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Richard W. Riley College of Education, Sport, and Human Sciences
Winthrop University
SPECIAL EDUCATION <u>INTERNSHIP II</u> EVALUATION REPORT

Teacher Candidate Name:		WU ID#:		
School:		Grade:	Date:	
Mentor Teacher Name:		University Supervisor Name:		

OBSERVATIONS	Lesson Content/Topic	Date
University Supervisor		
Mentor Teacher		
Site-Based Observer		

EVALUATION OUTCOMES – *place a check in the appropriate box for each domain*	Below Expectations	Meets Expectations	Exceeds Expectations
Short Range Planning			
Instruction			
Environment			
Professionalism			
Special Education			

A teacher candidate must score a "Meets Expectations" rating or above in each performance domain to be scored as **Satisfactory**.

The teacher candidate is ☐ **Unsatisfactory**   ☐ **Satisfactory**

With my signature below, I attest to attending an introductory meeting, participating in the midterm/final [circle one] *evaluation conference, and agreeing with the data/ratings presented in the report.*

_____   _____   _____
Teacher Candidate   Mentor Teacher   University Supervisor

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Directions: Please refer to the **Special Education <u>Internship II</u> Evaluation Scoring Rubric** when completing this form. The rubric provides detailed descriptions for teacher candidates at each of the following levels: **EE**= "Exceeds Expectations," **ME**= "Meets Expectations," and **BE**= "Below Expectations." **NO =** "No Opportunity" (*NA in the SL&L system*); this column should be used if a candidate has not yet had the opportunity to demonstrate a competency. Provide rating explanations under "Supporting Documentation and Evidence".

Domain 1: SHORT-RANGE PLANNING		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
1.1	TC creates standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, rigorous, and align with the standards. InTASC 4, 7; CAEP R1.3, R1.4 SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment)	Lesson plans or objectives do not meet expectations of the discipline in one of more of the following ways: Lesson plans or objectives do not align with unit goals or standards and/or learning experiences are out of alignment with objectives or do not ensure student engagement	Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives, and ensure student engagement. Lesson plans meet expectations of the discipline. Learning objectives are measureable, appropriately challenging, and align with the standards.	Lesson plans are **consistently** aligned with long-range goals. Learning experiences are designed to achieve stated objectives and to **maximize** student engagement. Lesson plans meet expectations of the discipline. Learning objectives are measurable, rigorous, and align with the standards.		
1.2	TC designs, selects, or modifies multiple methods of assessments that are aligned with lesson objectives. InTASC 6, 7; CAEP R1.2, R1.3 SCTS 4.0 – Planning (Instructional Plans; Assessment)	Assessments do not align with lesson objectives, or no assessments are identified. Accommodations are not planned or are inappropriate.	Informal or formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and occur at various points during the lesson. Plans appropriate assessment accommodations to meet individual learner needs.	Informal and formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives **and cognitive task**, and occur at various points during the lesson. **Assessments include verbal and/or written directions, models, prompts, etc. that clearly define learner expectations**. Plans appropriate assessment individual learner needs		

1.3	TC uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning. InTASC 6, 7; CAEP R1.3 SCTS 4.0 – Planning (Instructional Plans; Assessment)	TC does not gather or examine student performance data or does not use data appropriately in the planning process.	TC gathers and uses learner performance data from multiple assessments to modify or determine lesson objectives and instructional plans.	TC gathers and uses **a variety** of learner performance data from multiple assessments to modify or determine lesson objectives **and** to modify instructional plans.		
1.4	TC plans for safe and appropriate learner use of digital tools for problem solving, conducting research, and creative expression. InTASC 5; CAEP R1.1, R1.3 SCTS 4.0- Instruction (Motivating Students; Activities and Materials)	TC plans lessons without including appropriate resources for learner use of digital tools to support problem solving or creative thought.	TC plans for safe and appropriate learner use of tools providing opportunities for problem solving, conducting research, and/or creative expression.	TC plans for safe and appropriate learner use of current and emerging digital tools providing **multiple** opportunities for problem solving, conducting research, **and** creative expression.		
1.5	TC plans developmentally appropriate, rigorous, and differentiated instruction to address diverse learning needs. InTASC 1, 7 CAEP R1.3 SCTS 4.0 – Instruction (Lesson Structure and Pacing); Planning (Instructional Plans)	Lesson plans are developmentally appropriate but do not include strategies for differentiation or meet requirements identified in IEPs and/or 504 plans.	Lesson plans are developmentally appropriate and include differentiation of teaching procedures/pacing to address specific, diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.	Lesson plans are developmentally appropriate, and include differentiation of **learning objectives**, teaching procedures/pacing, and/or **assessment methods** to address individual learning needs. Differentiation is based on **formal and informal assessment information**, IEPs, and/or 504 plans, as applicable.		

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	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for **short-range planning**									

Describe at least one **short-range planning** strength:	
List at least one **short-range planning** goal:	

Domain 2: INSTRUCTION		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
2.1	TC effectively communicates appropriately challenging expectations to learners. CAEP R1.3 SCTS 4.0- Instruction (Standards and Objectives; Activities and Materials); Environment (Expectations)	TC does not communicate expectations for what learners will know and be able to by the end of the lesson (or lesson series) and/or does not explain the purpose and relevance of the lesson content.	TC communicates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson (or lesson series), while explaining the purpose and relevance of the content.	TC **makes connections to prior knowledge** and communicates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson (or lesson series), while explaining the purpose and relevance of the lesson content.		
2.2	TC helps learners assume responsibility for their own learning. CAEP R1.1 SCTS 4.0 – Instruction (Activities and Materials)	TC takes full responsibility for setting learner goals, keeping learners on task, and evaluating their performance *without* facilitating the development of learner self-management strategies.	TC facilitates learner self- management (goal setting, task persistence, and self- reflection/evaluation).	TC facilitates learners' ability to **problem-solve when difficulties arise**, set goals, persist in independent task completion, and reflect on their learning.		

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2.3	TC differentiates instruction to meet the needs of diverse learners. CAEP R1.1, R1.3 SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Teacher Content Knowledge; Teacher Knowledge of Students)	TC uses a "one size fits all" approach to delivering instruction and assessing student performance.	To meet the needs of diverse learners, TC uses a variety of specific strategies for presenting content and engaging learners.	To meet the needs of diverse learners, the **TC differentiates what students are learning (content), how students are learning (engagement), and/or how students demonstrate understanding**		
2.4	TC demonstrates thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content. InTASC 4; CAEP R1.2 SCTS 4.0 – Instruction (Presenting Instructional Content; Academic Feedback; Teacher Content Knowledge; Teacher Knowledge of Students)	TC's presentation of content has misinformation and lacks clarity, and/or TC is unable to effectively address learner questions or misunderstandings related to content.	TC's presentation of content is clear, precise, and accurate. The TC uses content knowledge to field questions, make connections, and address misconceptions.	TC's presentation of content is clear, precise, accurate, and relevant to learners. TC uses content knowledge to field questions, address misconceptions, **and provide relevant examples to clarify answers.**		
2.5	TC implements instruction that encourages learners to reflect on prior content knowledge, and link new concepts to familiar concepts and experiences. CAEP R1.3 SCTS 4.0 – Instruction (Standards and Objectives; Teacher Content Knowledge; Student Work)	TC implements instruction in isolation with no reference or acknowledgment of prior learning. No attempt to teach for transfer of concepts or knowledge previous learned or related to current instruction.	TC uses prior learning to build on learner's content knowledge and to scaffold the learning experience. TC teaches for transfer by connecting familiar concepts to new instruction.	TC uses prior learning to scaffold the learning experiences, teaches for transfer by connecting familiar concepts to new instruction, **and challenges learners to apply prior learning or experiences to new instruction.**		
2.6	TC measures student mastery of learning during instruction by using a variety of formative	TC does not establish performance criteria for formative assessment or	TC uses multiple formative assessments (e.g., checks for understanding, quizzes,	TC uses a **variety** of formative assessments (e.g. checks for understanding, quizzes,		

	assessment strategies with established performance criteria. CAEP R1.3 InTASC 6 SCTS 4.0 – Instruction (Standards and Objectives)	does not assess during instruction.	probing questions) with established performance criteria throughout instruction to assess mastery of learning. In addition, candidate provides opportunities for individual learners to self-check during the lesson.	probing questions) with established performance criteria throughout instruction to assess mastery of learning. **In addition, candidate provides opportunities for individual learners to self-check during the lesson.**		
2.7	TC effectively uses summative assessment strategies to determine mastery of learning and communicates results to students. InTASC 6; CAEP R1.3 SCTS 4.0 – Instruction (Standards and Objectives)	TC relies on formative assessments alone to monitor and report student progress.	TC effectively uses summative assessment (culminating measurement) strategies to determine student mastery and communicates results to students.	TC effectively uses summative assessment (culminating measurement) strategies to determine student mastery and communicate results to students **including future steps for support or enrichment.**		
2.8	TC implements effective questioning strategies (written and verbal) that align with lesson objectives and encourage higher order thinking. InTASC 6, 8; R1.3 SCTS 4.0 – Instruction (Questioning; Thinking)	TC generally utilizes only one question type and alignment with lesson objectives is inconsistent. Response opportunity is limited to specific learners or learner groups.	TC regularly uses more than one question type to solicit various levels of thinking. Questions align with lesson objectives. Wait time is provided with equal response opportunity for most learners.	TC uses **a balanced mix** of question types that solicit various levels of thinking and align with lesson objectives. Wait time is provided with equal response opportunity for **all** learners.		
2.9	TC provides specific and timely instructional feedback to students pertaining to stated outcomes. InTASC 6; CAEP R1.3	TC provides general and motivational feedback unrelated to lesson objectives. For example, student is told that it was better without TC identifying why it was better.	TC provides specific, corrective and timely instructional feedback to students related to lesson objectives. Feedback is based on **either** class-wide or individual responses.	TC provides specific, corrective and timely instructional feedback to students related to lesson objectives. Feedback is based on **both** class wide **and** individual responses.		

	SCTS 4.0 – Instruction (Motivating Students; Academic Feedback)					
2.10	TC facilitates safe and appropriate *learner use* of digital tools for problem solving, conducting research, and creative expression. CAEP R1.1 SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Thinking; Problem Solving; Student Work)	Digital tools are not used to support student learning or are used in an inappropriate/unsafe manner.	TC facilitates safe and appropriate learner use of current and emerging digital tools, providing opportunities for problem solving, conducting research, **or** creative expression.	TC facilitates safe and appropriate learner use of digital tools providing opportunities for problem solving, conducting research, **and** creative expression.		
2.11	TC uses appropriate voice tone, inflection, pacing, and nonverbal communication to manage instruction/environment effectively. CAEP R1.3 SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content)	TC consistently exhibits one or more of the following: (a) a monotone with no changes in inflection or tone, (b) flat presentation with no changes in pacing, (c) body language that does not encourage student engagement, (d) limited eye contact with students, and/or (e) limited movement (rooted in one place).	TC demonstrates effective teaching and communication skills by varying voice inflection and tone, changing the pacing/sequence of the presentation, and using body language that encourages student engagement.	TC demonstrates effective and **strategic** teaching and communication skills by varying voice inflection and tone, changing the pacing of the presentation, and using body language that encourages student engagement. **In addition, TC moves throughout the space to maintain eye contact with students.**		

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| 2.12 | TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds.

SCTS 4.0 – Instruction (Motivating Students; Teacher Knowledge of Students) | TC exhibits a "one size fits all" approach to content presentation and learning experiences, ignoring cultural and linguistic backgrounds. | TC uses strategies that address the needs of individual learners from diverse cultural backgrounds including strategies such as providing examples that are relevant to specific culture. | TC skillfully addresses cultural differences in **creative and varied ways**. If English learners are in the classroom, a variety of individual accommodations and modifications are made in **content, instruction, and assessment**. | | |
|---|---|---|---|---|---|---|
| 2.13 | TC effectively provides instruction through a variety of delivery methods (e.g. virtual instruction, hybrid, face to face) if/when the opportunity arises.

CAEP R1.1, 1; R2.3

SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content; Activities and Materials; Teacher Knowledge of Students) Environment (Engaging Students; Environment)

LADDER eXperiential, Achievement Attitude, Communiation | TC makes little effort to engage students, or provides disorganized instruction with unclear directions. No attempt is made to address individual student needs. | TC uses multiple modalities with clear, organized instruction (e.g. utilizing digital tools and LMS work). TC attempts to address individual student needs. | TC uses multiple modalities and engages students through interactive, well-organized lessons with clear explanations that address individual student needs. | | |

	Below Expectations	Meets Expectations	Exceeds Expectations	
Overall rating for **instruction**						

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Describe at least one **instruction** strength:	
List at least one **instruction** goal:	

Domain 3: ENVIRONMENT		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
3.1	TC creates and maintains a safe educational environment that is conducive to learning. CAEP R1.1 SCTS 4.0 – Instruction (Lesson Structure and Pacing); Environment (Environment)	TC does not follow safety procedures, which results or could result in lack of learning and/or student harm.	TC follows safety procedures and makes adjustments to the physical environment to promote learning, avoid distractions, and ensure safe use of materials.	TC **develops and implements** safety procedures to promote learning, avoid distractions, and ensure safe use of materials.		
3.2	TC maintains a respectful, inclusive environment through which interactions (teacher/student, student/student) acknowledge and celebrate diverse backgrounds and cultures. InTASC 2; CAEP R1.1 SCTS 4.0 – Environment (Respectful Culture)	Responds with bias toward learners who differ by gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. TC tolerates bullying and/or disrespectful peer interactions.	TC responds positively to learner difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. TC works to establish a bully-free environment and foster interactions which exhibit awareness of students' background and culture and are free from unhealthy conflict, sarcasm, and put-downs.	celebrate **ALL** students' background and culture. **TC holds students accountable for respecting** peer diversity and **maintaining** a bully-free environment; ensuring all interactions are free from unhealthy conflict, sarcasm, and put-downs.		

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3.3	TC creates environments that promote positive social interaction and collaboration in the learning environment. InTASC 3; CAEP R1.2 SCTS 4.0 – Instruction (Lesson Structure and Pacing; Activities and Materials; Grouping Students); Environment (Environment; Respectful Culture)	TC solely focuses on learners working independently of one another. Attempts to use cooperative learning are ineffective and lack structure.	TC structures instructional and non- instructional routines and activities (partner and group work, procedures, project- based learning, etc.) to support positive social interactions, productive teamwork, and collaborative learning.	TC structures instructional and non-instructional routines and activities to support positive social interactions, productive teamwork, and collaborative learning. **TC deliberately structures group composition, assigns specific roles, and promotes group autonomy**.		
3.4	TC implements proactive classroom management strategies that promote positive behaviors and active engagement. InTASC 3; CAEP R1.1, R1.3 SCTS 4.0 – Instruction (Activities and Materials) Environment (Expectations; Managing Student Behavior)	TC implements ineffective, reactive classroom management strategies resulting in persistent problem behavior.	TC develops and implements strategies for setting behavioral, social, and academic expectations for active engagement. TC positively reinforces learners who meet those expectations and positively redirects learner behavior as needed.	In addition to meeting acceptable expectations, the TC **is able to adjust classroom management strategies during instruction and/or address the needs of individual learners.**		

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	Below Expectations			Meets Expectations			Exceeds Expectations		
Overall rating for **environment**									

Describe at least one **environment** strength:	
List at least one **environment** goal:	

Domain 4: PROFESSIONALISM		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
4.1	TC collaborates with caregivers and school professionals to enhance student learning. InTASC 10, 3; R1.4 SCTS 4.0 – Professionalism (School Responsibilities)	TC does not collaborate with caregivers and professionals or does so inappropriately.	TC collaborates and communicates appropriately with caregivers and school professionals (i.e. colleagues, administrators, and other student-oriented professionals) to enhance student learning and development. TC is an effective co-teacher.	TC collaborates appropriately w with professionals **within and outside of the school community** to enhance student learning and development. TC is an effective co-teacher in both the **lead and/or supporting role**.		
4.2	TC maintains professional relationships with school personnel and students. InTASC 10; R1.4	TC exhibits unprofessional behaviors that damage relationships with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) or students.	TC conducts self in a professional manner when interacting with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor)	TC not only conducts self in a professional manner in and away from the school environment, **but takes initiative to establish relationships with school personne**l (e.g. colleagues, administrators, mentor teachers, other school		

			and students in and away from the school environment.	staff members, and university supervisor) and students.		
4.3	TC is a participant in school initiatives and supports school-related organizations and activities. SCTS 4.0 – Professionalism (Reflecting on Teaching; Community Involvement)		TC does not regularly attend nor participate in departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like. TC does not actively support school-related organizations, such as PTA and school improvement council.	TC regularly attends and participates in departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like. TC actively supports school-related organizations, such as PTA and school improvement council.	TC **actively contributes** to departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like. TC actively supports school-related organizations, such as PTA and school improvement council. TC actively supports extracurricular activities that contribute to the overall learning and development of students (i.e. clubs, student council, athletics, and cultural/artistic events.		
4.4	TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English. CAEP R1.4 LADDER Communication		TC's verbal communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions.	TC's verbal communication is appropriate for students, caregivers, and professionals and reflects standard English conventions.	TC's verbal communication **integrates professional vocabulary** which is appropriate for students, caregivers, and professionals and reflects standard English conventions.		
4.5	TC demonstrates effective external written communication that is appropriate for the intended audience and uses standard English.		TC's external written communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions (i.e., errors in writing mechanics and/or sentence structure.)	TC's external written communication is appropriate for students, caregivers, and professionals and reflects standard English conventions (i.e., no errors in writing mechanics and sentence	TC's external written communication **is clear and ongoing,** appropriate for varied audiences, **occurs through various platforms** (website, email, notes, newsletters, etc.) and reflects standard English conventions (i.e., no errors in writing		

					mechanics and sentence structure) with **expert use of professional language.**		

4.6	TC adheres to the university and school/district rules, *Standards of Conduct for South Carolina Educators,* and FERPA requirements and acts appropriately when faced with legal issues with children.* InTASC 9; CAEP R1.4	TC violates one or more of the school/district rules, *Standards of Conduct for South Carolina Educators,* or FERPA requirements, and/or the TC's lack of actions on legal issues involves harm to the children served.	TC's conduct conforms to school/district rules as well as the *Standards of Conduct for South Carolina Educators.* The TC observes confidentiality of student information (FERPA). The TC acts appropriately when faced with legal issues facing the children he/she serves.	TC meets all requirements at the acceptable level and **demonstrates an advocacy position** when discussing or acting upon legal issues related to students.		
4.7	TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management). CAEP R1.4 SCTS 4.0 – Environment (Environment) Professionalism (Growing and Developing Professionally)	TC is not prepared to teach each day. Lesson plans may be missing or incomplete; materials may not be organized in advance; others (assistants or colleagues) may not be informed of their instructional roles for the lesson. Lack of preparedness and initiative negatively impacts student learning opportunities.	TC comes to the classroom prepared for each day. TC organizes materials, lesson plans, and activities prior to implementation. Plans are discussed with the mentor teacher in advance.	TC is **consistently prepared** to teach each day and **displays a high degree of organization, creativity, and initiative**. Plans are discussed with the mentor teacher in advance.		
4.8	TC is receptive to and incorporates professional learning and constructive feedback from school and university professionals. CAEP R1.4 SCTS 4.0 – Professionalism (Growing and Developing Professionally)	TC is argumentative, oppositional, or defensive when receiving constructive feedback or professional learning. TC makes no attempt to incorporate appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).	TC is receptive to professional learning opportunities and constructive feedback. TC incorporates appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).	TC **seeks professional learning opportunities and constructive feedback.** TC receives feedback in a mature manner and appropriately incorporates suggestions for change.		

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| 4.9 | TC uses self-reflection to evaluate and improve professional practice.

InTASC 9; CAEP R1.4
SCTS 4.0 – Professionalism (Reflecting on Teaching) | TC's reflections include general statements not supported by specific examples and plans for change are not included. | TC's reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.) to improve instruction and student learning. | TC's reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.). Reflections include **detailed explanations of strategies** that will be used to improve instruction and student learning. | | |

** A *Below Expectations* rating on this item may result in failure for the internship.

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for **professionalism**			

Describe at least one **professionalism** strength:	
List at least one **professionalism** goal:	

	Domain 5: SPECIAL Education					
		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
5.1	CEC 3.2, 5.6 TC plans lessons using augmentative and alternative communication systems and a variety of assistive technologies to support learning.	Lesson plans do not include evidence of augmentative and alternative communication systems or assistive technologies to support communication or learning of students with exceptionalities.	Lesson plans include evidence of augmentative and alternative communication systems and a variety of assistive technologies to support communication and learning of students with exceptionalities.	Lesson plans include evidence of individualized augmentative and alternative communication systems and a variety of assistive technologies to support student communication tied specifically to specific standards communication.		
5.2	CEC 3.2, 5.6 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.	TC does not implement strategies that enhance language development and communication skills of individuals with exceptionalities.	TC uses strategies that enhance language development and communication skills of individuals with exceptionalities.	TC uses evidence-supported strategies with individuals with exceptionalities specifically designed to teach language development and communication skills integrated with content specific lessons.		
5.3	CEC 4.2, 4.3, 7.1 Beginning special education professionals develop and implement a variety of education and/or transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with	TC does not participate in the development of education and/or transition plans.	TC participates in collaborative efforts in developing and presenting education and/or transition plans at appropriate meetings with team members and families and has evidence of implementation of the plans.	TC takes the lead in developing collaborative education and/or transition plans and delivering those plans at appropriate meetings with team members and families and presents evidence of implementation of the plans.		

	individuals, families and teams.					
5.4	CEC 1.1 TC practices within ethical guidelines and legal policies and procedures.	TC does not show consistent use of professional ethical principles and professional practice within their daily activities and instruction.	TC consistently uses CEC professional ethical principles and professional practice within their daily activities and instruction.	TC uses and is recognized for use of CEC professional ethical principles and professional practice within their daily activities and instruction in and out of the school environment.		
5.5	CEC 1.3 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.	TC does not perform in a manner that evidences knowledge of current educational practices and foundational knowledge.	TC is current on foundational knowledge and educational practices.	TC is current on foundational knowledge and educational practices and adjusts classroom activities accordingly.		
5.6	CEC 7.4 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.	TC does not provide evidence of collaborating appropriately or effectively with related service personnel.	TC collaborates with related service personnel in a collaborative effort to support the IEP needs of individuals with exceptionalities.	TC provides plans and directives and works with multiple related service personnel in a collaborative effort to support the IEP needs of individuals with exceptionalities.		

** A *Below Expectations* rating on this item may result in failure for the internship

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for **Special education**			

Describe at least one **Special education** strength:	

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| List at least one **Special education** goal: | |