

Assessment #5

Individualized Programming and Instructional Interventions: Student Impact

PART 1: Description of Assessment and Alignment with Standards

1. The Individualized Programming and Instructional Interventions: Student Impact Project is the context for candidates to demonstrate skills related to CEC Standards #3, #4, #6, #7 and #10. Although there are other skills demonstrated in this project that reflect other CEC standards, the focus of this project includes standards #3, #4, #6, #7, and #10 in this order of emphasis.

The purpose of this project is to provide an opportunity to demonstrate the ability to plan and teach a unit of study, to assess student learning, and to analyze implications of the results to make further instructional decisions and recommendations for students with special needs. This project promotes the critical analysis of teacher-related variables known to impact student learning. It provides evidence of teaching skills and the knowledge related to New Jersey Core Curriculum Content Standards.

2. This project is the context to demonstrate the skills related to Standards 3, 4, 6, 7, and 10. The basis of the work sample is the instructional planning and lesson design project. This project provides the opportunity to implement the skills learned in previous courses of graduate study and apply those skills to analyzing learning environments, reviewing research based instructional strategies and interventions in curriculum content areas, developing instructional plans, assessing and teaching targeted skills, collecting and interpreting data, monitoring progress, and reflecting on the teaching process. It also allows for the demonstration of the consideration of primary language, culture and familial backgrounds as well as the impact of community characteristics on student learning. In addition, the development and demonstration of a peer-peer instructional learning activity to address social abilities related to career options in the context of the activity provides extension to the instructional unit and connections to real world skills.

For this project, a minimum of 30 hours in a classroom is required. The expectation is that this project will be applicable to and implemented in the candidate's own classroom. The use a peer support team encourages collaboration and constructive feedback/criticism to promote the development of quality projects. The peer support groups encourage and shape their peers as resources to colleagues in understanding laws and resources for students with exceptional learning needs. For the lesson planning section, differentiated instruction is incorporated to meet the varied needs of exceptional learners. Part of project is to self assess the motivational characteristics of yourself as a teacher in the classroom. By the end of the project, candidates have analyzed both the instructional and environmental components of the classroom and teacher impact on student learning. The final candidates' demonstration of data collected, decisions made and student impact is a culmination to the series of courses in the Teacher of Students with Disabilities program.

Assessment #5

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PART 2: CEC Content Standards

3. Individual Learning Differences

Special educators understand the **effects that an exceptional condition** can have on **an individual's learning** in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are **active and resourceful in seeking 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. The understanding of these learning differences and their possible interactions **provides the foundation** upon which **special educators individualize instruction** to provide meaningful and challenging learning for individuals with exceptional learning needs.

4. Instructional Strategies

Special educators possess a repertoire of evidence-based **instructional strategies to individualize instruction** for individuals with Exceptional learning needs. Special educators select, adapt, and use these instructional strategies to promote **positive learning results in general and special curricula** and to **modify learning environments appropriately** for individuals with exceptional learning needs. They enhance the **learning of critical thinking, problem-solving, and performance skills** of individuals with exceptional learning needs, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the **development, maintenance, and generalization** of knowledge and skills across environments, settings, and the life span.

6. Language

Special educators understand **typical and atypical language development** and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to **enhance language development and teach communication skills** to individuals with exceptional learning needs. Special educators are familiar with **augmentative, alternative, and assistive technologies** to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide **effective language models** and they use communication strategies and resources to **facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.**

7. Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop **long-range individualized instructional plans** anchored in both general and special education curricula. In addition, special educators systematically translate these individualized plans into carefully selected **shorter-range goals and objectives** taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize **explicit modeling** and **efficient guided practice** to assure acquisition and

fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are **modified based**

on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a **collaborative context** including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of **individualized transition plans**, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using **appropriate technologies** to support instructional planning and individualized instruction.

10. Collaboration

Special educators routinely and effectively **collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.** This collaboration assures that the needs of individuals with exceptional learning needs are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with exceptional learning needs. Special educators promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with exceptional learning needs. Special educators are a **resource to their colleagues** in understanding the laws and policies relevant to individuals with **exceptional learning needs.** Special educators use collaboration to **facilitate the successful transitions** of individuals with exceptional learning needs across settings and services.

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PART 3: WHAT IS A WORK SAMPLE?

A work sample is a set of objectives, assessments, instructional plans, analysis, reflection and related materials and resources organized as a unit of study. Its purpose is to provide an opportunity to demonstrate the ability to plan and teach a unit of study, to assess student learning, and to analyze implications of the results to make further instructional decisions recommendations. It provides evidence of teaching skills and knowledge related to state and national teacher standards. (text adapted from Portland State University Teacher Work Sample Handbook).

For EDS 552, the basis of the sample is the instructional planning and lesson design culminating in an instructional intervention impacting student learning in a specific content area. This project provides the opportunity to implement the skills you have learned in your previous course of graduate study and apply the skills to analyzing learning environments, developing instructional plans, assessing and teaching targeted skills, collecting and interpreting data, monitoring progress, and reflecting on the teaching process and your own professional learning goals.

Field Hours: *For this project, a minimum of 30 hours in a classroom is required. It may be necessary to extend your hours to complete the projects depending on your case study student classroom situation. The expectation is that this project will be applicable to and implemented in your own classroom. A good amount of outside of class time will be required to complete the projects. It may be necessary to meet/collaborate with your peer support team outside of class meeting times. Signed Documentation of field hours is required to pass this project/course.*

Note: **This project will adhere to the following bolded template using all components of APA format. The exception is the use of single space instead of APA required double space. Please use 12-point font.**

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PART 4: Project Format

COVER PAGE:

Name (Student ID #)

SEMESTER/YEAR

COURSE EDS 552/Professor Name

FIELD SITE (name of school, district, mailing address)

USE THE BOLDED HEADINGS AS THE FORMAT FOR YOUR PROJECT

SECTION I PLANNING PROCESS

LESSON PLANNING PROCESS (CEC 3, 4, 7, 10)

Before designing a lesson for teaching diverse learners, it is important to plan the format of the lesson. This assists the teacher in determining what is to be taught and how it will be taught. This teacher planning determines what all students will learn, what most students will learn, and what some students will learn. This can be done collaboratively. What research-based strategies are you planning to use based on articles you have read, information from texts, current practice alerts, websites, or other authoritative sources?

RESEARCH-BASED INSTRUCTIONAL STRATEGIES and INTERVENTIONS

CEC 3, 4, 7, 10

Research-based Instructional Strategies: Include a listing of research based sources (e.g., your annotated bibliography & research table) of journal articles that reflect your familiarity with various instructional strategies, including cooperative learning groups, and that support your responses in this instructional planning/strategies intervention project and that contributed to the analysis of the learning environment and the development of the lesson design that reflects effective teaching that addresses the needs of all learners. Be sure to use APA style.

Educational Implications: Define and describe the impact on student learning. Explain the usefulness of the intervention to teachers. Explore multiple possibilities.

Annotated bibliography of at least 10 scholarly articles

SECTION II LESSON DESIGN

A. Context Considerations (CEC standards 3, 7, 10)

Choose a district that you will use (one for the entire unit, chosen by the group). Collaboratively write a description. Parts of this may be hypothetical (your classroom may not actually exist).

State/County: Research the state of New Jersey (and county where the school is located) and its cultural, ethnic composition. Include statistical data related to NJ population (language, religion, SES, etc.).

Identify recent immigrant groups either living or working in NJ/County and the impact on schools,

instructional content, related services (i.e., after school programs, second language, family values, etc.)
Be sure to cite the sources of the information.

Community: Describe the community where the school is located and discuss the community in terms of language, culture, socioeconomic status, race, religion, etc. and recent immigrants living and/or working in the community. Be sure to cite the sources of the information.

School district/school: Include school information from the New Jersey Report Card as discussed in class. Include a discussion of other personnel in the school setting available for collaboration/provide support services for students. Be objective, no subjective statements. Include a section of considerations related to inclusive practices that would impact the instructional planning for your classroom.

Family: Explain how schools could more effectively involve families in their child's learning. What should be considered in relation to family systems? How could immigrant families be encouraged to become involved? Be specific with examples for involvement (refer to journal articles).

Classroom: Physical description: Include a diagram of the classroom (use technology) and an essay description of all resources, materials, equipment in the classroom (e.g., bulletin boards, work carrels, special seating, etc.) Address each of the general areas (lighting, noise, etc.) that need to be considered in an analysis of classroom settings. Include the type of classroom learning situation (e.g. resource, inclusion, self-contained, etc.)

Students: Describe the students in the classroom in terms of learning needs (504, IEP, ELL) and accommodations/adaptations as well as any other learning supports.

Reflection: Reflect on this section through a discussion of the contextual factors (state, county, community, school, classroom, learners) of the school specifically in relation to their impact on assessing what to teach and planning instruction for the students. In addition address the learning context in relation to challenges and implications for learning for the students and the case study child(ren) in particular. Include identification of "effective teaching" characteristics related to classroom context.

SECTION III: INSTRUCTIONAL PLAN

Teacher Name:

Grade Level/Subject:

Unit Title:

Lesson Title:

Academic Learner Outcomes (goals/objectives, refer to curriculum scope and sequence)

Identify the targeted content area (e.g., spelling, math, handwriting, etc.), learning strategies (e.g., SQ3R3), and/or study skills. The formula for a behavioral objective is: The learner will do what + with what + how well.

Functional Learner Outcomes: Identify 5 outcomes related to the lesson implementation that can be embedded/assessed within the lesson. These should be a variety of specific outcomes in the areas of study skills, communication, self-care, home living, social, community use, self-direction, health and safety, functional academics, leisure/recreation, and/or work.

Standards: (NJCCCS, NJPST, and CEC) Use standard numbers and text for each standard.

Rationale for Learning Outcomes/Goals/Objectives: In essay format, write a strong rationale for selection of learner outcomes and the specific goals/objectives you have selected. Explain why it is important/required to teach this lesson. Include the completed checklist for each of the goals/objectives with an explanation of how the Academic and Functional learner outcomes relate to preparing students to live, work and recreate in society.

Instructional Arrangement: Select an instructional arrangement. Describe specifically the instructional arrangement that will be used (large-group, small group, one student with teacher, adult helpers with student, peer tutoring, classwide peer tutoring, cooperative learning, material with student/self correcting materials, material with student/technological tools, material with student/homework). Explain the advantages of this approach for the target student(s) and for the class as a whole. Identify the general disadvantages of the instructional arrangement.

Differentiated Instruction (Universal Design): Identify the specific objectives for each: What some students will learn; What most students will learn; What all students will learn. Explain differentiated instruction and its purpose in relation to students with exceptionalities (i.e., ELL, gifted, disabilities, at-risk, struggling learners). Include a discussion of how differentiated instruction will meet the needs of all learners. Cite references (journal articles, websites, etc.) within your discussion that support the use of differentiated instruction and/or universal design. Use the resources on differentiated instruction and cite them. Be specific to students with exceptional learning needs. Explain the specific supports will you provide for second language learners. Explain the use of visual supports for all learners. Create at least one example of how visual supports could be used in the classroom (classroom rules, schedule, procedure, self-monitoring, etc.) and/or in this lesson.

SECTION IV: LESSON DESIGN

The lesson design includes the systematic teaching steps known to impact the learning of students with exceptional needs. Using a research-based interactive teaching approach has been demonstrated to result in higher academic engagement and achievement scores. The bolded headings are the template for the Lesson Design component of this instructional project. Learner outcomes should include learning strategies, content and/or study skills.

Procedures: Use the bolded headings. Include what you will do and say as the teacher, included what the students will do and say. Include all copies of materials used. For example, if you are using a transparency, include a copy of it. If you are writing on a dry erase board, include a copy of what will be written, if you are using a PowerPoint presentation, include copies of slides and notes to deliver presentation. If you are using scaffolding, indicate how. Differentiated instruction should be evident. Your lesson should be detailed enough so that someone else could pick up your plan and deliver your lesson.

Step 1 Introduction

Demonstrate an exciting way of getting the learner’s attention. A review of previous learning or merely reading a book to students does not constitute a creative approach to opening a lesson. Make this “anticipatory set” connected to the students’ real world and to real world learning that shows how the skills/learning from the lesson apply to their lives.

Anticipatory Set: The teacher focuses the students' thoughts on what will be learned. The teacher may connect the lesson with real world learning. Get the students interested, this is the motivation for paying attention to the lesson. Anticipatory set may be defined as a short activity (or prompt) that focuses the students' attention **before** the actual lesson begins.

Set Objective and Purpose: Students learn more effectively when they know what they are supposed to be learning and why. Teachers also teach more effectively when they have the same information. (Script your conversation with the students telling what/how/why/ the students are going to learn.) The purpose or objective of the lesson includes why students need to learn the objective what they will be able to do once they have met the criterion, how they will demonstrate learning as a result. The formula for the behavioral objective is: The learner will do what + with what + how well?

Step 2 Interactive Presentation to include input, explicit modeling, checking for understanding, guided practice and independent practice:

Input: The new knowledge, process or skill must be presented to the students in the most effective manner. This could be through discovery, discussion, reading, listening, observing, etc. Input includes the vocabulary, skills, and concepts the teacher will impart to the students, the information the students need to know in order to be successful.

a. Explicit Modeling by the Teacher: It is important for the students to "see" what they are learning. It helps them when the teacher demonstrates what is to be learned. The teacher shows a graphic or demonstrates in a concrete way exactly what the finished product looks like. Remember, a picture is worth a thousand words.

Checking for Understanding: It is important to make sure the students understand what was presented. One way this can be done is by asking the students questions. The teacher uses a variety of questioning strategies to determine comprehension and to reflect on the pace of the lesson: "Should I move forward or back up?"

b. Guided Practice to Teach New Material: The students practice the new learning under direct teacher supervision. The teacher leads the students through the steps necessary to perform the skill using a tri-modal approach: hear/see/do.

Independent Practice: When the teacher is sure the students understand the new material, they assign independent practice. The teacher releases students to practice on their own based on learning that has occurred during the previous steps.

Cooperative Learning Groups. Explain how the use of cooperative learning groups might contribute to student learning, i.e., both academic and functional outcomes. Be sure to cite references for cooperative learning groups.

Step 3 Closing the Lesson: At the end of each lesson, the teacher reviews or wraps up the lesson by posing a question for the class: "Tell me or show me what you have learned today." Closure is not necessarily an end point, but more of a final "check for understanding" used at the end of a class period. Closure for on-going activities may not be appropriate.

Step 4 Evaluation/Assessment

a. Monitoring progress (assessment of target objective) and providing feedback

Provide one example of data-based instruction that measures progress on the target skill (academic skill NJCCC) to include data collection sheets and/or graphs. Be sure there are at least three points of baseline data where learning is not evident and a minimum of seven points of intervention data. Explain how feedback to students would be provided. What decisions should be made during the intervention, how do you know?

b. Teach generalization and transfer

An explanation of how generalization will be achieved; how transfer of skill will be ensured related to **all learner outcomes identified for the lesson not only academic outcomes.**

c. Follow-up activities

Determine if you will use the information from this lesson in additional subject areas, if you will assign homework, if you will have additional activities in centers or stations, etc.

Evaluation/Grading:

a. Monitoring Progress Explain how you will assess and monitor progress on the learner outcomes.

b. Grading and Differentiated Instruction: Explain how you will determine a grade. Evaluation must be linked to Learner Outcomes, explain how you will determine whether or to what extent the students met the objective). Include any considerations or use of the alternative grading approaches and the use of “differentiated grading.”

c. Data on Related Functional Learning Outcomes

Using the Functional Learning Outcomes you developed: was the student able to self-assess to meet the Functional Learning Outcomes? What worked? What would you change? Why should lessons also include/address functional learning outcomes? Include references/citations.

Accommodations/Modifications Explain how you would include all students. Address the needs of students with exceptional learning needs in an inclusion classroom (second language learners, at-risk students, students with disabilities, etc.) by suggesting and explaining the most appropriate accommodations for the students and the lesson in each of the following areas: materials & equipment, interactive instruction, classroom organization, environmental conditions, monitoring & assessment, and curricular demands. Also address content enhancement strategies.

Materials/Resources List:

Include a comprehensive list of what the teacher needs to have as well as what the student needs to have that is not supplied by the teacher.

Technology: Learner Centered

Include suggested software, computer use, and assistive/adaptive technology:

a. Assistive Technology: Provide examples of how “low tech” assistive technology might be used in the lesson/classroom to support learning; identify possible assistive technology types that could be included.

b. Website Support and Extension of Lesson: Include at least one related website for student use with URL, title of website, what it includes, and a rationale of why it relates to lesson and

why you recommend its use. This cannot merely be a worksheet downloaded from a website. The use of technology should support the lesson; the use of age-appropriate educational websites should extend the lesson not merely provide drill and practice worksheets or activity. Provide a print out example from the website and explain how the technology use is learner-centered and how it differs from drill and practice.

c. Software: Identify software to support or extend learning for the student. Include reference with publisher and specifically how use of software would allow for demonstration of academic and/or functional learning outcomes.

SECTION V: DATA ON ACADEMIC LEARNING

Since you are not actually teaching this unit, you are not collecting and analyzing data. However, you can discuss in a paragraph or two the methods your team would use to determine the effectiveness of your unit plan.

Intervention, Data Collection, Results and Impact on Student Learning

Instructional Intervention CEC 3, 4, 7,

1. Intervention

a. Intervention: Identify the instructional intervention (e.g., time delay). This means define the instructional intervention specifically not the entire process of the intervention. Explain why you chose the intervention for the lesson, for the students, be certain to provide citations for its use.

b. Intervention Process and Rationale: Describe (define) clearly and specifically what your instructional intervention was. This means specifically the process of the intervention, what did the teacher do and say. This must be described well enough for anyone to be able to replicate the instructional approach in a classroom. Provide a reference/citation for the research-based instructional intervention. Intervention must be instructional to impact student learning in a NJCCC content area.

c. Data Collection: What methods would you use?

Interpretation: This section is an essay discussion of the student performance explaining whether there is evidence that learning took place; how would you know learning took place? How would you know the intervention/lesson-impacted student learning? Your conclusions must be based on the type of data you planned to collect. Consider possible effects of any reinforcement/motivating factors on the student learning. Are there collateral effects that you should anticipate? Address student learning (or lack of) in relation to the learning context (community, school, classroom). How would you convey the information (i.e., progress or lack of) to the student? To the student's family?

E. Post-Instructional Activity (3, 4, 7, 10)

Reflection .

In a cohesive essay format: Think about the lesson planning and lesson design process. Examine your influence on creating a positive and supportive learning environment that motivates students to learn the lesson, reflect on the lesson planning process and the lesson design process and how it relates to “effective teaching.” Based on what you have learned from the peer discussions, materials, textbooks, previous courses, journal articles, etc., write an individual self-reflection. The self-reflection will address what you believe/know about the following general areas. (I) The skills needed to become an effective teacher and (II) a specific plan of how you intend to teach and include opportunities at the level of your intended teaching grade (P-3; K-5; 6-8;9-12). Incorporation of the six guiding values for teaching is strongly suggested. Students are encouraged to make use of the Writing Center for this component to be included in your special education program folder.

Part I: Include a clear and organized document reflecting what you know and believe that addresses the following components of teaching students with disabilities:

- The use of the student’s strengths, talents, interests, and preferences;
- Consideration of values, cultural, and/or language differences of the student and family;
- Relationship of the use of student-centered techniques to determine long-term adult outcomes;
- A plan for providing opportunities for self-determination at elementary, middle and high school levels;
- An explanation of why the skills learned during the practicum relate to teacher effectiveness in the classroom, and how future professional development opportunities will enhance your effectiveness.

Part 2: Discuss each of the following teacher characteristics in a cohesive essay, citing examples from your teaching.

- Am I an enthusiastic teacher? What makes me an enthusiastic teacher? How do I know?
- What is my attitude toward my students? How do I know?
- What is my attitude toward my peers? How do I know?
- Do I support all students and treat them with respect? What do I do specifically?
- Do I admit mistakes and remain comfortable?
- Do I change my opinion with new information? Or am I slow to change?
- Am I happy? Do I enjoy teaching? Is my job fulfilling? How do I know?
- Do I take care of my physical and emotional health? How?
- Am I a good listener? To students? To peers?
- Do I laugh and smile much? Do I have a sense of humor?
- How do I balance my professional (teacher) and personal (family) responsibilities in relation to time management?
- Do I accept the challenge of educating all learners?
- Am I effective at helping students learn? Do I meet the characteristics of effective teaching? How do I know that I am an effective teacher?
- Include a paragraph related to your demonstration of the New Jersey Teaching Dispositions.

Part 3: Conclusion - Write clearly and succinctly to address the following:

Professionalism: Using the *CEC Code of Ethics/Standards of Practice* as a guide, discuss the contributions to your professional growth met by the projects, readings, and discussions in this course that relate to CEC Standards 3, 4, 7, 10. In addition, identify skill areas (CEC standards with skills) you see as your strengths and identify areas to target for your self-improvement. As a result of this project and field experience, identify two personal professional development goals. Identify two specific steps you might take to improve your teaching performance by meeting those goals. Explain how these steps might contribute to your being a life long learner; to being a more effective teacher (in terms of student impact and the characteristics of effective teachers).

SUMMARY EVALUATION:

Individualized Programming, Instructional Interventions: Student Impact

Proficient:

All elements clearly defined and integrated, reflects high level of professional expertise: Response supported by evidence, is comprehensive, logical, consistent, and convincing; are insightful and perceptive; self-questioning is evident along with consideration and exploration of multiple possibilities.

Met:

Most elements included but not fully explained, lacks some details: Response supported by evidence, is clear and convincing, mostly logical; responses are discerning and perceptive but lack consistency or clear insight to subtleties and complexities; questions or responses are more general and speculations limited or lack examination.

Not Met:

Elements only listed or many elements missing, no detailed explanations: Evidence may be limited, confusing, or inappropriate; responses may lack plausibility or may be thoughtful or plausible but lack sensitivity to subtleties; complexities not recognized or examined; self-questions and speculations may be superficial and/or unexamined.

	Not Met	Met	Proficient
SECTION I PLANNING PROCESS CEC 3, 4, 7	Not Met	Met	Proficient
Consideration of factors to impact learning, identification of content area and specific focus for student impact. Determination of what all students will learn, what most students will learn, and what some students will learn.	Components of planning process are only listed or many elements missing, no detailed explanations: Response may be limited, confusing, or inappropriate; responses may lack plausibility or may be thoughtful or plausible but lack sensitivity to subtleties; complexities not recognized or examined; questions may be superficial and/or unexamined. Determination of what all students will learn, what most students will learn and what some students will learn is lacking, incomplete or inaccurate. Instructional	Most elements of planning process included but not fully explained, lacks some details: Response supported by evidence, is clear and convincing, mostly logical; responses are discerning and perceptive but lack consistency or clear insight to subtleties and complexities of lesson planning and/or instructional interventions; responses are more general and speculations limited or	All elements of planning process clearly defined and integrated in cohesive essay, reflects professional expertise: Response supported by evidence, is comprehensive, logical, consistent, and convincing; insightful and perceptive; consideration of cooperative learning and exploration of multiple possibilities that impact lessons/teaching. Includes supportive evidence.

	strategies are not research-based, may not be instructional, or focused; cooperative learning groups not addressed or minimally addressed.	lack examination and/or inclusion of cooperative learning groups.	
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<p>Annotated Bibliography CEC 3, 4, 7 Research area appropriate for course; related to NJCCC content areas including functional skills; ten journal articles total; five applicable single subject design studies; studies appropriate for project; instructional intervention descriptions and rationale are clear; reflects ability to analyze and synthesize professional articles; reflects attention to detail, well organized and presented using APA.</p>	<p>Articles are not research studies from scholarly professional journal articles, or do not include instructional approaches or strategies as the research intervention. Some or all research studies not appropriate for course and/or for project; omits or lacks clear focus on instructional strategies/interventions for NJCCC content areas including functional skills; incorrect number and/or type of articles; Annotation only a listing of elements (participants, method, etc.) rather than a cohesive essay that includes detailed explanations of strategies and interventions . Annotations may be limited, confusing, disorganized or inappropriate; responses may lack plausibility or may be thoughtful or plausible but lack sensitivity to subtleties; complexities not recognized or examined; analysis of articles may be superficial reflect inability to synthesize articles and clearly explain instructional strategies or interventions; multiple errors of mechanics and/or APA style</p>	<p>Articles are research studies from scholarly professional journal articles, include instructional approaches or strategies as the research intervention. All research studies appropriate for course and/or for project; with clear focus on instructional strategies/interventions for NJCCC content areas including functional skills; correct number and/or type of articles; Annotation is a cohesive essay with detailed explanations. Annotations are comprehensive clear and organized as well as plausible but lack sensitivity to subtleties; complexities are recognized and examined; analysis of articles may be superficial but clearly explain instructional strategies or interventions; none or minor errors of mechanics and/or APA style</p>	<p>Articles are research studies from scholarly professional journal articles with a clear focus on instructional approaches or strategies as the research intervention. All research studies related to the course and/or for project with clear focus on classroom setting instructional strategies/interventions appropriate for the NJCCC content areas including functional skills; correct number and/or type of articles. Annotation elements clearly defined and integrated, reflects professional expertise: Response supported by evidence, is comprehensive, logical, consistent, and convincing; insightful and perceptive, is a well written professional level cohesive essay with detailed explanations. Annotations are comprehensive clear and organized as well as plausible in essay format; complexities are recognized and examined; analysis of articles clearly explain all facets of instructional strategies or interventions; no errors of mechanics and/or APA style</p>
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<p>Educational Implications: related to teaching, usefulness, impact on student learning; copies of articles included; explanation of usefulness of intervention to teachers and to students</p>	<p>Educational implications may be limited, confusing, disorganized or inappropriate; may be unrelated to teaching and lack clear explanation of impact on student learning; copies of articles not included. Usefulness of interventions to students and teachers may lack plausibility or may be thoughtful or plausible but lack sensitivity to subtleties; complexities not recognized or examined; analysis of articles may be superficial reflect inability to synthesize articles and clearly explain educational implications; multiple errors of mechanics and/or APA style.</p>	<p>Educational Implications have elements included but not fully explained, lacks some details: All components included and supported by evidence, is clear and convincing, mostly logical; responses are discerning and perceptive but lack consistency or clear insight to subtleties and complexities of the educational implications; responses are more general or speculative, limited or lack examination. Most implications related to teaching, usefulness, impact on student learning; copies of articles included; explanation of usefulness of intervention to teachers and to students.</p>	<p>Educational Implications are clearly defined and integrated, reflects high level of professional expertise: explanation of usefulness of intervention to teachers and to impact on student learning is accurate, supported by evidence. Educational implications are comprehensive, logical, consistent, and convincing; are insightful and perceptive based on results of research interventions; self-questioning is evident along with consideration and exploration of multiple possibilities of the strategies/interventions. All implications related to teaching, usefulness, impact on student learning; copies of journal articles included; no errors of mechanics or APA style.</p>
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SECTION II CONTEXTUAL CONSIDERATIONS CEC 3, 4, 7, 10	Not Met	Met	Proficient
<p>State/County. Description of the cultural and ethnic composition of New Jersey and county; statistical data related to NJ population; inclusion of recent immigrant groups living and working in NJ; impact cultural and language diversity on schools, instructional content, related educational services and supports</p>	<p>Elements of demographics only listed or many elements missing, no detailed explanations: description of cultural and ethnic composition of New Jersey and county; Evidence of statistical data sources may be limited, in accurate, confusing, or inappropriate; recent immigrant groups discussion may lack plausibility or may be thoughtful or plausible but lack discussion impact on school systems, complexities not recognized or examined; speculations may be superficial, inaccurate, and/or unexamined.</p>	<p>Most elements of state and county demographics included but description of cultural and ethnic composition of New Jersey may not be fully explained, lacks some details: Responses clearly supported by evidence, mostly logical; discussion of recent immigrant groups is discerning, perceptive and plausible. Clear insight to subtleties and complexities of the impact on schools, instructional content, related educational services and supports. Some areas may be general, superficial, and speculations limited or lack thorough examination.</p>	<p>All elements of state and county demographics clearly defined and integrated, reflects professional expertise: description of cultural, ethnic composition and recent immigrants is accurate and supported by evidence. Discussion of impact on schools, instructional content, related educational services and supports is comprehensive, logical, consistent, and convincing; response is insightful and perceptive; self-questioning is evident along with consideration and exploration of multiple possibilities.</p>

<p>Community Description of the community(ies) where the school is located and the students live; discuss community in terms of language, culture, socioeconomic status, race, religion, urban, suburban, rural, etc. and recent immigrants living and working in the community. Provide a rationale for connecting instruction to the community. Components address geographic location, community population, socio-economic profile, language/culture aspects</p>	<p>Description of the community and its location is unclear or lacks cohesiveness. Elements of language, culture, religion, socioeconomic status, race, urban, suburban, rural, etc. and recent immigrants living and working in the community only listed or many elements missing, no detailed discussion or explanations: Components may be limited, confusing, or inappropriate; responses may lack plausibility or may be thoughtful or plausible but lack sensitivity to subtleties; complexities of impact of language, culture not recognized or examined. Response may be superficial.</p>	<p>Description of the community and its location is unclear or lacks cohesiveness. Elements of language, culture, religion, socioeconomic status, race, urban, suburban, rural, etc. and recent immigrants living and working in the community only listed or many elements missing, no detailed discussion or explanations: Components may be limited, confusing, or inappropriate; responses may lack plausibility or may be thoughtful or plausible but lack sensitivity to subtleties; complexities of impact of language, culture not recognized or examined. Response may be superficial.</p>	<p>All elements of community description are clearly defined and integrated, reflects high level of professional expertise. All elements supported by evidence in a well-organized and presented comprehensive, logical, consistent, and convincing essay. Rationale for connecting instruction to community is insightful and perceptive; self-questioning is evident along with consideration and exploration of multiple possibilities of impact of community characteristics on instruction.</p>
<p>School & family Description of school including size, facilities, faculty, support services, student population, school neighborhood, etc. Info from state report card relevant to understanding the setting. Essay based on results of inclusion checklist and a section on considerations related to</p>	<p>Elements of school description only listed or many elements missing, no detailed explanations of information from school report card relevant to understanding the setting. : Essay on results of inclusion checklist may be limited, confusing, or inaccurate; impact on instructional</p>	<p>Most elements of school description included but not fully explained, lacks some details and/or state report card information may not be included: school description supported by evidence, is clear and convincing, mostly logical;</p>	<p>All elements of school context clearly defined and integrated, reflects professional expertise in essay, well organized presented: Response supported by evidence, school report card information included. Discussion of extent of family involvement in school considering</p>

<p>inclusive practices that would impact instructional planning in the classroom. Discuss other personnel in the school setting available for collaboration/provide support services for students. Discuss extent of family involvement in the school considering languages and cultures of the community.</p>	<p>planning may lack plausibility or may be thoughtful or plausible but lack sensitivity to subtleties; complexities of inclusive practices not recognized or examined or may be superficial and/or unexamined. Omits discussion of personnel available for collaboration/support services. Family involvement in school discussion may be lack connection to language/connection or be superficial or unexamined.</p>	<p>responses are discerning and perceptive but lack consistency or clear insight to subtleties and complexities of inclusive practices that impact instructional planning; discussion of impact on instructional planning may be minimal. Information of personnel for collaboration/support services and/or family involvement are more general, limited or lack examination.</p>	<p>language/culture is comprehensive, logical, consistent, and convincing; collaboration, support services and essay results based on inclusion checklist are insightful and perceptive reflecting clear insight into the subtleties and complexities of inclusive practices; impact of instructional planning is evident along with consideration and exploration of multiple possibilities.</p>
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<p>Classroom & Students Using the computer, create a classroom floor plan, with a general description of the classroom, and discussion of specific designated areas. Discuss what's on walls, hanging from ceiling, etc. Describe technology & equipment; other classroom factors such as classroom rules/routines; others working, volunteering in the classroom. Analysis of classroom based on the general areas of the classroom rating scale. Discuss extent of parental/family involvement in the classroom. Discuss specific learning needs of students.</p>	<p>Classroom floor plan does not incorporate technology. Elements of classroom description only listed or many elements missing, no detailed explanations: Evidence from classroom rating scale may be limited, confusing, or inappropriate; responses related to diversity may lack plausibility or may be thoughtful or plausible but lack sensitivity to subtleties; complexities not recognized or examined; discussion of extent of parental/family involvement in classroom may be superficial and/or unexamined.</p>	<p>Most elements included but not fully explained lacks some details: Response supported by evidence, is clear and convincing, mostly logical; responses are discerning and perceptive but lack consistency or clear insight to subtleties and complexities; questions posed are more general and speculations limited or lack examination</p>	<p>All elements clearly defined and integrated, reflect professional expertise: Response supported by evidence, is comprehensive, logical, consistent, and convincing; are insightful and perceptive; self-questioning is evident along with consideration and exploration of multiple possibilities.</p>
<p>Reflection Reflect on this section through a discussion of the contextual factors (state, county, community, school, classroom, learners) of the school specifically in relation to their impact on assessing what to teach and planning instruction for the students. Includes a discussion of the learning context in relation to challenges and implications for learning</p>	<p>Elements of reflection on contextual factors only listed or many elements missing, no detailed explanations of learning context and relation to challenges and implications for learning for the students. Reflection may be disorganized, lack cohesiveness: Reflection may be limited, confusing, or inappropriate; responses may lack plausibility or may be thoughtful or</p>	<p>Most elements of contextual factors included. Explanations of learning context and relation to challenges and implications for learning for the students not fully explained, lacks some details: Response supported by evidence, is clear and convincing, mostly logical; Reflection is discerning and perceptive but lack</p>	<p>All elements of reflection on contextual factors clearly defined and integrated, reflects professional expertise and understanding of relation between contextual factors and impact on assessing what to teach and planning instruction for students: Learning context in relation to challenges and implications for learning for the students supported by</p>

<p>for the students and the case study child(ren) in particular. Include identification of “effective teaching” characteristics related to classroom context.</p>	<p>plausible but lack sensitivity to subtleties; impact on assessing what to teach and plan for instruction not recognized or examined; effective teaching practices may be superficial and/or unexamined.</p>	<p>consistency or clear insight to subtleties and complexities of assessing what to teach and plan for instruction; identification of effective teaching practices related to classroom context are more general and speculations limited or lack examination.</p>	<p>evidence, is comprehensive, logical, consistent, and convincing; are insightful and perceptive; identification of “effective teaching” characteristics related to classroom context evident along with consideration and exploration of multiple possibilities.</p>
<p>Professionalism APA and mechanics</p>	<p>APA style is lacking or incorrect; final product lacks professionalism; lacks supportive evidence for discussions, works of others not cited or accredited, format not followed, multiple errors in required format for submission; multiple errors of mechanics, obviously not proofread.</p>	<p>APA style used correctly; final product reflects professionalism of the real world of teaching using technology in appropriate and professional manner; work of others is cited and accredited; required format is followed; minimal errors in mechanics, clearly proofread.</p>	<p>APA style used correctly; final product reflects professionalism of the real world of teaching using technology in appropriate and professional manner; work of others is cited and accredited; format is followed, with no errors in mechanics</p>

Section III INSTRUCTIONAL PLAN CEC 3, 4, 7	Not Met	Met	Proficient
<p>Instructional plans are written to accomplish the learning goals. Description of setting, teaching model, specific instructional intervention; Clearly articulated learner outcomes (Academic and Functional), rationale for learner outcomes and alignment of outcomes with appropriate NJCCC. Identification of prerequisite skills and discussion of developmental appropriateness and age appropriateness of the learning goals. Various instructional arrangements addressed with advantages and disadvantages; explanation of use of cooperative learning for lesson.</p>	<p>Components instructional plan are only listed or many elements missing, no detailed explanations: Learner outcomes do not address both functional and academic areas, learner outcomes and instructional arrangement may be inappropriate; rationale may lack plausibility or be unrelated to learning outcomes, Determination of what all students will learn, what most students will learn and what some students will learn is lacking, incomplete or inaccurate or unrelated to lesson learning outcomes.</p>	<p>Most elements of instructional plan included but not fully explained, lacks some details: Rationale is supported by evidence, is clear and convincing, mostly logical; responses are discerning and perceptive but lack consistency or clear insight to subtleties and complexities of lesson planning and/or instructional interventions; responses are more general and speculations limited or lack examination and/or inclusion of cooperative learning groups.</p>	<p>All elements of planning process clearly defined and integrated in cohesive essay, reflects professional expertise: Response supported by evidence, is comprehensive, logical, consistent, and convincing; insightful and perceptive; consideration of cooperative learning and exploration of multiple possibilities that impact lessons/teaching. Includes supportive evidence.</p>

<p>Section IV LESSON DESIGN: Systematic teaching steps to include anticipatory set, objective and purpose, interactive presentation, modeling by teacher, checking for understanding, guided practice, independent practice, closing the lesson, monitoring progress, teach generalization and transfer, accommodations, cooperative learning groups (academic and functional learning outcomes), evaluation, grading, materials, resources, technology, data on related functional learning outcomes. Lesson is age appropriate; clear relationship to grade level NJCCC standards</p>	<p>Components of systematic lesson plan are only listed or many elements missing, no detailed explanations: may not be age appropriate, or may not reflect NJCCC standards; assessment does not reflect learning outcomes, scope and sequence of skills is inaccurate; generalization may not be addressed, functional learning may not be fully addressed. Learner outcomes do not address both academic and functional skills; lesson is not age appropriate, content/materials of lesson not age appropriate, clear relation to grade level, NJCCC standards.</p>	<p>Most components of systematic lesson plan addressed with clear and detailed explanations: age appropriate, reflects NJCCC standards identifies; assessment tied to learning outcomes, scope and sequence of skills is correct; generalization clearly addressed and specific, functional learning appropriate; fully addressed. Learner outcomes include both academic and functional skills; lesson is age appropriate, content/materials of lesson are age appropriate, clear relation to grade level, NJCCC standards.</p>	<p>All components of systematic lesson plan addressed with clear, logical, and detailed explanations: reflects professional level of systematic teaching, age appropriate, clearly tied to NJCCC standards; variety of assessment approaches tied to learning outcomes, scope and sequence of skills is correct; generalization clearly addressed and specific, functional learning appropriate; fully addressed. Learner outcomes include both academic and functional skills; lesson is age appropriate, content and materials of lesson are age appropriate, clear relation to grade level, NJCCC standards. Lesson is well thought, elements of effective teaching and best practice throughout.</p>
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<p>Professionalism: CEC Use of CEC code/standards to reflect on strengths and target areas of self-improvement; consideration of one's strengths and weaknesses, and specific plans for professional development.</p>	<p>Elements of reflection on CEC standards only listed or many elements missing, may lack detailed explanations of areas of self improvement, consideration of one's strengths and weaknesses and/or specific plans for professional development; may be disorganized, lack cohesiveness.</p>	<p>Most elements of professionalism, standards addressed, mostly logical clear and convincing, reflects understanding of identification of personal goals and professional development related to course and course project but may lack consistency or clear insight into subtleties and complexities of standards.</p>	<p>All elements of professionalism, standards clearly defined and integrated, reflects professional expertise and understanding of identification of personal goals and professional development related to course and course project includes consideration and exploration of multiple possibilities</p>
<p>Overall Project: APA and Mechanics</p>	<p>APA style is lacking or incorrect; final product lacks professionalism; lacks supportive evidence for discussions, works of others not cited or accredited, format not followed, multiple errors in required format for submission; multiple errors of mechanics, obviously not proofread. Rubric not included in submission of project. Directions not followed for format/content of project.</p>	<p>APA style used correctly; final product reflects professionalism of the real world of teaching using technology in appropriate and professional manner; work of others is cited and accredited; required format is followed; minimal errors in mechanics, clearly proofread. Rubric included with project All directions followed for format of project.</p>	<p>APA style used correctly; final product reflects professionalism of the real world of teaching using technology in appropriate and professional manner; work of others is cited and accredited; format is followed, with no errors in mechanics. Professional in content and appearance. Rubric included with project All directions followed for format of project.</p>
<p>Field Hours</p>	<p>No signed documentation of successful completion of minimum of 30 field hours</p>	<p>Signed documentation of successful completion of minimum of 30 field hours</p>	

CEC CONTENT STANDARDS FOILIOOTEK EVALUATION

3. Individual Learning Differences

CEC Standards	Expectations	Comments
<p>Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking 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. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.</p>	<p>Proficient</p> <p>Indicator Met</p> <p>Indicator Not Met</p>	

4. Instructional Strategies

CEC Standards	Expectations	Comments
<p>Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with Exceptional learning needs. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to modify learning environments appropriately for individuals with exceptional learning needs. They enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.</p>	<p>Proficient</p> <p>Indicator Met</p> <p>Indicator Not Met</p>	

<p>Accommodations & Modifications Special educators consider a significant number of accommodations and modified materials and/or assessment for students with special needs.</p>	<p>Proficient Indicator Met Indicator Not Met</p>	
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6. Language

CEC Standards	Expectations	Comments
<p>Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with exceptional learning needs. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.</p>	<p>Proficient Indicator Met Indicator Not Met</p>	

7. Instructional Planning

<p>Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special education curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified</p>	<p>Proficient Indicator Met Indicator Not Met</p>	
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<p>based on ongoing analysis of the individual’s learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.</p>		
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10. Collaboration

CEC Standards	Expectations	Comments
<p>Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with exceptional learning needs are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with exceptional learning needs. Special educators promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with exceptional learning needs. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with exceptional learning needs. Special educators use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services.</p>	<p>Proficient Indicator Met Indicator Not Met</p>	