

Internship: Special Education

<p>PEDAGOGY 1. PLANS CURRICULUM AND INSTRUCTION BASED ON KNOWLEDGE OF STUDENTS, SUBJECT MATTER, AND CURRICULUM GOALS. (ED 610.02 C2; INTASC 7; KNOWLEDGE)</p>	<p>Does not meet Target: In planning curriculum, does not integrate knowledge of students, subject matter, and curriculum goals. In planning instruction, does not integrate knowledge of students, subject matter, and curriculum goals. Knowledge of students, subject matter, and/or curriculum goals is limited.</p>	<p>Approaching Target: In planning curriculum, integrates knowledge of students, subject matter, and curriculum goals to some extent. In planning instruction, integrates knowledge of students, subject matter, and curriculum goals to some extent. Demonstrates good general knowledge of students, subject matter, and/or curriculum goals.</p>	<p>Target: In planning curriculum, consistently draws on and integrates knowledge of students, subject matter, and curriculum goals. In planning instruction, consistently draws on and integrates knowledge of students, subject matter, and curriculum goals. Demonstrates extensive knowledge of students, subject matter, and curriculum goals.</p>
<p>PEDAGOGY 2. INDIVIDUALIZES INSTRUCTION BASED ON THE NEEDS OF DIVERSE LEARNERS. (ED 610.02 A1; INTASC 1; KNOWLEDGE)</p>	<p>Does not meet Target: Does not apply an understanding of how individual students learn the content. Pays no attention to individualizing instruction to address student differences, but provides same instruction and experiences for all students. Ignores students having difficulty learning or blames them for failing to understand. Does not provide learning experiences that challenge or engage individual learners.</p>	<p>Approaching Target: Applies a growing understanding of how individual students learn the content. Attempts to incorporate knowledge of individual students and adapts instruction to meet their needs. Persists in assisting students who are having difficulty learning. Seeks to provide challenging and engaging learning experiences for individual learners, but is inconsistent in doing so.</p>	<p>Target: Regularly applies an understanding of how individual students learn the content. Is sensitive and attentive to differences in students' learning and addresses these in individualized instruction. Persists in ensuring the success of all students, including those who are having difficulty learning. Consistently provides challenges and engaging learning experiences for all individuals.</p>

<p>PEDAGOGY 3. USES A REPERTOIRE OF EFFECTIVE TEACHING STRATEGIES APPROPRIATE TO THE LEARNER(S), CONTENT, AND LEARNING GOALS. (ED 610.02 A1, A2,C3; INTASC 1,2,8; KNOWLEDGE)</p>	<p>Does not meet Target: Relies heavily on one or two teaching strategies, primarily direct instruction. Does not select teaching strategies that match the needs of the learner, the content, or the learning goals.</p>	<p>Approaching Target: Uses a variety of teaching strategies. Attempts to select teaching strategies that match the needs of the learner, the content, and the learning goals, but sometimes misses opportunities to do so or selects inappropriately.</p>	<p>Target: Regularly and effectively uses a variety of teaching strategies. Strategies are well-chosen to match the needs of the learners, the content, and the learning goals.</p>
<p>PEDAGOGY 4. PROMOTES STUDENTS' ACTIVE ENGAGEMENT IN LEARNING. (ED 610.02 A3, C3; INTASC 3,8; HOLISM)</p>	<p>Does not meet Target: Does not intellectually engage students in significant learning as a result of inappropriate activities, materials, or content delivery. Seldom involves students in discussion or questioning and is unable to draw upon student ideas to extend their thinking. Provides few opportunities for students to interact with materials or classmates. Makes few or no attempts to relate the content to students' lives and interests.</p>	<p>Approaching Target: Generally engages students in learning with appropriate activities, materials, and delivery of content. Involves students in discussion and questioning, with most students participating. Provides frequent opportunities for students to engage with materials and classmates. Frequently relates the content to students' lives and interests, but may miss opportunities to do this more regularly.</p>	<p>Target: Actively engages students in significant learning with meaningful activities, materials, and content. Use of questioning and discussion reflect true interaction with all students participating. Regularly provides opportunities for students to engage with materials and classmates. Meaningfully relates the content to students' lives and interests.</p>

<p>PEDAGOGY 5. USES A VARIETY OF ASSESSMENT STRATEGIES TO INFORM INSTRUCTION. (ED 610.02 C1; INTASC 6; KNOWLEDGE)</p>	<p>Does not meet Target: Does not assess student learning regularly or have an assessment plan. Uses only one type of assessment strategy (e.g., tests). Assessment is arbitrary and not connected to instruction and/or learning. Does not make expectations clear for students and students are not sure about how they will be assessed. Provides little or no written or verbal feedback to students, or feedback is perfunctory or not given in a timely manner. Feedback does not encourage student persistence.</p>	<p>Approaching Target: Prepares lessons and activities that include plans for assessing student learning. Uses a combination of informal and formal assessment strategies. Connects assessment to instruction and/or learning goals. Gives students a general awareness of how they will be assessed, but may need to provide additional explanation or clarification of expectations. Provides frequent and timely written and verbal feedback for students. Feedback is generally meaningful and encourages student learning.</p>	<p>Target: Routinely integrates assessment of student learning into lessons and throughout daily activities. Comfortably uses a variety of informal and formal assessment strategies, with an emphasis on authentic assessment. Designs and uses assessments to enhance his/her knowledge of students and inform instruction. Provides students with clear expectations and criteria for assessment. Consistently provides frequent, timely, and meaningful written and verbal feedback for students that fosters student learning.</p>
<p>PEDAGOGY 6. USES TECHNOLOGY EFFECTIVELY TO SUPPORT TEACHING AND LEARNING. (ED 610.02 C2; INTASC 7; KNOWLEDGE)</p>	<p>Does not meet Target: Does not use any form of technology to support teaching and learning, or uses it in ways that are meaningless or ineffective.</p>	<p>Approaching Target: Uses technology effectively during teaching to present information and enhance and extend lessons. Uses technology, including Internet resources, to research and prepare lessons and learning experiences.</p>	<p>Target: Effectively enhances his or her own and the students' learning by using technology in appropriate and meaningful ways. Uses technology in ways that support authentic assessment. Uses technology to locate resources and enhance own understanding of content. Uses technology to manage professional data. Assists students in using technology effectively and appropriately.</p>

<p>PEDAGOGY 7. USES INSTRUCTIONAL TIME EFFECTIVELY. (ED 610.02 C3; INTASC 8; KNOWLEDGE)</p>	<p>Does not meet Target: Wastes instructional time with meaningless activities or repetitions of ineffective directions. Pacing is poor and not responsive to students. Provides excessive “down time” or social time. Ends class or lesson early or does not complete lesson.</p>	<p>Approaching Target: Generally uses instructional time effectively, though some time may be spent on clarifying directions or expectations. Pacing is suitable for students. Flow of learning is sometimes disrupted in order to accomplish routine tasks.</p>	<p>Target: Structures and paces instructional time effectively and in response to student needs. Demonstrates economy of time by accomplishing routine tasks in ways which do not disrupt the flow of learning. Use of instructional time has a positive impact on student learning</p>
<p>PEDAGOGY 8. POSITIVELY AFFECTS STUDENTS’ LEARNING. (ED 610.02 C1; INTASC 6; KNOWLEDGE)</p>	<p>Does not meet Target: Intern’s ineffectiveness is demonstrated based on assessment data that illustrates there is a general lack of student progress toward learning goals.</p>	<p>Approaching Target: Intern’s effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among some students toward learning goals.</p>	<p>Target: Intern’s effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among all students toward learning goals.</p>
<p>CLASSROOM ATMOSPHERE 1. CREATES A CLASSROOM COMMUNITY THAT FOSTERS STUDENTS’ INTELLECTUAL, SOCIAL, AND PERSONAL DEVELOPMENT. (ED 610.02 A3; INTASC 3; HOLISM)</p>	<p>Does not meet Target: Does not demonstrate warmth or sensitivity toward students. Does not make students feel safe or respected. Allows inappropriate comments or actions. Is not responsive to student interests, questions, or concerns. Does not see the connection between positive relationships and teaching and learning. Does not attempt to build positive relationships with and among students.</p>	<p>Approaching Target: Demonstrates genuine warmth and caring for students. Creates a learning environment that promotes respect for individual differences of ethnicity, race, language, culture, gender, and ability. Is aware of but responds inconsistently to student interests, questions, or concerns. Recognizes that positive interactions with and among students are essential for good teaching and learning and attempts to build positive relationships with and among students.</p>	<p>Target: Demonstrates genuine warmth and caring for students and treats them as individuals worthy of respect. Creates a learning environment that promotes respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability. Is highly responsive to student interests, questions, and concerns. Understands that positive interactions with and among students are essential for good teaching and learning and builds positive relationships with and among students.</p>

<p>CLASSROOM ATMOSPHERE 2. SETS HIGH EXPECTATIONS AND FACILITATES ALL STUDENTS' ACHIEVEMENT OF EXPECTATIONS. (ED 610.02 A3; INTASC 3; KNOWLEDGE, HOLISM)</p>	<p>Does not meet Target: Does not provide equal access to instruction and learning for all students and fails to promote individual self-worth. Does not foster a classroom culture for learning and demonstrates low expectations for student achievement. Demonstrates low commitment to the content and to students' satisfaction in their work.</p>	<p>Approaching Target: Provides equal access to instruction and learning for all students and conveys the attitude that all students are important and have a right to learning opportunities and attention. Establishes a positive classroom culture for learning and sets high expectations for student learning. Displays interest in the content. Encourages students' persistence and satisfaction in their work.</p>	<p>Target: Ensures that all students have equal access to instruction and learning. Demonstrates that the self-worth of the students is important to him/her and makes all students feel valued. Demonstrates a high degree of interest in the content and commitment to individual students' achievement of high expectations. Encourages students' persistence and pride in their work.</p>
<p>CLASSROOM ATMOSPHERE 3. USES CLASSROOM MANAGEMENT AND DISCIPLINE STRATEGIES TO CREATE AN ENVIRONMENT CONDUCTIVE TO LEARNING. (ED 610.02 C3; INTASC 8; HOLISM)</p>	<p>Does not meet Target: Does not establish or effectively follow classroom routines and procedures. Manages group or transition times inappropriately or unproductively. Displays favoritism or a lack of sensitivity to the needs of individual students. Uses ineffective classroom management techniques, overly harsh or overly lax, and applies them inconsistently. Often appears to be overwhelmed by classroom management or ignores behavior issues that crop up.</p>	<p>Approaching Target: Establishes and follows efficient and effective routines and procedures. Manages group and transition times appropriately. Tries to be sensitive to the needs of individual students but may rely heavily on one-size-fits-all discipline techniques. Treats all students fairly. May lack confidence in his/her classroom management and be dependent on the classroom teacher to address problem behaviors.</p>	<p>Target: Establishes and follows routines and procedures that are designed to support student learning. Manages group and transition times effectively to make optimal use of instructional time. Uses fair, effective and responsive classroom management techniques. Takes a proactive rather than reactive approach to problem behaviors and is sensitive to the needs of individual students. Displays justifiable confidence in his/her classroom management.</p>

<p>REFLECTIVE PRACTICE 1. REFLECTS ON AND EVALUATES THE EFFECTS OF HIS/HER PEDAGOGICAL CHOICES AND ACTIONS ON STUDENTS' LEARNING. (ED 610.02 D1; INTASC 9; KNOWLEDGE)</p>	<p>Does not meet Target: Does not reflect on or evaluate the effects of his/her pedagogical choices and actions on students, or these reflections are inaccurate. Is unable to propose ideas for improving instruction. Does not take responsibility for student learning, but attributes success and failure of students to outside factors.</p>	<p>Approaching Target: Reflections on the effects of his/her pedagogical choices and actions are generally accurate. Can identify and implement general strategies for improving instruction. Takes responsibility for success of students but often attributes failures to other factors.</p>	<p>Target: Critiques own teaching accurately and perceptively, set relevant and specific goals, and implements needed changes. Regards difficulties as problems to be solved and takes a researcher's stance in approaching difficulties.</p>
<p>REFLECTIVE PRACTICE 2. REFLECTS ON AND EVALUATES THE RESULTS OF STUDENT ASSESSMENT AND USES INFORMATION TO INFORM INSTRUCTION. (ED 610.02 C1, D1; INTASC 6,9; KNOWLEDGE)</p>	<p>Does not meet Target: Demonstrates limited or no use of reflective practice during student assessment.</p>	<p>Approaching Target: Demonstrates use of a reflective practice during student assessment. Assesses student performance, reflects and uses student assessment data to inform instruction. Identifies specific strategies for working with students who are not meeting learning goals.</p>	<p>Target: Demonstrates use of a reflective practice during student assessment. Assesses student performance, reflects and uses student assessment data to inform instruction. Identifies specific strategies for working with students who are not meeting learning goals; re-assesses; reflects and uses student assessment data to inform new instruction (Reflective Cycle).</p>
<p>PROFESSIONALISM 1. COMMUNICATION (ED 610.02 C3; INTASC 8; KNOWLEDGE)</p>	<p>Does not meet Target: Verbal and nonverbal communication (body language, facial expressions) often conveys lack of interest or disrespect for the audience. Written and/or oral communication does not model standard English or is unclear or inappropriate for the audience.</p>	<p>Approaching Target: Verbal and nonverbal communication (body language, facial expressions) is respectful but does not always convey interest in the audience. Oral and written communication conforms to standard English and is usually appropriate to the audience, but may sometimes require additional explanations or revisions.</p>	<p>Target: Verbal and nonverbal communication (body language, facial expressions) consistently conveys interest in and respect for the audience (students, colleagues, parents, administrators). Oral and written communications conform to standard English and are clear, accurate, and expressive and appropriate to the audience.</p>

<p>PROFESSIONALISM 2. PARTNERSHIPS (ED 610.02 D2; INTASC 10; COLLABORATION)</p>	<p>Does not meet Target: Does not seek out opportunities to interact or collaborate with school colleagues. Interactions with school personnel are negative or self-serving. Does not seek involvement in school and/or district projects and initiatives.</p>	<p>Approaching Target: Interactions/collaborations with school staff, parents and others are respectful and professional. Actively and productively participates in school and district projects and initiatives when invited.</p>	<p>Target: Interactions/collaborations with school staff, parents and others are respectful and professional. Takes initiative to actively and productively participate in school and district projects and initiatives.</p>
--	--	--	--

<p>PROFESSIONALISM 3. PROFESSIONAL DEVELOPMENT (ED 610.02 D1; INTASC 9; COMMITMENT)</p>	<p>Does not meet Target: Does not seek feedback and/or responds defensively when it is offered. Does not participate in professional development activities, or participates reluctantly. Does not utilize available resources. Expresses limited commitment to the profession, and does not articulate any professional goals</p>	<p>Approaching Target: Accepts feedback, but does not always seek it out or respond appropriately. Makes some efforts to improve professional practice and participates in professional development activities, mostly on recommendation of others. Is aware of available resources, but uses them inconsistently. Expresses interest in the profession and can describe general professional goals.</p>	<p>Target: Seeks, accepts, and responds to feedback appropriately. Makes continuous efforts to improve professional practice, including using available resources (e.g., colleagues, literature). Demonstrates a commitment to the profession: seeks out and participates in professional development activities; joins professional association; and attends professional conferences, if possible. Establishes a realistic plan for continued professional growth.</p>
--	--	--	--

<p>PROFESSIONALISM 4. PROFESSIONAL PRESENTATION (ED 610.02 D2, INTASC 9; COMMITMENT)</p>	<p>Does not meet Target: Has irregular work habits. Is often late or does not meet commitments. Needs continual prompting from Mentor Teacher or supervisor to carry out responsibilities. Appears to have little self-confidence or interest in teaching and may appear disengaged. Displays a lack of professionalism in dress, attitude, and/or behaviors and lack of self-awareness of how his/her demeanor appears to others.</p>	<p>Approaching Target: Is usually well-prepared and organized. Is punctual and dependable, but needs some encouragement to be resourceful and flexible. Carries out responsibilities with occasional prompting from Mentor Teacher or supervisor. Is generally confident about teaching and engaged in his/her responsibilities. Displays appropriate dress, attitude, and behaviors and is aware of the effect of his/her demeanor on others.</p>	<p>Target: Is consistently well-prepared and organized. Is punctual, dependable, resourceful, and flexible. Carries out responsibilities on own initiative. Is poised and confident and fully engaged in his/her responsibilities. Is self-aware and conveys a professional demeanor through his/her dress, attitude, and behaviors.</p>
---	--	--	--

<p>PROFESSIONALISM 5. ADHERES TO SCHOOL AND DISTRICT POLICIES AND PROCEDURES. (ED 610.02 D1; INTASC 9; COMMITMENT)</p>	<p>Does not meet Target: Is not aware of school and district policies regarding such matters as dress, mandated reporting, maintenance of records, etc., or, if aware, does not adhere to these policies. Does not take the initiative to learn more about school and district policies and procedures. Does not comply with school policies, nor does s/he encourage students to comply with school policies.</p>	<p>Approaching Target: Demonstrates awareness of school and district policies and procedures and knows how to access them. Usually knows when it is appropriate to consult school and district policies and procedures before acting, but may need reminding. Complies with school policies and encourages students to comply with school policies.</p>	<p>Target: Takes the initiative to find out about policies and procedures. Is knowledgeable about school and district policies and procedures and knows how to access them. Consults school and district policies and procedures when in doubt about the interpretation of a policy. Complies with school policies. Encourages students to comply with school policies and assists students in understanding the reasons for policies and procedures.</p>
<p>PROFESSIONALISM 6. DEMONSTRATES ETHICAL BEHAVIOR. (ED 610 .02 D1; INTASC 9; COMMITMENT, HOLISM)</p>	<p>Does not meet Target: Does not maintain confidentiality. Shows little or no awareness of ethical standards and does not consider ethical aspects of decision-making. Appears to have few resources for dealing with ethical issues and makes these decisions haphazardly. Does not consistently take responsibility for own actions, but often blames others. Often puts own self-interest above the interest of the students and school community.</p>	<p>Approaching Target: Maintains confidentiality. Shows awareness of privacy needs of students, families, and colleagues. Is aware of ethical standards and considers these in making decisions and responding to ethical issues, but needs guidance from Mentor Teacher or supervisor. Shows awareness of possible consequences of his/her decisions and actions and accepts responsibility for them. Behaves ethically and shows concern for the well-being of students, families, and colleagues.</p>	<p>Target: Maintains confidentiality and respects the privacy needs and concerns of students, families, and colleagues. Is sensitive to ethical issues and considers ethical standards in making decisions and responding to ethical issues. Follows a thoughtful and systematic process in identifying and responding to ethical dilemmas. Takes responsibility for his/her decisions and actions and their consequences. Behaves ethically and in the best interests of students, families, and colleagues.</p>

<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 1. FOUNDATIONS A. THE INTERN UNDERSTANDS THE FIELD AS AN EVOLVING AND CHANGING DISCIPLINE BASED ON EVIDENCE-BASED PRINCIPLES AND THEORIES, RELEVANT LAWS AND POLICIES, DIVERSE AND HISTORICAL POINTS OF VIEW, AND HUMAN ISSUES THAT HAVE INFLUENCED AND CONTINUE TO INFLUENCE THE FIELD. UNDERSTANDS HOW THE ABOVE ISSUES INFLUENCE PROFESSIONAL PRACTICE, INCLUDING ASSESSMENT, INSTRUCTIONAL PLANNING, IMPLEMENTATION AND PROGRAM EVALUATION. (ED612.07 (1) CEC STANDARD 4, 5, 6)</p>	<p>Does not meet Target: Is not able to explain the relevant laws and policies of special education. Describes the field of special education as static. Cannot describe evidence-based principles and theories and how they influence the education and treatment of individuals with special needs. Cannot explain or demonstrate how these areas influence professional practice.</p>	<p>Approaching Target: Can explain the relevant laws and policies of special education and their historical development. Displays familiarity with evidence-based principles and theories that inform practice. Is aware of ethical principles governing special education. Can explain how these issues influence professional practice in one or more areas. Is developing a personal philosophy of special education, based on his/her knowledge of the field.</p>	<p>Target: Explains the relevant laws and policies of special education and their historical development and adheres to these laws and policies in practice. Models evidence-based principles and theories and ethical principles in his/her practice. Can explain and demonstrate how these issues influence professional practice in all of the areas of assessment, instructional planning, implementation, and program evaluation. Draws on his/her knowledge of the field to construct his/her personal philosophy of special education.</p>
--	--	---	---

<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 1. FOUNDATIONS B. THE INTERN UNDERSTANDS HOW ISSUES OF HUMAN DIVERSITY CAN IMPACT FAMILIES, CULTURES, SCHOOLS AND HOW THESE ISSUES CAN INTERACT WITH SERVICE DELIVERY. (ED 612.07 (2) CEC STANDARD 1, 3, 5)</p>	<p>Does not meet Target: Expresses a limited view of diversity, or describes service delivery as a one-size-fits-all model. Is unaware of the impact of the dominant culture on schools and the individuals who study and work in them. Does not show awareness of the potential impact of differences in values, languages, and customs that can exist between the home and the school.</p>	<p>Approaching Target: Recognizes that delivery of special education services is impacted by human diversity. Expresses awareness of the impact of the dominant culture on schools and the individuals who study and work in them. Is familiar with issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. Acknowledges the potential impact of differences in values, languages, and customs that can exist between the home and the school.</p>	<p>Target: Recognizes the complexity of diversity and its impact on delivery of special education services. In his/her practice, acknowledges the impact of the dominant culture on schools and the individuals who study and work in them. Can explain and anticipate issues in the definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. Acknowledges and anticipates the potential impact of differences in values, languages, and customs that can exist between the home and the school.</p>
---	--	--	---

<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 1. FOUNDATIONS C. THE INTERN UNDERSTANDS THE RELATIONSHIPS OF ORGANIZATIONS OF SPECIAL EDUCATION TO THE ORGANIZATIONS AND FUNCTIONS OF SCHOOLS, SCHOOL SYSTEMS, AND OTHER AGENCIES. (ED 612.07 (1) CEC STANDARD 6, 7)</p>	<p>Does not meet Target: Does not articulate the relationships between general education and special education within the classroom and the school. Fails to explain how special education fits into the school organizational structure and systems.</p>	<p>Approaching Target: Explains the relationship of special education to general education within the classroom and school settings. Shows awareness of the relationship of special education to general education within the school system.</p>	<p>Target: Articulates the relationship of special education to general education within the classroom and school settings. Explains how special education fits into the school organizational structure and systems. Describes the relationship of organizations of special education to other agencies.</p>
<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 2. DEVELOPMENT AND CHARACTERISTICS OF LEARNERS A. THE INTERN UNDERSTANDS THE SIMILARITIES AND DIFFERENCES IN HUMAN DEVELOPMENT AND SHOWS RESPECT FOR STUDENTS AS UNIQUE HUMAN BEINGS. (ED 612.07 (11, 3) CEC STANDARD 1)</p>	<p>Does not meet Target: Does not demonstrate an understanding of typical and atypical human growth and development. Does not describe similarities and differences in human development. Describes students in broad, generic terms, without appearing to understand or appreciate individual differences in learning and development.</p>	<p>Approaching Target: Demonstrates an understanding of typical and atypical human growth and development. Is able to distinguish developmental issues from disability issues. In interactions with students, shows awareness of individual differences in learning and development. Demonstrates respect for students as unique human beings.</p>	<p>Target: Demonstrates a comprehensive understanding of typical and atypical human growth and development and applies that knowledge appropriately in interactions with individual students. Distinguishes developmental issues from disability issues. In interactions with students, is responsive to individual differences in learning and development. Demonstrates respect for students as unique human beings.</p>

<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 2. DEVELOPMENT AND CHARACTERISTICS OF LEARNERS B. THE INTERN UNDERSTANDS HOW EXCEPTIONAL CONDITIONS INTERACT WITH THE DOMAINS OF HUMAN DEVELOPMENT AND USES THIS KNOWLEDGE TO RESPOND TO VARYING ABILITIES AND BEHAVIORS OF INDIVIDUALS. (ED 612.07 (11, 3) CEC STANDARD 1, 2, 3, 5)</p>	<p>Does not meet Target: Does not demonstrate awareness of how exceptional conditions interact with the domains of human development. Does not use his/her knowledge of development to respond appropriately to varying abilities and behaviors. Does not show awareness of how the experiences of individuals with special needs can impact the individual's ability to learn and interact socially.</p>	<p>Approaching Target: Demonstrates an understanding of how exceptional conditions can interact with the domains of human development. Uses this knowledge to respond to varying abilities and behaviors of individuals, but is inconsistent in application. Displays sensitivity to the ways in which experiences of individuals with special needs can impact their ability to learn and interact socially.</p>	<p>Target: Has a comprehensive understanding of how exceptional conditions can interact with the domains of human development. Uses this knowledge to respond appropriately to the varying abilities and behaviors of individuals. Is aware of the ways in which experiences of individuals with special needs can impact their ability to learn and interact socially, and promotes learning and social interaction for these individuals.</p>
<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 3. INDIVIDUAL LEARNING DIFFERENCES A. THE INTERN UNDERSTANDS THE EFFECTS THAT AN EXCEPTIONAL CONDITION CAN HAVE ON AN INDIVIDUAL'S LEARNING. (ED 612.07 (10); CEC STANDARD 1)</p>	<p>Does not meet Target: Does not explain the educational implications of characteristics of various exceptionalities. Demonstrates a limited understanding of strategies for individualizing instruction for students with disabilities.</p>	<p>Approaching Target: Articulates the educational implications of characteristics of various exceptionalities. Individualizes instruction for students with disabilities.</p>	<p>Target: In his/her practice, addresses the educational implications of characteristics of various exceptionalities. Individualize instruction to provide meaningful and challenging learning experiences for students with disabilities.</p>

<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 3. INDIVIDUAL LEARNING DIFFERENCES B. THE INTERN SEEKS TO UNDERSTAND HOW PRIMARY LANGUAGE, CULTURE AND FAMILIAL BACKGROUNDS INTERACT WITH THE INDIVIDUAL'S EXCEPTIONAL CONDITION TO IMPACT THE INDIVIDUAL'S ACADEMIC AND SOCIAL ABILITIES, ATTITUDES, VALUES, INTERESTS, AND CAREER OPTIONS. (ED 612.07 (4); CEC STANDARD 1, 7)</p>	<p>Does not meet Target: Shows little initiative to understand how primary language, culture and familial background interact with student's exceptionality. Shows little or no interest in individual student's primary language, culture, and familial backgrounds. Routinely makes unfounded assumptions or generalizations about students with similar exceptionalities or from similar backgrounds.</p>	<p>Approaching Target: Seeks to learn more about individual students' primary language, culture, and familial backgrounds. Demonstrates awareness that these factors interact with the student's exceptionality to impact his/her academic and social abilities, attitudes, values, interests, and career options. May sometimes make unfounded assumptions or generalizations about students with similar exceptionalities or from similar backgrounds.</p>	<p>Target: Is active and resourceful in seeking to learn more about individual students' primary language, culture, and familial backgrounds. Describes how these factors interact with the student's exceptionality to impact his/her academic and social abilities, attitudes, values, interests, and career options. Does not make unfounded or inappropriate generalizations about students with similar exceptionalities or from similar backgrounds.</p>
<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 4. INDIVIDUAL LEARNING DIFFERENCES A. THE INTERN POSSESSES A REPERTOIRE OF EVIDENCE BASED INSTRUCTIONAL STRATEGIES TO INDIVIDUALIZE INSTRUCTION. SELECTS, ADAPTS, AND USES THESE INSTRUCTIONAL STRATEGIES TO PROMOTE POSITIVE LEARNING RESULTS IN GENERAL AND SPECIAL CURRICULA. (ED 612.07 (11, 5); CEC STANDARD 1, 5)</p>	<p>Does not meet Target: Does not draw upon a repertoire of evidence-based, developmentally and age-appropriate instructional strategies and practices, to provide effective instruction in academic and non-academic areas for students with disabilities.</p>	<p>Approaching Target: Draws upon a limited repertoire of evidence based, developmentally and age-appropriate instructional strategies and practices, to provide effective instruction in academic and non-academic areas for students with disabilities. Selects, adapts, and uses instructional strategies and materials according to general characteristics of students with disabilities.</p>	<p>Target: Draws upon an extensive repertoire of evidence-based developmentally and age-appropriate instructional strategies and practices to provide effective instruction in academic and non-academic areas for students with disabilities. Selects, adapts, and uses instructional strategies and materials according to individual characteristics of the student with disabilities. Uses strategies to facilitate student's integration into various settings.</p>

<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 5. LEARNING ENVIRONMENTS A. THE INTERN CREATES LEARNING ENVIRONMENTS FOR INDIVIDUALS WITH SPECIAL NEEDS THAT FOSTER SAFETY AND EMOTIONAL WELL-BEING, POSITIVE SOCIAL INTERACTIONS, AND ACTIVE ENGAGEMENT. DESIGNS ENVIRONMENTS TO ENCOURAGE INDEPENDENCE AND SELF-ADVOCACY OF INDIVIDUALS WITH EXCEPTIONALITIES. (ED 612.07 (11, 13); CEC STANDARD 1, 2)</p>	<p>Does not meet Target: Does not appropriately provide materials and experiences for individual with exceptionalities. Does not modify environment to promote positive social interactions and active engagement. Over-emphasizes rewards and punishments and promotes external locus of control. Promotes dependence and/or discourages initiative on the part of students with special needs.</p>	<p>Approaching Target: Modifies materials and environment according to needs of students with exceptionalities. Provides opportunities for social interaction and encourages engagement. Intermingles encouragement with rewards and punishments. Provides some opportunities for autonomy and self-development as part of the student's educational plan.</p>	<p>Target: Creates supportive learning environment that facilitates positive student interaction, increased involvement and engagement. Actively facilitates the independence, self-motivation, self-direction, personal empowerment and self-advocacy of individuals with special needs. Promotes student interdependence as well as independence. Involves students in decision-making processes.</p>
<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 5. LEARNING ENVIRONMENTS B. THE INTERN ASSISTS GENERAL EDUCATION COLLEAGUES TO INTEGRATE INDIVIDUALS WITH EXCEPTIONALITIES IN REGULAR ENVIRONMENTS. (ED 612.07 (12, 14); CEC STANDARD 5, 7)</p>	<p>Does not meet Target: Is unable or unwilling to work collaboratively with general educator. Is unable or unwilling to work collaboratively to integrate individuals with exceptionalities into regular environments. Is unable or unwilling to share materials.</p>	<p>Approaching Target: Works collaboratively with all members of the team. Participates in assisting general education colleagues in integrating individuals with exceptionalities in regular environments.</p>	<p>Target: Works collaboratively with all members of the team. Takes initiative in assisting general education colleagues in integrating individuals with exceptionalities in regular environments. Assists general education colleagues in engaging individuals with exceptionalities in meaningful learning activities and interactions.</p>
<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 5. LEARNING ENVIRONMENTS C. THE INTERN USES DIRECT MOTIVATIONAL AND INSTRUCTIONAL INTERVENTIONS WITH INDIVIDUALS WITH SPECIAL NEEDS TO TEACH THEM TO RESPOND EFFECTIVELY TO CURRENT EXPECTATIONS. (ED 612.07 (8B); CEC STANDARD 5)</p>	<p>Does not meet Target: Does not demonstrate a variety of motivational and instructional interventions. Does not use motivational interventions that are related to student need. Does not make expectations clear or assist student in responding effectively to expectations.</p>	<p>Approaching Target: Uses a limited variety of motivational and instructional interventions appropriately. Is generally clear about expectations. Assists student in responding effectively to expectations.</p>	<p>Target: Uses a variety of effective and appropriate motivational and instructional interventions. Presents expectations to students clearly. Facilitates students' ability to respond effectively to expectations.</p>

<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 5. LEARNING ENVIRONMENTS D. THE INTERN PROVIDES GUIDANCE AND DIRECTION TO PARAEducATORS AND OTHERS, SUCH AS CLASSROOM VOLUNTEERS AND TUTORS. (ED 612.07 (6); CEC STANDARD 6, 7)</p>	<p>Does not meet Target: Does not interact with para-educator. Does not involve the para-educator in instructional planning and program delivery. Relegates non-academic tasks to the para-educator.</p>	<p>Approaching Target: Works collaboratively with para-educator under the direction of the Mentor Teacher. Establishes rapport with para-educator. Monitors delivery of assistance for students.</p>	<p>Target: Works collaboratively with paraeducator under the direction of the Mentor Teacher and independently. Plans instruction with paraeducator in mind. Establishes rapport with paraeducator. Monitors and supervises the paraeducator while s/he is working with students. Offers guidance and information and models effective, appropriate practices for paraeducator and others.</p>
<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 6. LANGUAGE A. THE INTERN UNDERSTANDS TYPICAL AND ATYPICAL LANGUAGE DEVELOPMENT AND THE WAYS IN WHICH EXCEPTIONAL CONDITIONS CAN INTERACT WITH AN INDIVIDUAL'S EXPERIENCE WITH AND USE OF LANGUAGE. ENHANCES STUDENTS' LANGUAGE DEVELOPMENT AND TEACHES COMMUNICATION SKILLS. (ED 612.07 (10); CEC STANDARD 1, 3, 5)</p>	<p>Does not meet Target: Does not demonstrate understanding of typical and atypical language development. Shows little or no awareness of the ways in which exceptional conditions can interact with an individual's experience with and use of language. Does not demonstrate the ability to promote students' language development and/or teach communication skills. Does not serve as an effective model of language and communication skills.</p>	<p>Approaching Target: Shows understanding of typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Uses appropriate individualized strategies to support language development and enhance communication skills of individuals with special needs. Models appropriate language and communication skills.</p>	<p>Target: Demonstrates a comprehensive understanding of typical and atypical language development. Is sensitive and responsive to the ways in which exceptional conditions can interact with an individual's experience with and use of language. Demonstrates awareness that the use of language can differ across cultures, and that cultural differences in ways of communicating can lead to misinterpretation. Uses appropriate and effective individualized strategies to support language development and enhance communication skills of individuals with special needs. Serves as an effective model of language and communication skills.</p>

<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 6. LANGUAGE B. THE INTERN IS FAMILIAR WITH AUGMENTATIVE, ALTERNATIVE AND ASSISTIVE TECHNOLOGIES TO SUPPORT AND ENHANCE COMMUNICATION OF INDIVIDUALS WITH SPECIAL NEEDS. (ED 612.07 (8B); CEC STANDARD 5, 7)</p>	<p>Does not meet Target: Does not identify necessary assistive technologies based on individual need. Does not seek out options for assistive technologies. Does not do necessary research to provide assistive technology.</p>	<p>Approaching Target: Identifies appropriate augmentative, alternative, and/or assistive technologies to support and enhance communication. Seeks additional information to build his/her understanding of appropriate technologies.</p>	<p>Target: Identifies appropriate augmentative, alternative, and/or assistive technologies to support and enhance communication. Seeks additional information to build his/her understanding of appropriate technologies. Integrates appropriate technological assistance in planning and modification of the student's curriculum or program.</p>
<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 6. LANGUAGE C. THE INTERN FACILITATES UNDERSTANDING OF SUBJECT MATTER FOR INDIVIDUALS WITH SPECIAL NEEDS WHO ARE ENGLISH LANGUAGE LEARNERS. (ED 612.07 (7); CEC STANDARD 1, 3, 5)</p>	<p>Does not meet Target: Does not demonstrate knowledge of second language acquisition. Does not demonstrate ability to assist English language learners.</p>	<p>Approaching Target: Demonstrates knowledge of second language acquisition. Is able to access resources to support learning for students with special needs who are English language learners. Uses appropriate communication strategies to support English language learners.</p>	<p>Target: Demonstrates knowledge of second language acquisition and applies that understanding in supporting English language learners. Actively accesses resources and materials to enrich teaching and learning experience. Uses effective communication strategies to support English language learners.</p>
<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 7. INSTRUCTIONAL PLANNING A. THE INTERN IS ABLE TO DEVELOP LONG RANGE INDIVIDUALIZED INSTRUCTIONAL PLANS AND CAN TRANSLATE THESE INDIVIDUALIZED PLANS INTO SHORTER RANGE GOALS AND OBJECTIVES. PLANS EMPHASIZE MODELING AND EFFICIENT GUIDED PRACTICE TO ASSURE ACQUISITION AND FLUENCY. (ED 612.07 (10); CEC STANDARD 1, 3, 5)</p>	<p>Does not meet Target: Does not develop effective individualized plans. Does not write appropriate and measurable goals and objectives and/or does not follow through on implementing set goals and objectives. Plans do not emphasize modeling and/or offer no opportunities for guided practice.</p>	<p>Approaching Target: Develops individualized education plans. Collaborates on planning instruction. Identifies necessary curriculum programming for student. Develops appropriate and measurable goals and objectives with assistance or within a team environment. Plans emphasize modeling in some situations. Plans offer a variety of guided practice opportunities.</p>	<p>Target: Works collaboratively as an integral member of the Individualized planning team. Provides documentation that leads to appropriate programming modifications. Develops measurable and attainable goals and objectives for student. Develops concise lesson plans to meet individual needs. Consistently uses appropriate and effective modeling strategies. Plans for and applies guided practice consistently and accurately.</p>

<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 7. INSTRUCTIONAL PLANNING B. THE INTERN MODIFIES INSTRUCTIONAL PLANS BASED ON ONGOING ANALYSIS OF THE INDIVIDUAL'S LEARNING PROGRESS. (ED 612.07 (10, 8A); CEC STANDARD 3, 4, 5)</p>	<p>Does not meet Target: Does not adjust plans according to progress or lack of progress on the part of the student. Does not use assessments to inform planning or instruction.</p>	<p>Approaching Target: Draws upon assessment evidence and documentation such as student work samples to modify plans appropriately. Modifications may not be made in a timely or consistent fashion.</p>	<p>Target: Consistently draws upon assessment evidence and documentation to modify plans effectively and appropriately. Modifications are made in a timely fashion that keeps pace with student's needs.</p>
<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 7. INSTRUCTIONAL PLANNING C. THE INTERN ASSISTS IN THE DEVELOPMENT OF INDIVIDUALIZED TRANSITION PLANS (FOR EXAMPLE, PRESCHOOL-ELEMENTARY, MIDDLE SCHOOL TO HIGH SCHOOL). (ED 612.07 (8A); CEC STANDARD 6, 7)</p>	<p>Does not meet Target: Is not involved in team transition planning process.</p>	<p>Approaching Target: Demonstrates an understanding of transition plans and their programming implications. Makes an effort to assist and attend transition planning meetings.</p>	<p>Target: Demonstrates an understanding of transition plans and their programming implications. Assists in developing transition plans as a part of a team. Is fully involved in transition process as part of a collaborative team. Works collaboratively with classroom and/or special educator to facilitate transitions for student.</p>
<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 8. ASSESSMENT A. THE INTERN UNDERSTANDS THE LEGAL POLICIES AND ETHICAL PRINCIPLES OF MEASUREMENT AND ASSESSMENT, RELATED TO REFERRAL, ELIGIBILITY, PROGRAM PLANNING, INSTRUCTION AND PLACEMENT FOR INDIVIDUALS WITH EXCEPTIONAL LEARNING NEEDS. COLLABORATES WITH FAMILIES AND OTHER COLLEAGUES TO ASSURE NON- BIASED, MEANINGFUL ASSESSMENTS AND DECISION MAKING. (ED 612.07 (7ABCDEF); CEC STANDARD 4, 6, 7)</p>	<p>Does not meet Target: Does not demonstrate familiarity with the legal policies and ethical principles of measurement and assessment in this context. Does not collaborate with families and other colleagues to assure non-biased, meaningful assessment and decision making. Demonstrates bias in his/her approach to assessment or is unable to identify bias in test materials.</p>	<p>Approaching Target: Demonstrates basic knowledge of legal policies and ethical principles of measurement and assessment in this context. Identifies the eligibility criteria and the implications for placement decisions. Assists the collaborate team. Identifies some potential areas of impact of decisions regarding placement or programming. Collaborates with colleagues to provide meaningful assessment and decision-making. Identifies bias in test materials and seeks to avoid bias.</p>	<p>Target: Demonstrates strong understanding of the legal policies and ethical principles of measurement and assessment, related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs. Assists and contributes information or input in the collaborative team. Identifies and completes referral process. Articulates the impact of decisions regarding placement or programming. Collaborates with colleagues and families to assure meaningful assessment and decision-making. Makes strong efforts to ensure non-biased assessment.</p>

<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 8. ASSESSMENT B. THE INTERN UNDERSTANDS MEASUREMENT THEORY AND PRACTICES FOR ADDRESSING ISSUES OF VALIDITY, RELIABILITY, NORMS, BIAS AND INTERPRETATION OF RESULTS AND THE USE AND LIMITATIONS OF VARIOUS TYPES OF ASSESSMENTS. (ED 612.07 (8); CEC STANDARD 4, 6)</p>	<p>Does not meet Target: Does not demonstrate ability to explain measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Does not differentiate between uses and limitations of various types of assessments. Does not identify the key components of interpretation of test scores. Does not use test scores appropriate to inform instruction.</p>	<p>Approaching Target: With assistance, demonstrates ability to explain measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Comprehends test results. Uses test scores appropriately to inform instruction in conjunction with classroom teacher or special educator.</p>	<p>Target: Explains measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Evaluates and understands test results independently and uses the results appropriately and effectively to inform instruction.</p>
<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 8. ASSESSMENT C. THE INTERN CONDUCTS FORMAL AND INFORMAL ASSESSMENTS OF BEHAVIOR, LEARNING, ACHIEVEMENT, AND ENVIRONMENTS TO DESIGN LEARNING EXPERIENCES THAT SUPPORT THE GROWTH AND DEVELOPMENT OF INDIVIDUALS WITH EXCEPTIONAL LEARNING NEEDS. (ED 612.07 (8); CEC STANDARD 4, 6)</p>	<p>Does not meet Target: Relies primarily on one type of assessment or uses assessments inappropriately or ineffectively.</p>	<p>Approaching Target: Conducts formal and informal assessments. Tends to focus on some areas more than others. With some assistance, uses assessment results to design supportive learning experience.</p>	<p>Target: Conducts a variety of appropriate and effective formal and informal assessments of behavior, learning, achievement, and environments. Uses results to design learning experience that support the growth and development of individuals with exceptional learning needs.</p>
<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 8. ASSESSMENT D. THE INTERN USES ASSESSMENT INFORMATION TO IDENTIFY SUPPORTS AND ADAPTATIONS. (ED 612.07 (8); CEC STANDARD 4)</p>	<p>Does not meet Target: Does not use assessment to guide practice. Does not make simple adaptations to programming or modify materials. Does not follow through on recommendations made by special educator.</p>	<p>Approaching Target: Identifies necessary modifications and adaptations necessary for student growth and learning. Uses assessment information on occasion to inform programming. Consistently follows the recommendations of special educator.</p>	<p>Target: Identifies necessary adaptations and modifications based on assessment data. Consistently follows the recommendations of the special educator and takes the initiative to suggest modifications.</p>

<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 8. ASSESSMENT E. THE INTERN REGULARLY MONITORS THE PROGRESS OF STUDENTS WITH SPECIAL NEEDS. (ED 612.07 (9); CEC STANDARD 4, 6)</p>	<p>Does not meet Target: Does not keep effective records of student progress. Does not identify strengths and needs in student learning. Does not report to parents on progress of individual students.</p>	<p>Approaching Target: Has developed a system to keep notes or records on individual student learning. Communicates information about progress to the parents with assistance.</p>	<p>Target: Uses an effective system to keep notes or records on individual student learning. Communicates information about progress to the parents with assistance from supervising educator.</p>
<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 9. PROFESSIONAL AND ETHICAL PRACTICES A. THE STANDARDS OF KEEPING CURRENT WITH EVIDENCE BASED PRACTICES, ENGAGING AND PARTICIPATING IN PROFESSIONAL ACTIVITIES, AND REFLECTING UPON HIS/HER PRACTICES. (ED 612.07 (9); CEC STANDARD 5, 6, 7)</p>	<p>Does not meet Target: Intern exhibits little evidence of keeping current with evidence-based practices, engaging and participating in professional activities, and reflecting upon his/her practices.</p>	<p>Approaching Target: Intern exhibits some evidence of keeping current with evidence-based practices. Intern engages and participates in a few professional activities, and reflects periodically upon his/her practice.</p>	<p>Target: Intern exhibits clear evidence of keeping current with evidence-based practices. Intern frequently engages and participates in professional activities, and reflects routinely upon his/her practice.</p>
<p>SPECIAL EDUCATION CONTENT (ED 612; INTASC 4, 5) 10. COLLABORATION A. THE INTERN SERVES AS A RESOURCE TO COLLEAGUES IN UNDERSTANDING THE LAWS AND POLICIES RELEVANT TO INDIVIDUALS WITH SPECIAL NEEDS. (ED 612.07 (9); CEC STANDARD 6, 7)</p>	<p>Does not meet Target: Does not share ideas and materials. Does not work cooperatively on group planning projects. Does not participate in team meetings for instructional planning.</p>	<p>Approaching Target: Shares ideas and materials. Works cooperatively on group planning projects. Participates in team meetings for instructional planning.</p>	<p>Target: Shares effective ideas and materials. Works cooperatively on group planning projects. Actively participates in team meetings for instructional planning. Presents new ideas for programming.</p>