schedule is to allow the university supervisor to make a tentative schedule of visitations.

Name of Student _____

Teacher _____

Student Teaching Address _____ Phone _____
(where you will actually be residing during your student teaching experience)

Name of School _____ Phone _____

Address of School _____

Name of Principal _____

Name/Email of Cooperating Teacher: _____
First
Middle
Last

SCHEDULE

| Hour | Room Number | Subject | Activity | Date you expect to begin teaching |
|------|-------------|---------|----------|-----------------------------------|
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Irregular schedules or special subjects (art, music, etc.) should also be recorded - indicate day and time

Please Indicate School Closing Dates:

Observation Form

This form is to be used to collect evidence to support the formal Danielson evaluations (via observation or pre- and post-conference).

This does not replace completing the formal Danielson Framework evaluation via Tk20.

Teacher Candidate: _____ Observer: _____

School: _____ Grade/Subject: _____ Date: _____

| Danielson Domains | Evidence / Component |
|---|---|
| The following is provided as a reference. | Actions and statements by the Teacher Candidate and students when observing or during the pre- and post-observation conference. Include the appropriate component next to each statement in parenthesis after you have completed the observation or conference. |
| | |
| Domain 2: Classroom Environment | |
| 2a: Creating an Environment of Respect and Rapport | |
| 2b: Establishing a Culture for Learning | |
| 2c: Managing Classroom Procedures | |
| 2d: Managing Student Behavior | |
| 2e: Organizing Physical Space | |
| | |
| Domain 3: Instruction | |
| 3a: Communicating with Students | |
| 3b: Using Questioning and Discussion Techniques | |
| 3c: Engaging Students in Learning | |
| 3d: Using Assessment in Instruction | |
| 3e: Demonstrating Flexibility and Responsiveness | |
| | |
| Domain 1: Planning and Preparation | |
| 1a: Demonstrating Knowledge of Content and Pedagogy | |

| | |
|---|--|
| 1b: Demonstrating Knowledge of Students | |
| 1c: Setting Instructional Outcomes | |
| 1d: Demonstrating Knowledge of Resources | |
| 1e: Designing Coherent Instruction | |
| 1f: Designing Student Assessments | |
| | |
| | |
| | |
| Domain 4: Professional Responsibilities | |
| 4a: Reflecting on Teaching | |
| 4b: Maintaining Accurate Records | |
| 4c: Communicating with Families | |
| 4d: Participating in the Professional Community | |
| 4e: Growing and Developing Professionally | |
| 4f: Showing Professionalism | |
| | |

Additional Observation Notes/Comments:

Teacher Candidate Initials: _____

Observer Initials: _____

Date: _____

Pre-Observation Interview Questions

This document will be used by faculty members to gather evidence to support the various Domains within the Danielson Framework. This pre-observation interview/planning conference should take place prior to a scheduled formal observation. Candidate may also respond to one or more of the questions electronically before you observe them teaching a lesson. Responses to the questions will serve as one piece of evidence when evaluating candidates using the Danielson Framework. Some of the questions will also be referenced when analyzing lesson plans created by the teacher candidate to support K-12 student learning outcomes. Addressing these questions before a formal observation will provide an opportunity for gain some understanding of the candidates thought process about the key components essential for planning a high-quality learning experiences.

1. How does this learning experience “fit” in the sequence of learning for the class and/or align with the students IEP goals/objectives (1b, 1e, 1a)
2. How will this lesson support PA standards? PA Alternate Eligible Content (1a) [see link below for Alternate Eligible Content](#)
3. How will you differentiate support, adapt learning and accommodate the unique needs of all learners? (1c)
4. What do you want students to know and learn upon completion of this lesson? (1c, 1f)
5. What do you know about students’ cultural backgrounds, interests, language proficiencies that support the development of the learning experience? (1b, 1a, 4d)
6. What is the rationale for selecting the resources incorporated as part of your learning plan? How will the resources support the learning outcome? (1d)
7. How will you assess students’ knowledge throughout the lesson or unit? How will you know if students learned what you intended? (1f)
8. How will you engage students in the learning experience? What will you do? What will students do? (1d, 1a, 1e)
9. Describe the instructional strategies that will be used to meet the lesson objectives. (1a, 1b)
10. How will you establish routines and procedures (transitions, communication to students about acceptable behavior during individual and group work, etc.)? (2a)
11. How will you model and acknowledge appropriate behavior in a classroom? (2c)
12. How will you organize the classroom (if appropriate) to support teaching of learning (grouping of students, circles, etc.)? (2e)

PA Alternate Eligible Content

http://www.pattn.net/category/Educational%20Initiatives/Students%20with%20Significant%20Cognitive%20Disabilities/page/Alternate_Eligible_Content.html

Post-Observation Interview Questions

This document will be completed as a post-observation conference after the implementation of a learning experience. Responses to the questions will serve as one piece of evidence when evaluating candidates using the Danielson Framework. It will be helpful to provide an in-depth understanding of the questions prior to a formal evaluation. Ideally, this will be done face-to-face after a scheduled formal observation.

1. In general, how successful was the lesson? Highlight specific evidence that supports your conclusion? (3d, 4a)
2. Describe how you established a classroom of mutual respect (recognized and modeled appropriate behavior, etc.). (2a)
3. What experiences did you provide students to demonstrate pride in their work? (2b)
4. What experiences did you provide students to take responsibility of their own learning? (2b)
5. To what extent was your instructional delivery (activities, grouping of students, materials, resources, etc.) effective in this lesson? (2a, 2b, 3a, 3b, 3c)
6. To what extent did your classroom procedures, student conduct, and your use of physical space contribute to student learning? (2c, 2d, 2e)
7. What adjustments to your original plan (if any) did you make during the lesson? Why did you determine those adjustments were necessary? (3d, 3e)
8. Describe how you established and implemented classroom routines and procedures? (2c)
9. What would you do differently if you had to teach the lesson again to the same group of students (including any changes to planning and the implementation of the lesson)? (4a)
10. What strategies did you employ to monitor student behavior and to respond to any misbehavior? (2d)
11. Explain some challenges with respect to procedures and routines that will have to be altered or changed. (2a, 2d, 4a)
12. Describe how you engaged all students in the learning experience. (3a, 3b, 3c, 3d, 4a)
13. Were there students who were not engaged? If so, what would you have done differently? (3a, 3b, 3c, 3d, 4a)
14. Identify one area of strength and provide evidence - why do you think this part of the lesson went well? (4a)
15. Identify one area of weakness and provide evidence - why do you think this part of the lesson did not work well? (4a)
16. Is there anything specific you would like me to observe during the next lesson? (4a, 4e)
17. How were students empowered to take responsibility of their own learning? (2b, 3c, 3d)

Special Education-Individualized Education Program (IEP) Rubric

| | Exemplary | Sound/Solid | Emerging/Needs Development | Unacceptable | Indicate any Critical Element(s) of Concern (Column 1) /Additional Comments |
|--|--|---|--|--|--|
| 1. Demographics and Special Considerations A. Demographics B. Special considerations C. If a special consideration is checked “yes,” it is clearly addressed in the IEP | reported demographic information/data is accurate to the student; All critical elements (A, B, C) are included (or reported as not applicable or not attainable); Language is explicit, clear, and concise; and An analysis of each special consideration is evident | reported demographic information/data is accurate to the student; All critical elements (A, B, C) are included (or reported as not applicable or not attainable); Language on one or more critical element is vague or unclear; and/or An analysis of most, but not all, special considerations is evident | reported demographic information/data is accurate to the student; All critical elements (A, B, C) are not included (or reported as not applicable or not attainable) and/or An analysis of special considerations is not evident | reported demographic information/data is not accurate to the student | <input type="checkbox"/> Element A <input type="checkbox"/> Element B <input type="checkbox"/> Element C |
| 2. Present Levels A. Present levels (academics) based on current findings in all relevant areas of achievement (including present instructional levels, progress towards current IEP annual goals, information relating to special considerations from previous section, strengths and weaknesses) B. Present levels (functional) based on current findings in all relevant areas (including present instructional levels, progress towards current IEP annual goals, information relating to special considerations from previous section, strengths and weaknesses) Present levels related to secondary transition | reported information/data is accurate to the student; All critical elements (A, B, C, D) are included (or reported as not applicable or not attainable); Language is explicit, clear, and concise; and A statement about how the disability affects the student’s involvement and progress in the general education curriculum that demonstrates an analysis of | reported information/data is accurate to the student; All critical elements (A, B, C, D) are included (or reported as not applicable or not attainable); Language on one or more critical element is vague or unclear; and/or A statement about how the disability affects the student’s involvement and progress in the general education curriculum that demonstrates an analysis of the present | reported information/data is accurate to the student; All critical elements (A, B, C, D) are not included (or reported as not applicable or not attainable); and/or A statement about how the disability affects the student’s involvement and progress in the general education curriculum that demonstrates an analysis of | reported information/data is not accurate to the student | <input type="checkbox"/> Element A <input type="checkbox"/> Element B <input type="checkbox"/> Element C <input type="checkbox"/> Element D |

Special Education-Individualized Education Program (IEP) Rubric

| | Exemplary | Sound/Solid | Emerging/Needs Development | Unacceptable | Indicate any Critical Element(s) of Concern (Column 1) /Additional Comments |
|---|--|--|---|---|---|
| <p>based on current findings (including present levels and progress towards current IEP annual transitional goals)</p> <p>C. Description of parental concerns for enhancing the education of the student</p> <p>D. Description of how the disability effects the student’s involvement and progress in the general education curriculum</p> | <p>the present levels of academic and functional performance is in keeping with legal standards and is consistent with current practice related to content and pedagogy</p> | <p>levels of academic and functional performance is not in keeping with legal standards and/or is not consistent with current practice related to content and pedagogy</p> | <p>the present levels of academic and functional performance is not evident</p> | | |
| <p>3. Transitional Services</p> <p>A. Program is relevant to student’s strengths, preferences, and assessment results</p> <p>B. Post-secondary education and training outcomes; goal(s)</p> <p>C. Employment outcomes; goal(s)</p> <p>D. Independent living outcomes; goal(s)</p> | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C, D) are included (or reported as not applicable or not attainable);</p> <p>Language is explicit, clear, and concise;</p> <p>and</p> <p>Transitional services reflect an evaluation/analysis of student strengths, preferences, and assessment results that is in keeping</p> | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C, D) are included (or reported as not applicable or not attainable);</p> <p>Language on one or more critical element is vague or unclear;</p> <p>and/or</p> <p>Transitional services reflect an evaluation/analysis of student strengths, preferences, and assessment results that is not in keeping with legal standards</p> | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C, D) are not included (or reported as not applicable or not attainable);</p> <p>and/or</p> <p>Transitional services that reflect an evaluation/analysis of student strengths, preferences, and</p> | <p>reported information/data is not accurate to the student</p> | <p><input type="checkbox"/> Element A</p> <p><input type="checkbox"/> Element B</p> <p><input type="checkbox"/> Element C</p> <p><input type="checkbox"/> Element D</p> |

Special Education-Individualized Education Program (IEP) Rubric

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|--|--|--|--|---|---|
| | with legal standards and is consistent with current practice related to content and pedagogy | and/or is not consistent with current practice related to content and pedagogy | assessment results is not evident | | |
| 4. State and Local Participation A. Student participation in state and local assessments B. Permissible accommodations C. If completing the PASA, reason and documentation procedures | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are included (or reported as not applicable or not attainable);</p> <p>Language is explicit, clear, and concise;</p> <p>and</p> <p>An analysis of student needs used to determine whether the student will complete the regular state/local assessments without accommodations, the regular state/local assessments with accommodations, or the PASA is in keeping with legal standards and is consistent with current practice related to content and pedagogy</p> | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are included (or reported as not applicable or not attainable);</p> <p>Language on one or more critical element is vague or unclear;</p> <p>and/or</p> <p>An analysis of student needs used to determine whether the student will complete the regular state/local assessments without accommodations, the regular state/local assessments with accommodations, or the PASA is not in keeping with legal standards and/or is not consistent with current practice related to content and pedagogy</p> | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are not included (or reported as not applicable or not attainable);</p> <p>and/or</p> <p>An analysis of the relationship between the antecedent(s), behavior, and consequence(s) is not evident</p> | <p>reported information/data is not accurate to the student</p> | <p><input type="checkbox"/> Element A</p> <p><input type="checkbox"/> Element B</p> <p><input type="checkbox"/> Element C</p> |

Special Education-Individualized Education Program (IEP) Rubric

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|---|--|--|---|--|--|
| 5. Goals and Objectives A. Goals are individualized and measurable (follow goal-writing format) B. Goals are aligned with academic content standards for student's grade level and chronological age (not ability level) C. Goals address the content area directly affected by the student's disability and other needs that may interfere with progress in the general education curriculum, such as behavior D. There is a direct relationship between the annual goals and the present levels of academic achievement and functional performance E. How progress will be monitored for each goal is identified and is appropriately linked F. When and how progress will be reported to parents G. For PASA, objectives (small steps leading to annual goal) H. Goals for transition plan | reported information/data is accurate to the student; All critical elements (A, B, C) are included (or reported as not applicable or not attainable); Language is explicit, clear, and concise; and Goals and objectives (if needed) reflect an analysis of present levels of academic achievement and functional performance that is in keeping with legal standards and is consistent with current practice related to content and pedagogy | reported information/data is accurate to the student; All critical elements (A, B, C) are included (or reported as not applicable or not attainable); Language on one or more critical element is vague or unclear; and/or Goals and objectives (if needed) reflect an analysis of present levels of academic achievement and functional performance that is not in keeping with legal standards and/or is not consistent with current practice related to content and pedagogy | reported information/data is accurate to the student; All critical elements (A, B, C) are not included (or reported as not applicable or not attainable) and Goals and objectives (if needed) that reflect an analysis of present levels of academic achievement and functional performance are not evident | reported information/data is not accurate to the student | <input type="checkbox"/> Element A <input type="checkbox"/> Element B <input type="checkbox"/> Element C <input type="checkbox"/> Element D <input type="checkbox"/> Element E <input type="checkbox"/> Element F <input type="checkbox"/> Element G <input type="checkbox"/> Element H |

Special Education-Individualized Education Program (IEP) Rubric

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|--|---|---|---|---|---|
| <div>6. Special Education, Related Services, Supplementary Aids and Services, and Program Modifications</div> <div>A. Appropriate modifications and SDI are selected based upon the student's individual style of learning (location, frequency, and dates are appropriate)</div> <div>B. Related Services personnel (location, frequency, and dates are appropriate)</div> <div>C. Supports for school personnel (supports, location, frequency, and dates are appropriate)</div> <div>D. Support services for students who are identified as gifted</div> <div>E. Eligibility for Extended School Year services (location, frequency, and dates are appropriate)</div> | <div>reported information/data is accurate to the student;</div> <div>All critical elements (A, B, C) are included (or reported as not applicable or not attainable);</div> <div>Language is explicit, clear, and concise;</div> <div>and</div> <div>An analysis of student strengths and needs used to determine appropriate modifications/SDI, related services personnel, supports for school personnel, and eligibility for extended school year is in keeping with legal standards and is consistent with current practice related to content and pedagogy</div> | <div>reported information/data is accurate to the student;</div> <div>All critical elements (A, B, C) are included (or reported as not applicable or not attainable);</div> <div>Language on one or more critical element is vague or unclear;</div> <div>and/or</div> <div>An analysis of student strengths and needs used to determine appropriate modifications/SDI, related services personnel, supports for school personnel, and eligibility for extended school year is not in keeping with legal standards and/or is not consistent with current practice related to content and pedagogy</div> | <div>reported information/data is accurate to the student;</div> <div>All critical elements (A, B, C) are not included (or reported as not applicable or not attainable);</div> <div>and/or</div> <div>An analysis of student strengths and needs used to determine appropriate modifications/SDI, related services personnel, supports for school personnel, and eligibility for extended school year is not evident</div> | <div>reported information/data is not accurate to the student</div> | <div><input type="checkbox"/> Element A</div> <div><input type="checkbox"/> Element B</div> <div><input type="checkbox"/> Element C</div> <div><input type="checkbox"/> Element D</div> <div><input type="checkbox"/> Element E</div> |

Special Education-Individualized Education Program (IEP) Rubric

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|---|---|---|--|---|---|
| 7. Educational Placement A. Explanation of the extent that the student will not participate with peers who are nondisabled in the general education classroom B. Explanation of the extent that the student will not participate with peers who are nondisabled in the general education curriculum C. Amount of educational support (itinerant, supplemental, or full time) D. Type of educational support E. Location of educational support F. Penn data | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are included (or reported as not applicable or not attainable);</p> <p>Language is explicit, clear, and concise;</p> <p>and</p> <p>An analysis of student characteristics used to determine the amount, type, and location of educational support is in keeping with legal standards and is consistent with current practice related to content and pedagogy</p> | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are included (or reported as not applicable or not attainable);</p> <p>Language on one or more critical element is vague or unclear;</p> <p>and/or</p> <p>An analysis of student characteristics used to determine the amount, type, and location of educational support is not in keeping with legal standards and/or is not consistent with current practice related to content and pedagogy</p> | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are not included (or reported as not applicable or not attainable);</p> <p>and/or</p> <p>An analysis of student characteristics used to determine the amount, type, and location of educational support not evident</p> | <p>reported information/data is not accurate to the student</p> | <p><input type="checkbox"/> Element A</p> <p><input type="checkbox"/> Element B</p> <p><input type="checkbox"/> Element C</p> <p><input type="checkbox"/> Element D</p> <p><input type="checkbox"/> Element E</p> <p><input type="checkbox"/> Element F</p> |

Special Education-Individualized Education Program (IEP) Rubric

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|---|--|---|--|---|---|
| 8. IEP is prepared well with regard to language, grammar, spelling, mechanics, etc. | <p>The following are evident in the IEP:</p> <p>Confidentiality is maintained throughout the document (only applicable if IEP is based on a real student, as opposed to a case study)</p> <p>Terminology is accurate;</p> <p>Person-first language is used;</p> <p>Formal report writing style is evident;</p> <p>Grammar usage is accurate;</p> <p>and</p> <p>Spelling is accurate</p> | <p>The following are evident in the IEP:</p> <p>Confidentiality is maintained throughout the document (only applicable if IEP is based on a real student, as opposed to a case study)</p> <p>Terminology is accurate;</p> <p>Person-first language is used;</p> <p>Formal report writing style is evident;</p> <p>Grammatical errors are evident;</p> <p>and/or</p> <p>Spelling errors are evident</p> | <p>The following are evident in the IEP:</p> <p>Confidentiality is maintained throughout the document (only applicable if IEP is based on a real student, as opposed to a case study)</p> <p>Terminology is accurate;</p> <p>Person-first language is not used consistently;</p> <p>and/or</p> <p>Formal report writing style is not evident;</p> | <p>The following are evident in the IEP:</p> <p>Confidentiality is not maintained throughout the document (only applicable if IEP is based on a real student, as opposed to a case study);</p> <p>and/or</p> <p>Terminology is not accurate;</p> | |

Special Education-ReEvaluation Report (RR) Rubric

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|---|---|---|--|---|---|
| 9. Physical, Social, Cultural, and Adaptive Behaviors A. Physical condition (include health, vision, and hearing) B. Social and/or cultural background C. Adaptive behavior | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are included (or reported as not applicable or not attainable);</p> <p>Language is explicit, clear, and concise;</p> <p>and</p> <p>An analysis of physical condition, social/cultural background, and adaptive behavior is in keeping with legal standards and is consistent with current practice related to content and pedagogy</p> | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are included (or reported as not applicable or not attainable);</p> <p>Language on one or more critical element is vague or unclear;</p> <p>and/or</p> <p>An analysis of physical condition, social/cultural background, and adaptive behavior is not in keeping with legal standards and/or is not consistent with current practice related to content and pedagogy</p> | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are not included (or reported as not applicable or not attainable)</p> <p>and/or</p> <p>An analysis of physical condition, social/cultural background, and adaptive behavior is not evident</p> | <p>reported information/data is not accurate to the student</p> | <p><input type="checkbox"/> Element A</p> <p><input type="checkbox"/> Element B</p> <p><input type="checkbox"/> Element C</p> |
| 10. Parental (Section I-2) and Teacher (Section I-6) Input A. Parental input is clearly identified as such (i.e., “as reported by the parent”) B. Parental input regarding academic performance, behavior, and social/emotional status C. Teacher input is clearly identified as such (i.e., “as reported by the teacher”) D. Teacher input regarding academic performance, behavior, and social/emotional status | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C, D) are included (or reported as not applicable or not attainable);</p> <p>Language is explicit, clear, and concise;</p> <p>and</p> <p>An analysis of parent and teacher input is in keeping</p> | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C, D) are included (or reported as not applicable or not attainable);</p> <p>Language on one or more critical element is vague or unclear;</p> <p>and/or</p> <p>An analysis of parent and teacher input is not in keeping</p> | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C, D) are not included (or reported as not applicable or not attainable);</p> <p>and/or</p> <p>An analysis of parent and teacher input is not evident</p> | <p>reported information/data is not accurate to the student</p> | <p><input type="checkbox"/> Element A</p> <p><input type="checkbox"/> Element B</p> <p><input type="checkbox"/> Element C</p> <p><input type="checkbox"/> Element D</p> |

Special Education-ReEvaluation Report (RR) Rubric

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|---|---|---|---|--|--|
| | with legal standards and is consistent with current practice related to content and pedagogy | with legal standards and/or is not consistent with current practice related to content and pedagogy | | | |
| 11. Aptitude and Achievement Tests (Standardized) A. Intelligence level and a summary of performance on the intelligence test B. Standardized measures of achievement (scores and a summary of performance) C. Standardized measures of processing are provided, if applicable (scores and a summary of performance) | reported information/data is accurate to the student; All critical elements (A, B, C, D) are included (or reported as not applicable or not attainable); Language is explicit, clear, and concise; and The summaries of performance on the intelligence test, standardized measures of achievement, and standardized measures of processing (if applicable) reflect an analysis of student performance that is in keeping with legal standards and is consistent with current practice related to content and pedagogy | reported information/data is accurate to the student; All critical elements (A, B, C, D) are included (or reported as not applicable or not attainable); Language on one or more critical element is vague or unclear; and/or The summaries of performance on the intelligence test, standardized measures of achievement, and standardized measures of processing (if applicable) reflect an analysis of student performance that is not in keeping with legal standards and/or is not consistent with current practice related to content and pedagogy | reported information/data is accurate to the student; All critical elements (A, B, C, D) are not included (or reported as not applicable or not attainable); and/or The summaries of performance on the intelligence test, standardized measures of achievement, and standardized measures of processing (if applicable) that reflect an analysis of student performance is not evident | reported information/data is not accurate to the student | <input type="checkbox"/> Element A <input type="checkbox"/> Element B <input type="checkbox"/> Element C |
| 12. Classroom Based, State, and Local Assessments A. Current levels of curricular performance (current grades, description of interventions) | reported information/data is accurate to the student; All critical elements (A, B, C) are included (or reported | reported information/data is accurate to the student; All critical elements (A, B, C) are included (or reported as not | reported information/data is accurate to the student; All critical elements (A, B, C) are not included (or | reported information/data is not accurate to the student | <input type="checkbox"/> Element A <input type="checkbox"/> Element B |

Special Education-ReEvaluation Report (RR) Rubric

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|---|---|--|--|--------------|---|
| implemented, student involvement and progress in the general education curriculum) B. Performance on local assessment C. Performance on state assessments | as not applicable or not attainable); Language is explicit, clear, and concise; and An analysis of student performance on curriculum-based assessments and state/local assessments is in keeping with legal standards and is consistent with current practice related to content and pedagogy | applicable or not attainable); Language on one or more critical element is vague or unclear; and/or An analysis of student performance on curriculum-based assessments and state/local assessments is not in keeping with legal standards and/or is not consistent with current practice related to content and pedagogy | reported as not applicable or not attainable); and/or An analysis of student performance on curriculum-based assessments and state/local assessments is not evident | | <input type="checkbox"/> Element C |

Special Education-ReEvaluation Report (RR) Rubric

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|---|--|--|---|---|---|
| 13. Direct Observation A. At least two direct observations (Anecdotal and Quantitative) B. Behaviors observed are listed in observable and measurable terms C. Observations are discussed in objective, observable, and measurable terms | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are included (or reported as not applicable or not attainable);</p> <p>Language is explicit, clear, and concise;</p> <p>and</p> <p>An analysis of the behaviors observed is in keeping with legal standards and is consistent with current practice related to content and pedagogy</p> | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are included (or reported as not applicable or not attainable);</p> <p>Language on one or more critical element is vague or unclear;</p> <p>and/or</p> <p>An analysis of the behaviors observed is not in keeping with legal standards and/or is not consistent with current practice related to content and pedagogy</p> | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are not included (or reported as not applicable or not attainable)</p> <p>and</p> <p>An analysis of the behaviors observed is in keeping with legal standards and is not evident</p> | <p>reported information/data is not accurate to the student</p> | <p><input type="checkbox"/> Element A</p> <p><input type="checkbox"/> Element B</p> <p><input type="checkbox"/> Element C</p> |

Special Education-ReEvaluation Report (RR) Rubric

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|---|--|--|--|---|--|
| 14. Determining Factors A. Determining factor in Reading (box checked and evidence provided) B. Determining factor in Mathematics (box checked and evidence provided) C. Determining factor related to limited English proficiency (box checked and evidence provided) | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are included (or reported as not applicable or not attainable);</p> <p>Language is explicit, clear, and concise;</p> <p>and</p> <p>The discussion of determining factors reflect an analysis of the K-12 student’s instructional history and language proficiency that is in keeping with legal standards and is consistent with current practice related to content and pedagogy</p> | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are included (or reported as not applicable or not attainable);</p> <p>Language on one or more critical element is vague or unclear;</p> <p>and/or</p> <p>The discussion of determining factors reflect an analysis of the K-12 student’s instructional history and language proficiency that is not in keeping with legal standards and/or is not consistent with current practice related to content and pedagogy</p> | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are not included (or reported as not applicable or not attainable);</p> <p>and/or</p> <p>The discussion of determining factors that reflect an analysis of the K-12 student’s instructional history and language proficiency is not evident</p> | <p>reported information/data is not accurate to the student</p> | <input type="checkbox"/> Element A <input type="checkbox"/> Element B <input type="checkbox"/> Element C |

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|--|---|---|--|---|---|
| 15. Determination of Need for Additional Data A. Need for additional data is determined B. Additional data (as appropriate) C. Interpretation of additional data (as appropriate) | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are included (or reported as not applicable or not attainable);</p> <p>Language is explicit, clear, and concise;</p> <p>and</p> <p>An analysis of current data that leads to a determination of whether additional data are needed as well as the interpretation of any additional data is in keeping with legal standards and is consistent with current practice related to content and pedagogy</p> | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are included (or reported as not applicable or not attainable);</p> <p>Language on one or more critical element is vague or unclear;</p> <p>and/or</p> <p>An analysis of current data that leads to a determination of whether additional data are needed as well as the interpretation of any additional data is not in keeping with legal standards and/or is not consistent with current practice related to content and pedagogy</p> | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are not included (or reported as not applicable or not attainable);</p> <p>and/or</p> <p>An analysis of current data that leads to a determination of whether additional data are needed is not evident</p> | <p>reported information/data is not accurate to the student</p> | <p><input type="checkbox"/> Element A</p> <p><input type="checkbox"/> Element B</p> <p><input type="checkbox"/> Element C</p> |

Special Education-ReEvaluation Report (RR) Rubric

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|--|--|--|--|---|---|
| 16. Summary of Findings/Interpretation of Evaluation Results A. Current educational strengths and needs in each area of achievement B. Present levels (academics) based on results of all relevant current evaluations C. Present levels (functional, developmental, behavioral, social/emotional, as appropriate) based on results of all relevant current evaluations | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are included (or reported as not applicable or not attainable);</p> <p>Language is explicit, clear, and concise;</p> <p>and</p> <p>An analysis of the K-12 student's present levels of academic and functional performance is in keeping with legal standards and is consistent with current practice related to content and pedagogy</p> | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are included (or reported as not applicable or not attainable);</p> <p>Language on one or more critical element is vague or unclear;</p> <p>and/or</p> <p>An analysis of the K-12 student's present levels of academic and functional performance is not in keeping with legal standards and/or is not consistent with current practice related to content and pedagogy</p> | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are not included (or reported as not applicable or not attainable);</p> <p>and/or</p> <p>An analysis of the K-12 student's present levels of academic and functional performance is not evident</p> | <p>reported information/data is not accurate to the student</p> | <p><input type="checkbox"/> Element A</p> <p><input type="checkbox"/> Element B</p> <p><input type="checkbox"/> Element C</p> |

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| | Exemplary | Sound/Solid | Emerging/Needs Development | Unacceptable | Indicate any Critical Element(s) of Concern (Column 1) /Additional Comments |
|--|---|---|---|---|---|
| 17. Conclusions A. Determination of eligibility and educational needs (appropriate box is checked) B. Primary disability is identified (if applicable); Secondary disability is identified (if applicable) C. Recommendations for the IEP team are clearly identified and relevant to the student's needs | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are included (or reported as not applicable or not attainable);</p> <p>Language is explicit, clear, and concise;</p> <p>and</p> <p>The recommendations for the IEP team reflects an analysis of the K-12 student's strengths and needs that is in keeping with legal standards and is consistent with current practice related to content and pedagogy</p> | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are included (or reported as not applicable or not attainable);</p> <p>Language on one or more critical element is vague or unclear;</p> <p>and/or</p> <p>The recommendations for the IEP team reflects an analysis of the K-12 student's strengths and needs that is not in keeping with legal standards and/or is not consistent with current practice related to content and pedagogy</p> | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are not included (or reported as not applicable or not attainable);</p> <p>and/or</p> <p>The recommendations for the IEP team that reflects an analysis of the K-12 student's strengths and needs is not evident</p> | <p>reported information/data is not accurate to the student</p> | <p><input type="checkbox"/> Element A</p> <p><input type="checkbox"/> Element B</p> <p><input type="checkbox"/> Element C</p> |

Special Education-ReEvaluation Report (RR) Rubric

| | Exemplary | Sound/Solid | Emerging/Needs Development | Unacceptable | Indicate any Critical Element(s) of Concern (Column 1) /Additional Comments |
|--|---|---|---|---|---|
| 18. Determination of a Specific Learning Disability (if relevant) A. Description of underachievement in each area of achievement for which the student is qualified for a learning disability B. Basis for determination is identified and described (RTI or severe discrepancy) C. Instructional strategies D. Educationally relevant medical findings E. Determination of the educational effects of environmental, cultural, or economic status F. Statement indicating whether regular educational instruction was delivered by qualified personnel G. Progress monitoring data H. The relationship of the behavior to the academic performance I. A statement relating to the exclusion of other possible primary conditions (for all listed conditions) | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are included (or reported as not applicable or not attainable);</p> <p>Language is explicit, clear, and concise;</p> <p>and</p> <p>The determination of a specific learning disability reflects an analysis of student performance that is in keeping with legal standards and is consistent with current practice related to content and pedagogy</p> | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are included (or reported as not applicable or not attainable);</p> <p>Language on one or more critical element is vague or unclear;</p> <p>and/or</p> <p>The determination of a specific learning disability reflects an analysis of student performance that is not in keeping with legal standards and/or is not consistent with current practice related to content and pedagogy</p> | <p>reported information/data is accurate to the student;</p> <p>All critical elements (A, B, C) are not included (or reported as not applicable or not attainable);</p> <p>and/or</p> <p>The determination of a specific learning disability that reflects an analysis of student performance is not evident</p> | <p>reported information/data is not accurate to the student</p> | <p><input type="checkbox"/> Element A</p> <p><input type="checkbox"/> Element B</p> <p><input type="checkbox"/> Element C</p> <p><input type="checkbox"/> Element D</p> <p><input type="checkbox"/> Element E</p> <p><input type="checkbox"/> Element F</p> <p><input type="checkbox"/> Element G</p> <p><input type="checkbox"/> Element H</p> <p><input type="checkbox"/> Element I</p> |

Special Education-ReEvaluation Report (RR) Rubric

| | Exemplary | Sound/Solid | Emerging/Needs Development | Unacceptable | Indicate any Critical Element(s) of Concern (Column 1) /Additional Comments |
|---|--|---|--|---|---|
| 19. RR is prepared well with regard to language, grammar, spelling, mechanics, etc. | <p>The following are evident in the RR:</p> <p>Confidentiality is maintained throughout the document (only applicable if RR is based on a real student, as opposed to a case study)</p> <p>Terminology is accurate;</p> <p>Person-first language is used;</p> <p>Formal report writing style is evident;</p> <p>Grammar usage is accurate;</p> <p>and</p> <p>Spelling is accurate</p> | <p>The following are evident in the RR:</p> <p>Confidentiality is maintained throughout the document (only applicable if RR is based on a real student, as opposed to a case study)</p> <p>Terminology is accurate;</p> <p>Person-first language is used;</p> <p>Formal report writing style is evident;</p> <p>Grammatical errors are evident;</p> <p>and/or</p> <p>Spelling errors are evident</p> | <p>The following are evident in the RR:</p> <p>Confidentiality is maintained throughout the document (only applicable if RR is based on a real student, as opposed to a case study)</p> <p>Terminology is accurate;</p> <p>Person-first language is not used consistently;</p> <p>and/or</p> <p>Formal report writing style is not evident;</p> | <p>The following are evident in the RR:</p> <p>Confidentiality is not maintained throughout the document (only applicable if RR is based on a real student, as opposed to a case study);</p> <p>and/or</p> <p>Terminology is not accurate;</p> | |

West Chester University
Department of Special Education

NOREP Rubric

Key: 0—component or aspect is missing or incorrect 1—
component or aspect is partially present or partially correct
2—component or aspect is present and correct

| | | | |
|--|---|---|---|
| 1. Confidentiality is maintained (all identifying information has been changed, including student name) | 0 | 1 | 2 |
| 2. Heading information is provided (date, name, address, etc.) | 0 | | 2 |
| 3. Action proposed or refused indicated | 0 | 1 | 2 |
| 4. Explanation of the reasons why the actions were proposed or refused | 0 | 1 | 2 |
| 5a. Describes other options considered when the determination of appropriate special education services was made | 0 | 1 | 2 |
| 5b. Explains why the options considered in 5a were considered but found to be Inappropriate | 0 | 1 | 2 |
| 6. Describes the evaluation procedures, assessments, records or reports used as the basis for the action proposed or refused | 0 | 1 | 2 |
| 7. Describes other factors that are relevant to the proposed action or refusal (N/A) | 0 | 1 | 2 |
| 8. Type of service recommended | | | |
| a. Type of service indicated (e.g., itinerant, resource, PT, FT) | 0 | 1 | 2 |
| b. Type of support indicated (e.g., Learning Support, Life Skills Support, Emotional Support, etc.) | 0 | 1 | 2 |

NOTE: If an item has (N/A), the item must be noted on the NOREP as being “Not Applicable” if it is not applicable to the student.

West Chester University
Department of Special Education

Candidate Impact on Student Learning Rubric

Candidate's Name _____ Course Prefix/Number/Section _____

PK-12 Student Level _____

Semester: ☐ Fall ☐ Spring ☐ Summer

Year: ☐ 2020 ☐ 2021 ☐ 2022

Description: This rubric is used to assess candidate impact on PK-12 learning via a candidate's lesson plan, curriculum unit plan, student work sample, portfolio, etc. Candidate will demonstrate the ability to:

- gather and analyze pre-assessment data;
- design a lesson that addresses the student learning outcome(s) that were developed based on the pre-assessment data;
- assess and analyze student learning; and
- reflect on closing the assessment loop, including impact on PK-12 student learning, as well as logical next steps.

Directions: As you carefully consider each item, please place an X in the box ☒ next to the level of performance that the candidate demonstrated. Please select only one option for each rubric component.

I. Pre-Assessment

1. Candidate gathers pre-assessment data. Candidate may develop and administer pre-assessment (s) or utilize previously collected pre-assessment data.

| Exemplary (3 pts.) | Sound/Solid (2 pts.) | Acceptable (1 pt.) | Emerging/Needs Development (0 pts.) |
|--|--|---|---|
| <input type="checkbox"/> Pre-assessments incorporate varied measures that assess the students' existing knowledge bases/skill levels related to learning outcomes. | <input type="checkbox"/> Pre-assessment measures the students' existing knowledge bases/skill levels related to learning outcomes. | <input type="checkbox"/> Pre-assessment measures the students' existing knowledge bases/skill levels related to a learning outcome. | <input type="checkbox"/> Pre-assessment data are not gathered or the pre-assessment does not measure the students' existing knowledge bases/skill levels related to a learning outcome. |

2. Candidate provides an analysis of pre-assessment data.

| Exemplary (3 pts.) | Sound/Solid (2 pts.) | Acceptable (1 pt.) | Emerging/Needs Development (0 pts.) |
|---|---|---|---|
| <input type="checkbox"/> Analysis includes data from varied measures that are aligned to learning outcomes, and provides a comparative profile of student knowledge bases/skill levels related to at least one individual and two groups. | <input type="checkbox"/> Analysis includes data aligned to learning outcomes and provides a comparative profile of student knowledge bases/skill levels between one individual and one group or between two groups. | <input type="checkbox"/> Analysis includes data aligned to one or more learning outcomes, and provides a profile of student knowledge bases/skill levels. | <input type="checkbox"/> Analysis does not include data aligned to a learning outcome, or does not provide a profile of student knowledge bases/skill levels. |

II. Planning for Instruction

3. Candidate plans a lesson or unit that addresses student learning outcome(s) based on pre-assessment data.

| Exemplary (3 pts.) | Sound/Solid (2 pts.) | Acceptable (1 pt.) | Emerging/Needs Development (0 pts.) |
|--|---|--|--|
| <input type="checkbox"/> Instruction is designed based on a comparative profile of pre-assessment data from varied measures. | <input type="checkbox"/> Instruction is designed based on a comparative profile of pre-assessment data. | <input type="checkbox"/> Instruction is designed based on pre-assessment data. | <input type="checkbox"/> Instruction is not designed based on pre-assessment data. |

III. Assessment, Analysis, and Reflection

4. Candidate conducts post-assessment(s). Candidate may develop new instrument(s) or utilize pre-existing instrument(s).

| Exemplary (3 pts.) | Sound/Solid (2 pts.) | Acceptable (1 pt.) | Emerging/Needs Development (0 pts.) |
|---|---|--|--|
| <input type="checkbox"/> Post-assessments incorporate varied measures that assess the students' current knowledge bases/skill levels related to learning outcomes taught in the lesson or unit. | <input type="checkbox"/> Post-assessment measures the students' current knowledge bases/skill levels related to learning outcomes taught in the lesson or unit. | <input type="checkbox"/> Post-assessment measures the students' current knowledge bases/skill levels related to a learning outcome taught in the lesson or unit. | <input type="checkbox"/> Post-assessment does not measure the students' current knowledge bases/skill levels related to a learning outcome taught in the lesson or unit. |

5. Candidate organizes assessment data.

| Exemplary (3 pts.) | Sound/Solid (2 pts.) | Acceptable (1 pt.) | Emerging/Needs Development (0 pts.) |
|---|--|---|---|
| <input type="checkbox"/> Organization of data includes pre-assessment and post-assessment data; graphic representations display the data meaningfully; technology is used to organize and display data. | <input type="checkbox"/> Organization of data includes pre-assessment and post-assessment data; graphic representations display the data meaningfully. | <input type="checkbox"/> Organization of data includes pre-assessment and post-assessment data. | <input type="checkbox"/> Organization of data does not include pre-assessment and post-assessment data. |

6. Candidate analyzes the assessment process.

| Exemplary (3 pts.) | Sound/Solid (2 pts.) | Acceptable (1 pt.) | Emerging/Needs Development (0 pts.) |
|--|--|--|--|
| <input type="checkbox"/> Analysis includes pre-assessment data, any formative assessment and necessary adjustment(s) to instruction, and post-assessment data. Analysis addresses the reliability and validity of the pre- and post- assessments; and includes suggestions for change, if needed. | <input type="checkbox"/> Analysis includes pre-assessment data, any formative assessment and necessary adjustment(s) to instruction, and post-assessment data. Analysis addresses the reliability and validity of the pre- and post- assessments. | <input type="checkbox"/> Analysis includes pre-assessment data, any formative assessment and necessary adjustment(s) to instruction, and post-assessment data. | <input type="checkbox"/> Analysis does not include pre-assessment data, any formative assessment and necessary adjustment(s) to instruction, and post-assessment data. |

7. Candidate identifies the impact on PK-12 student learning.

| Exemplary (3 pts.) | Sound/Solid (2 pts.) | Acceptable (1 pt.) | Emerging/Needs Development (0 pts.) |
|--|---|--|--|
| <input type="checkbox"/> Analysis summarizes the lesson's or unit's impact on P-12 student learning; identifies logical next steps; and reflects on closing the assessment loop. | <input type="checkbox"/> Analysis summarizes the lesson's or unit's impact on P-12 student learning; and identifies logical next steps. | <input type="checkbox"/> Analysis summarizes the lesson's or unit's impact on P-12 student learning. | <input type="checkbox"/> Analysis does not summarize the lesson's or unit's impact on P-12 student learning. |

Lesson Plan Rubric

Revised 4-21-2004; 5-3-2004; 5-11-2004; 5-18-2004; 1-10-2005; 9-28-2005; 9-29-2006; 1-24-2007; 3-21-2007; 4-4-2007; 02-06-2008; 03-28-2008; 07-27-2009; 06/01/2011

Candidate's Name _____ **Course Prefix/Number/Section** _____
Lesson Topic _____ **Grade** _____ **Lesson Taught** ☐ Yes ☐ No
Semester: ☐ Fall ☐ Spring ☐ Summer **Year:** ☐ 2020 ☐ 2021 ☐ 2022 ☐ 2023

Directions: The statements on this form are characteristics and qualities that the Candidate is expected to demonstrate and which indicate the extent of his/her development at this point in the preparation sequence. **As you carefully consider each item, please place an X in the box ☒ next to the level of performance that the Candidate demonstrated. Please select only one option for each lesson plan component.**

Evaluation Scale

Exemplary (3 pts.):

Candidate performed at a level well beyond that expected of a novice teacher (This rating reserved to highlight exceptional strengths.)

Sound/Solid (2 pts.):

Candidate performed commendably; reflective of successful efforts

Acceptable (1 pt.):

Candidate performed adequately with few exceptions; reflective of acceptable efforts

Emerging/Needs Development (0 pts.):

Candidate performed at a level less than acceptable; reflective of the need to strengthen and/or develop

1.1 Integration of Learning Outcomes

| Exemplary (3 pts) | Sound/Solid (2 pts) | Acceptable (1 pt.) | Emerging/Needs Development (0 pt.) |
|--|---|---|--|
| <input type="checkbox"/> The measurable, observable learning outcomes/objectives are linked to appropriate standards, used to develop meaningful experiences that facilitate learning for all students, and are well integrated into and consistently used throughout the lesson plan. | <input type="checkbox"/> The measurable, observable learning outcomes/objectives are linked to appropriate standards, used to develop meaningful experiences that facilitate learning for all students, and are consistently used in the lesson plan. | <input type="checkbox"/> The measurable, observable learning outcomes/objectives are linked to appropriate standards, used to develop meaningful experiences that facilitate learning for all students, and are frequently used in the lesson plan. | <input type="checkbox"/> The candidate needs to demonstrate the ability to develop measurable, observable learning outcomes/objectives, linked to appropriate standards, and used to develop meaningful experiences that facilitate learning for all students as evidenced in the lesson plan. |

1.2 Standards

| Exemplary (3 pts) | Sound/Solid (2 pts) | Acceptable (1 pt.) | Emerging/Needs Development (0 pts) |
|--|--|--|---|
| <input type="checkbox"/> Appropriate and reasonable standard(s) is/are consistently used and well integrated in the lesson plan. | <input type="checkbox"/> Appropriate and reasonable standard(s) is/are consistently used in the lesson plan. | <input type="checkbox"/> Appropriate and reasonable standard(s) is/are in the lesson plan. | <input type="checkbox"/> Needs appropriate and reasonable standard(s) in the lesson plan. |

1.3 Anticipatory Set

| Exemplary (3 pts) | Sound/Solid (2 pts) | Acceptable (1 pt.) | Emerging/Needs Development (0 pts) |
|---|--|---|--|
| <input type="checkbox"/> Anticipatory set is well integrated and exhibits all of the following characteristics: active and engaging, awareness of expectations (process and outcomes), and appropriate to students and content. | <input type="checkbox"/> Anticipatory set is well integrated and exhibits the following characteristics: awareness of expectations (process and outcomes) and appropriate to students and content. | <input type="checkbox"/> Anticipatory set exhibits the following characteristics: awareness of expectations (process and outcomes) and appropriate to students and content. | <input type="checkbox"/> Needs to incorporate an anticipatory set that includes the following characteristics: awareness of expectations (process and outcomes) and appropriate to students and content. |

1.4 Procedures

| Exemplary (3 pts) | Sound/Solid (2 pts) | Acceptable (1 pt.) | Emerging/Needs Development (0 pts) |
|--|--|---|--|
| <input type="checkbox"/> Procedures are well integrated and exhibit all of the following: steps are doable, sequential, developmentally appropriate, and lead to assessment; pacing is appropriate; and strategies are active, engaging, and motivating. | <input type="checkbox"/> Procedures exhibit all of the following: steps are doable, sequential, developmentally appropriate, and lead to assessment; pacing is appropriate; and strategies are active, engaging, and motivating. | <input type="checkbox"/> Procedures exhibit steps that are doable, sequential, developmentally appropriate, and lead to assessment. | <input type="checkbox"/> Needs to incorporate procedures that are doable, sequential, developmentally appropriate, and lead to assessment. |

1.5 Differentiation

| Exemplary (3 pts) | Sound/Solid (2 pts) | Acceptable (1 pt.) | Emerging/Needs Development (0 pts) |
|--|---|--|--|
| <input type="checkbox"/> Provides active, engaging, motivating, and well-paced instruction that meets the individual needs of all students while maintaining a community of learners within the classroom. | <input type="checkbox"/> Provides active, engaging, motivating, and well-paced instruction that meets the individual needs of all students. | <input type="checkbox"/> Addresses the individual needs of all students. | <input type="checkbox"/> Needs to demonstrate that the instruction addresses the individual needs of all the students. |

1.6 Closure

| Exemplary (3 pts) | Sound/Solid (2 pts) | Acceptable (1 pt.) | Emerging/Needs Development (0 pts) |
|---|--|---|--|
| <input type="checkbox"/> Closure is well integrated and exhibits all of the following characteristics: is active and engaging, facilitates student reflection, reinforces and consolidates major points of the lesson, and prepares students for subsequent learning. | <input type="checkbox"/> Closure is well integrated and exhibits the following characteristics: facilitates student reflection, reinforces and consolidates major points of the lesson, and prepares students for subsequent learning. | <input type="checkbox"/> Closure exhibits the following characteristics: facilitates student reflection and reinforces and consolidates major points of the lesson. | <input type="checkbox"/> Needs to exhibit closure that facilitates student reflection, and reinforces and consolidates major points of the lesson. |

1.7 Formative/ Summative Assessment of Students (P-12)

| Exemplary (3 pts) | Sound/Solid (2 pts) | Acceptable (1 pt.) | Emerging/Needs Development (0 pts) |
|--|--|--|---|
| <input type="checkbox"/> Assessments are well integrated and exhibit all of the following characteristics: are active and engaging, occur multiple times in the lesson, utilize different assessment strategies, and are tied to relevant learning outcomes. | <input type="checkbox"/> Assessments are well integrated and exhibit the following characteristics: occur multiple times in the lesson, utilize different assessment strategies, and are tied to relevant learning outcomes. | <input type="checkbox"/> Assessments exhibit the following characteristics: occur multiple times in the lesson and are linked to relevant learning outcomes. | <input type="checkbox"/> Needs to exhibit that assessments occur multiple times in the lesson and are linked to relevant learning outcomes. |

1.8 Materials/ Equipment

| Exemplary (3 pts) | Sound/Solid (2 pts) | Acceptable (1 pt.) | Emerging/Needs Development (0 pts) |
|--|---|--|---|
| <input type="checkbox"/> Materials are well integrated and exhibit all of the following characteristics: authenticity, appropriateness, comprehensiveness, and safety. | <input type="checkbox"/> Materials are well integrated and exhibit the following characteristics: appropriateness and safety. | <input type="checkbox"/> Materials are appropriate and safe. | <input type="checkbox"/> Materials need to be appropriate and safe. |

1.9 Technology (PLEASE CHECK *NOT APPLICABLE* [NA] IF TECHNOLOGY WAS NOT APPLICABLE FOR THIS LESSON: ☐ NA)

Technology is defined as *using tools to enhance teaching and learning (e.g., audiovisual aids, multimedia, computers, digital equipment, and assistive technology).*

| Exemplary (3 pts) | Sound/Solid (2 pts) | Acceptable (1 pt.) | Emerging/Needs Development (0 pts) |
|--|--|--|--|
| <input type="checkbox"/> Candidate and students use technology that is active and engaging, and promotes knowledge and skills complementary to the lesson. | <input type="checkbox"/> Candidate uses technology that is active and engaging, and promotes knowledge and skills complementary to the lesson. | <input type="checkbox"/> Candidate uses technology that promotes knowledge and skills complementary to the lesson. | <input type="checkbox"/> Candidate needs to use technology that promotes knowledge and skills complementary to the lesson. |

2.1 Reflection on Planning

| Exemplary (3 pts) | Sound/Solid (2 pts) | Acceptable (1 pt.) | Emerging/Needs Development (0 pts) |
|---|--|---|---|
| <input type="checkbox"/> Candidate demonstrates insight into his/her content and pedagogical knowledge and includes goal setting for continuous learning. | <input type="checkbox"/> Candidate demonstrates insight into his/her content and pedagogical knowledge and is aware of the need for continuous learning. | <input type="checkbox"/> Candidate refers to his/her content and pedagogical knowledge. | <input type="checkbox"/> Candidate needs to refer to his/her content and pedagogical knowledge. |

2.2 Reflection on Instruction (PLEASE CHECK *NOT APPLICABLE* [NA] IF LESSON WAS NOT TAUGHT: ☐ NA)

| Exemplary (3 pts) | Sound/Solid (2 pts) | Acceptable (1 pt.) | Emerging/Needs Development (0 pts) |
|--|--|---|---|
| <input type="checkbox"/> Reflection demonstrates insight into individual and group accomplishments via: data-driven decision making and planning, formative/summative assessments, attainment of learning outcomes, and analysis of the lesson's strengths and weaknesses. | <input type="checkbox"/> Reflection demonstrates: data-driven decision making and planning, formative/summative assessments, attainment of learning outcomes, and analysis of the lesson's strengths and weaknesses. | <input type="checkbox"/> Reflection demonstrates: data-driven decision making and planning, formative/summative assessments, and attainment of learning outcomes. | <input type="checkbox"/> Reflection needs to demonstrate: data-driven decision making and planning, formative/summative assessments, and attainment of learning outcomes. |

Instructor _____

Evaluation Date _____



Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice Pennsylvania Department of Education – PDE 430

HEADING AND SIGNATURE PAGE

1. The heading of the evaluation form contains biographical information regarding the student teacher / candidate being evaluated and the evaluation period
2. The subjects being taught and the grade level should be clearly listed.
3. Write the date on which the conference was held between the student teacher / candidate and the evaluator on the signature page of the PDE- 430 form.
4. Clearly state the school year and the term in the appropriate place on the signature page.

CATEGORIES OF EVALUATION

1. PDE 430 has 4 major categories addressing evaluation of student teacher / candidate:
 - a. Category I- Planning and Preparation
 - b. Category II- Classroom Environment
 - c. Category III- Instructional Delivery
 - d. Category IV- Professionalism

Each category has student teacher / candidate performance indicators that support the category's evaluation on a continuum from Exemplary through Unsatisfactory. The "Student Teacher / Candidate's Performance Appropriately Demonstrates" indicators are the criteria for the evaluation. Both the evaluator and the student teacher / candidate must be aware of the performance indicators being used in the evaluation before the evaluation takes place.

2. Each PDE 430 Category, I through IV, includes an explanation of the various aspects of teaching that aid in the further definition of the category.

LEVELS OF PROFICIENCY IN THE CATEGORIES

1. The categories presented on the PDE 430 provide knowledge, to the evaluator and the student teacher / candidate, of performance expectations and the required levels of proficiency for each category. The category's results, are evaluated through the review of the defined "Student Teacher / Candidate's Performance Demonstrates" indicators in each of the four categories.
2. The student teacher / candidate's demonstrated performance indicators in each category should be checked or highlighted in a manner to assist the evaluator in determining the appropriate level of proficiency. **The judgment of the performance for the rating of any category is based on:**
 - a. The rater's overall evaluation of performance in each category and
 - b. Is not dependent on seeing each single performance indicator demonstrated successfully in order to receive a high level evaluation.

SOURCES OF EVIDENCE

1. The sources of evidence, gathered by the student teacher/ candidate and the evaluator, should be considered by the evaluator to make a judgment about the student teacher / candidate's performance / level of proficiency.
2. It is also the responsibility of the student teacher / candidate to ensure the availability of evidence required for each of the categories evaluated. The evaluator and the student teacher / candidate will share the sources at the conference date. The evaluator will mark, on the form next to the source of evidence, pertinent pieces of evidence that were reviewed during the evaluation of a student teacher / candidate's performance / level proficiency.
3. Since the evaluation form serves as a recordkeeping device in support of the recommendation for a successful performance assessment, it is important that the evaluator specify, next to the source of evidence, any evidence considered so that the student teacher, and other administrators reviewing the form, may have a sense of what was used to arrive at a judgment on the level of proficiency.
4. Sources of evidence should have, where appropriate, written dates that the source of evidence occurred: for example, the date of the planning document or dates of classroom observations / visits. Types of evidence reviewed can be listed as well as titles, for example, Back-to-School Night presentation. It should include the number of sources; for example if seven pieces of student work were collected for a particular source of evidence, that number should be included.
5. The space following each source of evidence allows an evaluator to document the important source(s) that were considered and captures the essential information about the source. If further space is required, an additional sheet may be attached.

JUSTIFICATION FOR EVALUATION

1. After reviewing the results of the student teacher / candidate's performance indicators in each category, and the pertinent sources of evidence, the assessor will make a judgment for each category on the PDE 430. The appropriate box is then checked.
2. This is a key section as it provides the student teacher with a clear understanding of the evaluator's decision based on observations and other specific sources of evidence. This section also provides further explanation of why the student teacher is receiving a particular rating for the category. The evaluator's comments help to focus the student teacher on his/ her specific strengths and areas for improvement. It is important to write statements that are clear, consistent and specify key areas for improvement, if required.

The justification section may be expanded to whatever length the rater feels necessary to help the student teacher / candidate understand the rating, the reasons for it and steps that can be taken to improve performance, whenever required.

EVALUATION

1. The evaluation / signature page of the PDE 430 includes the school year and the term during which the observation occurred. An appropriate overall judgment of the student teacher / candidate's demonstrated performance will be made and checked, resulting in a particular level of proficiency.
2. The signature of the evaluator, usually the student teacher / candidate's supervisor, must be included. In addition, the signature of the student teacher / candidate and the appropriate signature dates must also be included. The student teacher / candidate does not have to agree with the judgments or statements of the evaluator in order to sign the form. The student teacher / candidate is obligated to sign the form once the evaluator has shared the contents of the form with the student teacher / candidate. Student teacher / candidate may annotate the form with "I disagree with this rating."
3. The Overall Justification for Evaluation section should specify any key areas for improvement, when used for the first assessment, and provide the student teacher / candidate with a clear understanding of the evaluator's overall judgment of their performance. All written sections may be expanded in size in order

to fully express the observations and recommendations to the student teacher /candidate. Additional pages may be added if necessary.

*The level of proficiency indicated in each of the four categories will be added to determine an overall rating / level of proficiency for the entire PDE 430 form and the single rating period. **At least a satisfactory rating must have been achieved in each of the four categories.***

The certifying officer must now verify that the candidate has achieved at least a satisfactory rating on the PDE 430 by indicating on the PDE 338C, College/University Verification Form, which is used to recommend a candidate to the Commonwealth for certification.

GENERAL REQUIREMENTS

1. Each student teacher / candidate must be observed and evaluated using PDE 430 a minimum of two times during their student teaching experience – once at the midpoint, and once at the end. Note that this is a minimum number of times and further evaluations may be completed, as the college/university desires. For example, if a candidate has two separate student teaching assignments, they may be observed at the midpoint and end of each assignment.
2. All evaluations with the PDE 430 assessment instrument must be used a minimum of two times. A satisfactory rating (1) in each of the four categories, resulting in *a minimum total of at least (4) points, must be achieved on the final summative rating* to favorably complete the overall assessment. Note that all categories must have achieved at least a satisfactory rating in all cases.
3. A copy of the PDE 430 is kept in the student teacher/candidate's college file. Student teacher / candidates should have a copy of their completed PDE 430. However, copies of the PDE 430 should not be provided by the college to outside agencies, prospective employers, or other individuals, in any situation, as this is an internal document. The PDE 430 is a confidential document. Copies of the PDE 430 will be reviewed during state major program reviews.

Division of Teacher Education
Tel: 717 787 3470
Bureau of Teacher Certification and Preparation
Pennsylvania Department of Education (8/1/03)

TO AID IN GRADING THE FOLLOWING
GUIDELINES ARE SUGGESTED:

- A. Clearly superior in planning, implementation, effectiveness, creativity, rapport with pupils and faculty. Lessons flow smoothly and accurately. Is able to manage the classroom and all duties of teaching in a seemingly effortless manner. Has developed an effective and consistent teaching style. Completes all practicum requirements actively and thoughtfully.
- A- Plans, implements and evaluates lessons that are accurate, creative, and effective. Classroom management is excellent or shows signs of becoming excellent. Rapport with students and faculty is excellent or shows much improvement throughout the assignment. Practicum participation and requirements are consistently well done.
- B+ Good, solid performance in classroom. Significant improvement in skill is noted. Shows indication of significant potential in skill development. Lesson plans, implementation, and evaluation are accurate, effective, and show creativity. Classroom management is effective. Practicum participation and requirements are well done.
- B. Good performance in classroom. Improvement in skill is evident and gives signs of true potential. Lesson plans and implementation are accurate, effective and frequently creative. Classroom management shows increasing effectiveness as experience grows. Practicum participation and requirements are satisfactory.
- B- Satisfactory performance in classroom. Indicated areas of need show improvement in subsequent observations. Lesson plans, implementations, and evaluation show improvement in accuracy and effectiveness. Classroom management is becoming more effective. Practicum participation and requirement completion are usually satisfactory.
- C+ Performance in classroom is improving. Indicated areas of need are improving. Lesson plans and implementation show improvement with specific guidelines. Classroom management shows evidence of increased effort. Practicum participation and requirement completion seem inconsistent.
- C Classroom performance shows the need for significant improvement in several areas. Lesson plans and implementation indicate the need for more accuracy, effectiveness, or creativity. Practicum participation and requirement completion indicate a lack of understanding and/or commitment.

WCU Conceptual Framework - Guidelines for Observations

The following guidelines may be used as a basis for a post observation conference, discussions regarding the teacher candidate's development, and for evaluation conferences.

Content and Pedagogical Specialist

- Is knowledgeable about content and teaching strategies.
- Integrates instruction across the curriculum.
- Designs student tasks that focus on content knowledge needed to demonstrate mastery.
- Uses technology effectively to enhance instruction.

Assessment and Instructional Designer

- Writes clear, measurable objectives for lesson plans.
- Teaches to the objective.
- Instructional management = effective classroom management.
- Develops student mastery through instructional design of lessons.
- Ensures that students know instructional objectives and receive feedback on their progress toward these objectives.
- Uses proven research-based practices.
- Organizes students, time, space, and materials so that content instruction and student learning can take place.
- Gives appropriate wait-time given for student responses.
- Directions for student assignments are precise and clear.
- Directions for multi-step assignments are written and verbal.
- Teaches for accomplishment, using structured assignments with specific objectives.
- Includes: anticipatory set, stating the objective, providing appropriate input (content), modeling, checking for understanding, guided practice, closure, and independent practice in lesson design
- Provides non-evaluative feedback that gives students a clear sense of progress.
- Designs carefully planned questions, which facilitate comprehension, retention, and transfer.
- Designs lower-level and higher-level questions that demonstrate application of Bloom's Taxonomy.
- Teaches students to draw conclusions, develop arguments, and construct explanations for others.
- Uses graphic organizers to promote retention of learning.
- Uses formative assessment, including pre-assessment to inform teaching decisions and to improve student learning.
- Designs student tasks that focus on content knowledge needed to demonstrate mastery, and on the process skills and work habits students need to be successful.

Diversity Advocate and Classroom Community Builder

- Establishes effective control via procedures and routines.
- Provides well-ordered learning environment and high academic expectations.
- Listens carefully and completely to students w/o interruption and allows students to respond to the perspective of others.
- Knows (and addresses) all students by their name.
- Demonstrates that the most important factor governing student learning is classroom management (instructional management).
- Develops a classroom climate that is task oriented, relaxed, and positive.
- Wastes little time, little confusion, or disruption.

- Promotes time on task through classroom organization.
- Addresses student behavior problems appropriately and efficiently.
- Focuses on student learning.
- Involves students actively in learning through interactions with information, materials, and each other in a variety of groupings.
- Treats all students with respect and dignity.
- Communicates clear expectations, which include criteria for success.
- Circulates around the classroom teaching from various locations, uses proximity and non-verbal communication to influence behavior.
- Recognizes that attention spans are short.
- Differentiates instruction so that learning experiences are productive for all students.
- Embraces the belief that all students have the right and the ability to learn.
- Exhibits enthusiasm for the subject matter taught.
- Provides context and connects it to meaningful experiences.
- Differentiates instruction so that learning experiences are productive for all students.

School and Community Professional

- Dresses appropriately as a professional educator to model success.
- Demonstrates the following professional attributes: Attitude, Dependability, Responsibility, Initiative, Cooperation, and Judgment

Self-Directed Practitioner

- Evaluates own performance.
- Offers suggestions for self-improvement.
- Accepts and responds to suggestions.

WEST CHESTER UNIVERSITY
West Chester, PA

TESTING REQUIREMENTS

Dual majors are required to take **all subject area assessment tests** of their **certification areas**.

PECT - Pennsylvania Educator Certification Tests

Pre-professional Academic Performance Assessment

PAPA: Reading

PAPA: Mathematics

PAPA: Writing

Special Education

PK-8 (Module 1)

PK-8 (Module 2)

OR

7-12 (Module 1)

7-12 (Module 2)

For current benchmark scores for all tests, refer to <http://www.wcupa.edu/education-socialWork/certificationInfo.aspx>

Contact the Teacher Certification Office in 302 Recitation Hall, 610-436-2321, with any questions or concerns.

Universal Precautions

- I. **Purpose:** To ensure proper handling and disposal of blood and other body fluids, and/or contaminated material.
- II. **Objectives:** To prevent spread of infection by all school staff and students from direct contact with blood/body fluids and/or contaminated material. Appropriate barrier precautions (latex gloves) should routinely be used by all school staff to prevent exposure when contact with blood/body fluids is anticipated.
- III. **Routine Specifications:**
 1. **Gloves:** Use when anticipating contact with blood/body fluids, mucus membrane, or non-intact skin. Gloves should be worn when handling items or surfaces soiled with blood/body fluids. Gloves should be changed after contact with contaminated materials.
 2. **Hand washing:** Should be carried out immediately after gloves are removed. Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood/body fluids.
- IV. **Helpful Hints for Staff:**
 1. Wear Band-Aids over any cuts on your hands.
 2. Keep lots of tissues in your room (use this as a barrier for a bloody nose until gloves are put on).
 3. Keep a change of appropriate clothes available in the event that clothes contact contaminated material.