

**Creighton**  
UNIVERSITY

## Education Department



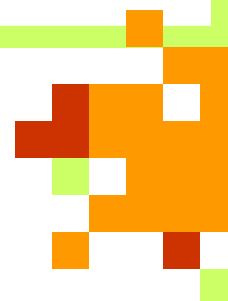
# **SPECIAL EDUCATION PROGRAM**

## STUDENT HANDBOOK

Fall 2011

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**RECEIPT OF  
SPECIAL EDUCATION STUDENT HANDBOOK**

**PRINT NAME (LAST, FIRST, MI)**

*This is to acknowledge my awareness of the special education student handbook fall 2011 edition. I understand it is my responsibility to know and follow the requirements identified in the handbook.*

\_\_\_\_\_  
**STUDENT NUMBER (Net ID)**

\_\_\_\_\_  
**STUDENT SIGNATURE**

\_\_\_\_\_  
**DATE**

**EDUCATION STUDENT DIRECTORY INFORMATION**  
(for Education Department communication purposes)

NAME \_\_\_\_\_ NET ID \_\_\_\_\_

LOCAL ADDRESS \_\_\_\_\_

\_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

LOCAL PHONE \_\_\_\_\_

CELL PHONE \_\_\_\_\_

HOME ADDRESS \_\_\_\_\_

\_\_\_\_\_

HOME PHONE \_\_\_\_\_

EMAIL \_\_\_\_\_

DATE \_\_\_\_\_



## PHOTOGRAPH/MEDIA CONSENT AND RELEASE

I hereby consent and authorize an employee or agent of Creighton University and/or Creighton University Medical Center (collectively “Creighton”) to take photographs or motion pictures of me; or to produce videotapes, audiotapes, closed circuit television programs, web casts, or other types of media productions that capture my name, voice, and/or image (any of the foregoing types of media are called the “Materials” in this Consent and Release form).

I authorize Creighton to copyright the Materials, and I authorize Creighton to use, reuse, copy, publish, display, exhibit, reproduce, license to a third party, and distribute the Materials in any educational or promotional materials or other forms of media, which may include, but are not limited to university publications, catalogs, articles, magazines, recruiting brochures, websites or other electronic forms of media, and to offer the Materials for use or distribution in other publications, electronic or otherwise, without notifying me.

I also agree that Creighton may identify me by name, course of study, and such other identifying information as class year, graduation date, hometown, etc. **(If the person does not wish to be identified by name, etc., please have them cross through this sentence, and initial here.)**

\_\_\_\_\_

I agree that I am participating on a voluntary basis and I will not receive any payment from Creighton for signing this release or as a result of any publication of the Materials.

\_\_\_\_\_  
Name

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Address

\_\_\_\_\_

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Education Student Directory Information  
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## SECTION I

### THE EDUCATION DEPARTMENT

#### PURPOSE OF THE HANDBOOK

The purpose of this handbook is to provide students with information about the special education program and about policies and procedures used in the Education Department. This includes the endorsement in special education for students with mild/moderate disabilities, either K-6 or 7-12. This handbook provides only a portion of the information necessary for success in one's undergraduate studies. An understanding of the Creighton University Undergraduate Bulletin and **regular consultation with faculty advisors** are essential elements for successful completion of a program in elementary education. Please note that the University retains the right to make program changes at any time.



#### MISSION STATEMENT

Creighton is a Catholic and Jesuit comprehensive university committed to excellence in its selected undergraduate, graduate and professional programs.

**As Catholic**, Creighton is dedicated to the pursuit of truth in all its forms and is guided by the living tradition of the Catholic Church.

**As Jesuit**, Creighton participates in the tradition of the Society of Jesus which provides an integrating vision of the world that arises out of a knowledge and love of Jesus Christ.

**As comprehensive**, Creighton's education embraces several colleges and professional schools and is directed to the intellectual, social, spiritual, physical and recreational aspects of students' lives and to the promotion of justice.

Creighton exists for students and learning. Members of the Creighton community are challenged to reflect on transcendent values, including their relationship with God, in an atmosphere of freedom of inquiry, belief and religious worship. Service to others, the importance of family life, and the inalienable worth of each individual and appreciation of ethnic and cultural diversity are core values of Creighton.

Creighton faculty members conduct research to enhance teaching, to contribute to the betterment of society, and to discover knowledge. Faculty and staff stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world.

## **CREIGHTON COLLEGE OF ARTS AND SCIENCES MISSION STATEMENT**

Creighton College of Arts and Sciences provides high quality undergraduate programs in the liberal arts and sciences. The members of the College are united in their dedication both to the pursuit of truth and the implementation of that truth in service.

The College demands from its faculty excellent teaching, sustained and enhanced by on-going scholarship, and research significant in its own right. It demands of its student's breadth of learning, fostered by experiences in both liberal arts and science and in professional education. The former seeks to develop perspectives and insights into the issues, events, ideas and values which abound in human experience; the latter seeks to instill a comprehensive knowledge of a field as preparation for both career competence and continuing professional growth. Both experiences seek to present truth as an individual and societal good by educating our students to be effective decision makers.

As Jesuit, the College develops the abilities and talents of its members to their fullest, inculcating critical and creative thinking, relating the present with the best of our past, and shaping a future that benefits humankind to the greater glory of God.

As Catholic, the College asks of its faculty, staff, and graduates a commitment to the generous service of others, not merely within the University community, but also within the larger American and world communities. Through such, the College offers the Church a community of thinking and discourse.

Creighton College of Arts and Sciences nurtures its members intellectually and spiritually, preparing them to meet their world with real concern, creative freedom, firm purpose, and strong resolve.

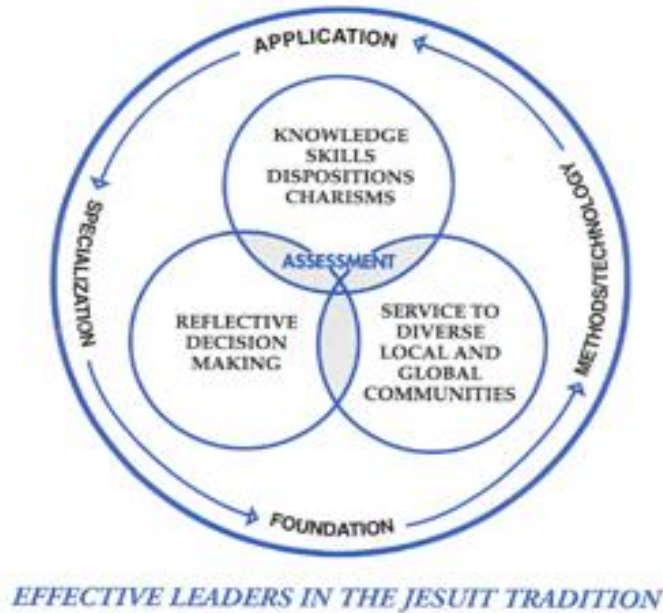
## **EDUCATION DEPARTMENT MISSION STATEMENT**

The mission of Creighton University's Education Department is to empower undergraduate and graduate students to become effective, caring teachers, school administrators, and counselors who desire to work with students and families in schools and agencies.

True to the Jesuit tradition of preparing teachers in education, the department focuses on developing critical thinking, reflective decision-making, and service orientation to promote the general welfare of individuals in the local and global communities. Through collaborative planning and research, the department pursues a future in which educational institutions become communities of inspired leaders.

Creighton's pre-service education students participate in a liberal arts and a professional studies program. The liberal arts provide a broad knowledge base, establish values, and instill an appreciation of cultures. The professional studies programs develop competence, wisdom, and compassion.

Guided by the desire for excellence, the department has a commitment to continuous examination of the curriculum and a commitment to exemplifying the best methodologies for preparing professionals for positions of leadership in the educational community.



**Creighton**  
UNIVERSITY  
**EDUCATION DEPARTMENT**

## DESCRIPTION OF THE CONCEPTUAL FRAMEWORK

The Education Department has summarized its conceptual framework with the following theme:  
*"Effective Leaders in the Jesuit Tradition"*

Creighton University, as a Jesuit institution, promotes excellence and the pursuit of truth. There is intent to educate the whole person and to promote justice. In addition, Creighton describes her purposes as contributing to the betterment of society and providing ethical perspectives for dealing with issues in an increasingly complex world. It is the unit's belief that these ideals direct the development of leadership as a means of advocating for and changing communities. Teachers, as leaders first in their classrooms, must be advocates and change agents. Achievement of this endeavor depends upon the acquisition of appropriate knowledge, skills, dispositions, and charisms, reflective decision making, service to diverse local and global communities. Effective, authentic assessment activities insure that these are achieved.

The unit's conceptual framework, first conceived in 1995, articulates the professional education curriculum, design, delivery, and assessment that occurs at Creighton University. The unit's review and revision of the conceptual framework has continued since that time. Every year, the unit's members renew efforts to integrate charisms, technology, and authentic assessment practices across all programs.

The philosophy underlying the conceptual framework is constructivist, for unit members believe that the learning process is dynamic, rather than passive. Each learner must actively be engaged, build or "construct" meaning based on prior knowledge, skills, and dispositions. Following a constructivist philosophy, unit members share the view that education should be designed to create a sense of self-awareness, since self-awareness is the first step toward becoming a reflective practitioner. This reflective process places the candidate in a position of observing, reflecting, and making critical, reflective decisions (Eby, 1997) in order to solve problems. This would then imply that training programs, in order to be appropriately designed, must be developmental in nature and sequenced in a manner that will allow candidates to acquire knowledge, skills, dispositions (Morrison, 2000) and charisms. In addition, these experiences should be fostered through campus classroom and P-12 experiences. True to this premise, the unit has partnerships with several metropolitan, public and parochial schools.



Constructivism also offers an alternative to a behaviorist's approach to student learning. The philosophy recognizes the social setting of classrooms and schools where a student's thoughts, actions, and construction of knowledge is influenced by other learners and social activity of the setting. Students become actively engaged in the learning process and develop critical thinking and problem solving skills within their learning community – the classroom. Of course, this means that teacher education candidates must be observant and resourceful in utilizing the community developed in the classroom.

Essential to effective leaders are knowledge and skills in pedagogy, diversity, and technology. Working from a framework that emphasizes reflective decision making, candidates learn pedagogical strategies and best practices in the methods classes of respective programs. The unit's commitment to prepare candidates to serve diverse local and global communities began with the recognition that the population is changing and candidates often do not resemble the students in their classrooms (Sadker & Sadker, 2003; Ryan & Cooper, 2000; Morrison, 2000). This has culminated in the belief that an understanding of multicultural education and its importance to national unity should be advocated (Banks & Banks, 2000; Gollnick & Chinn, 1986). True to this belief is the endeavor that field experiences should provide opportunities for candidates to work with diverse students (ethnic, socioeconomic, religious, etc.) in diverse settings (urban, suburban, public, and private).

With rapid changes in technology for teaching, learning, and general cultural survival, it is vital that candidates have knowledge and skills for its use as well as valuing the place of technology in schooling and society. Candidates should understand technology's impact on student learning; its use as a cognitive or communication tool, as a means of facilitating instruction, and as a way of assisting special needs students (Morrison, 2000). The role of the teacher is that of a facilitator and guide. Several issues that concern the unit, although not different from society in general, are suitable infrastructure, rising maintenance costs, technology education of supervising on-site teachers, and equity.

Although difficult to delineate into discrete components, the conceptual framework is comprised of three interconnected circles: Knowledge, Skills, Dispositions, and Charisms; Reflective Decision Making; and Service to Diverse Local and Global Communities. Assessment lies at the center of the model to indicate the unit's commitment to ongoing evaluation of candidate growth, student learning, and program effectiveness.

### **Knowledge, Skills, Dispositions, Charisms**

The programs within the Education Department are based upon constructivist philosophy in which effective leaders "construct" learning and understanding from previous knowledge, skills, dispositions, charisms and experiences. These effective leaders acquire knowledge and skills in content and pedagogy (including professional orientation) while facilitating learning for all students. This accomplishment illustrates their attainment of professional dispositions and Ignatian charisms: *cura personalis*, *magis*, *men* and *women* for and with others, and contemplation in action. *Cura personalis* refers to a personal care of the whole individual – caring relationships. *Magis* means – "the more" – striving toward excellence. *Men* and *women* for and with others specifies service – building community and all inclusive classrooms. Contemplation in action indicates a faith-based process of reflection and prayerful moral and ethical decision making that moves one to action. Teacher education candidates complete this process developmentally by participating first in foundational courses, then methods courses integrated with technology, and finally, application and specialization courses.

Initial preparation programs within the unit have identified and aligned dispositions associated with INTASC standards. Advanced preparation programs have reviewed their respective professional standards and those identified by the state and institution for inclusion within their programs. All preparation programs within the Education Department have adopted four "charisms" as foundational to the set of dispositions identified within our conceptual framework.

Charisms, drawn from Ignatian core values, are defined as special gifts of the Holy Spirit, or God-given graces, which characterize a person or group and are used to contribute to the common good and glorify God in the Church and world (reference). There are several ways to envision charisms. They can be viewed as faith-based core values; individual or group gifts freely given by God to be used for the good of others, not for personal good; found in the Church *and* the secular world; and used as a means to glorify God. The charisms adopted by the Education Department are based on an Ignatian vision and Jesuit Educational Tradition. The charisms selected for inclusion within the curriculum and educational experiences are: *Cura Personalis*, *Magis*, *Men* and *Women* for and with Others, and Contemplation in Action.

### **Reflective Decision Making**

The reflective decision making process of the effective leader is initially developed through strengthening of critical thinking and problem solving skills. Effective leaders realize that this is a dynamic, continual process that draws upon research and practical application within the educational setting. Of value to this process are the identification, diagnosis, and interpretation of P-12 student strengths, weaknesses, and educational needs. The effective leader utilizes reflective decision

making to evaluate his/her own teaching, actions and consequences, and develops his/her own plan for improvement. In addition, effective leaders are reflective of charisms in program.

### **Service to Diverse Local and Global Communities**

The effective leader in the Jesuit tradition demonstrates a commitment to service. It is within field experiences that these effective leaders are exposed to classroom settings in which they come to appreciate diversity and inclusion. The programs within the unit strongly encourage and make accommodations for these opportunities, so that teacher education candidates recognize the plurality of society, interact within that pluralistic society, and become nurturing, effective leaders within those settings.

Teacher education candidates are exposed to workshops and seminars on issues of diversity. The unit's participation in the Nebraska Partnership for Quality Teacher Education Grant (NPQTE) provided opportunities for candidates to review materials that demonstrated inclusion and brought candidates together with diverse students in service-learning activities. These experiences combined with the many opportunities for service on campus and within the unit prepare candidates to become "*Leaders in the Jesuit Tradition.*"

## **REFERENCES**

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- Morrison, G.S. (2000). Teaching in America (2<sup>nd</sup> ed.). Boston: Allyn & Bacon.
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# Professional Educator Preparation

## In The Jesuit Tradition

*Written By: Timothy J. Cook, Ph.D.*

Revised July 17, 2002

The Education Department at Creighton University finds its inspiration, direction, and ultimate uniqueness in the legacy of St. Ignatius and the time-honored educational tradition of the Society of Jesus (Jesuits).

### Ignatian Vision and Spirituality

St. Ignatius of Loyola (1491-1556) lived as a knight in Spain until a cannon ball shattered his leg in a battle with the French. As he recuperated, he read the only two books available – *The Lives of the Saints* and *The Life of Christ*. Ignatius experienced the beginnings of a spiritual conversion. At that time, Ignatius began developing a spirituality from which he wrote the *Spiritual Exercises*. Chronicling Ignatius’s relationship with God, the *Spiritual Exercises* encapsulate the essentials of Ignatian spirituality.

Ignatian spirituality springs from a positive vision of the world and humanity. Ignatian spirituality is world-affirming in the sense that Ignatius believed one could “find God in all things.” Ignatian spirituality is humanity-affirming in the sense that each human is loved by God in a personal way. Both human and divine, Jesus Christ embodies human perfection and therefore serves as a model for Christians. Following Jesus’ example, Ignatius spent his life searching for ways to make his response to God’s love “of greater value” “for the greater glory of God.” Ignatius and his companions formed a community to serve God by serving others, primarily through educational ministry. Lastly, Ignatian spirituality believes that people and communities should make decisions through a process of prayerful reflection, or discernment. Ignatius wrote the *Spiritual Exercises* to serve as a guide for personal and social transformation that will result in a just world that lives in peace.

### Jesuit Educational Tradition

In 1540, St. Ignatius and his companions gained approval from Pope Paul III to form a religious order of men, whose name became the Society of Jesus (Jesuits). Even though the Jesuits did not originally plan to operate schools, they soon discerned that they could best serve God and the Church through the apostolate of education. That is to say, formal education was viewed as the most effective means for helping young people encounter God and respond to His call. Through the centuries, the Jesuits became widely known throughout the world for being outstanding educators. Creighton University, one of 28 Jesuit colleges and universities in the United States, shares the educational legacy of the Jesuits that began more than 450 years ago.

### Education Department Charisms

Faithful to the Jesuit educational tradition that is rooted in Ignatian spirituality as expressed in the *Spiritual Exercises*, the Department of Education at Creighton University invites students to consider the education profession as a vocation or call from God. In doing so, the Department of Education encourages students to develop charisms.

Charisms are special gifts of the Holy Spirit, or God-given graces, that characterize an individual or group and are used to contribute to the common good or build the Kingdom of God on earth. Conceptualized another way, charisms might be considered spiritually inspired core values and characteristics. The charisms that guide the formation of professional educators in the Department of Education at Creighton University spring from Ignatian spirituality and Jesuit educational tradition. Put simply, our charisms are derived from Ignatian and Jesuit charisms.

Continuing the Jesuit educational tradition, the Department of Education at Creighton University strives to produce educators for public, Catholic, and other private schools who bring to their school communities distinctive gifts that are rooted in the Ignatian vision of the world and humanity and the Jesuit educational tradition.

**Education of the Whole Person:** Jesuit and Catholic tradition views education holistically and emphasizes formation of the total person – mind, heart, body, and soul. Total formation includes the intellectual, social, emotional, physical, and spiritual/ethical/moral dimensions. On the spiritual plane, Jesuit education encourages and “challenges students to reflect on transcendent values, including their relationship with God” (Creighton University Mission Statement). In addition, Jesuit education seeks to help each person discover the sacred in human experience and human beings and creation - to “find God in all things.”

~ character education ~ spiritual/moral formation ~ discovering the sacred  
~ “finding God in all things” ~ unity of mind and heart ~ vocation

**Cura personalis:** In Jesuit tradition, education of the whole person takes place within the context of caring relationships. Translated from Latin as “care of the person,” *cura personalis* signifies personal concern for each individual as a unique child of God who is made in God’s image and likeness. *Cura personalis*, or personal care, connotes a belief that education is fundamentally relational.

~ Ethic of care ~ Christian personalism ~ care of the soul ~ human dignity  
~ individual differences ~ personal relationships ~ personalization ~ student-centered

**Magis:** Translated from Latin as “the more,” *magis* refers directly to St. Ignatius’s lifelong desire to do more *Ad Majorem Dei Gloriam* (“for the greater glory of God” – the Jesuit motto). In the educational context, *magis* has come to mean the continual striving by individuals and schools to develop to the fullest their God-given gifts and talents and potential. In the spirit of *magis*, persons and schools strive to be the best they can be. *Magis* has become synonymous with excellence.

~ greater good ~ full potential ~ striving for excellence ~ high expectations ~ high standards ~ A.M.D.G. ~developing gifts and talents ~ school improvement ~ professional development

**Men and Women for and with Others:** St. Ignatius believed that God is present in others and that we live for God by serving others. In response to God’s love, Ignatius set out to live a life of service. For centuries, Jesuits have done the same for the love of God. Professional educators trained in the Jesuit tradition are called to develop their gifts and talents for the service of others, to become “men and women for and with others.” These educators prepare for a life of service to their students and school communities, especially those in most need. Educators formed in the Jesuit tradition actively build community in their classrooms and schools as a sign of solidarity with colleagues and those they serve.

~ sharing gifts and talents ~ service-learning ~ inclusive community ~ hospitality  
~ solidarity ~ poor and marginalized ~ companions on the journey

**Service of Faith and Promotion of Justice:** Fundamental to Ignatian spirituality, Catholic social teaching, and the values held by other faith traditions, is the belief that God is present in each human being. We must be concerned with the dignity of each individual, especially the most marginalized, because God resides in each. Therefore, in Jesuit tradition, faith-based service necessitates working for justice as well. As people of faith, professional educators trained in the Jesuit tradition work for justice and educate for justice in their school communities. These educators take the lead in helping to dismantle unjust school structures and policies, foster right relationships among members of the school community, ensure the rights of all, and educate students to work for justice. Educators formed in the Jesuit tradition, model “faith that does justice.”

~ inclusive community ~ equality ~ equity ~ human rights ~ responsibilities ~ social justice ~ Catholic Social Teaching ~ stewardship ~ solidarity ~ human dignity ~ welcoming and honoring all

**Leadership:** Preparing leaders is a hallmark of Jesuit education. The Ignatian and Jesuit vision of leadership is ultimately one of service. In other words, leaders serve their communities by leading. This model of servant leadership draws its inspiration from the example of Jesus when He washed the feet of his disciples and said, “If I, therefore, the master and teacher, have washed your feet, you ought to wash one another’s feet” (John 13:14). Educators prepared in the Jesuit

tradition are called to become leaders in their school communities whether it is through position, influence, or example. The goal is not to become one of the powerful elite, but rather to become a “leader in service,” especially as service relates to the promotion of justice.

~ servant leadership ~ empowerment ~ teacher-leader

**Contemplation in Action:** Contemplation in action is closely related to discernment, which in Ignatian spirituality means a faith-based process for decision making. Educators who are contemplatives in action lead an examined life. The nature of their reflection is prayerful, it includes the ethical and moral dimension, and it combines the mind and heart. Furthermore, discernment leads to action.

~”Finding God in all things” ~ reflective and ethical decision making  
~ action orientation

### **The Characteristics of Professional Educator Preparation**

#### **in the Jesuit Tradition are:**

*Total Formation --- Faith/Ethics --- Care --- Excellence --- Service --- Justice*

*Leadership--- Contemplative Action*

## **SOURCES**

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## ADMINISTRATION AND FACULTY

Creighton University empowers the Education Department's chairperson, together with the faculty, to develop and to oversee programs for elementary, special education and secondary teachers, and for elementary and secondary school administrators and counselors. The Education Department is the responsible unit for the development of the policies and practices of these education programs. The faculty within the Education Department constantly seeks the best means to qualify programs and avail themselves for community service when requested.

Currently, Sharon Ishii-Jordan, Ph.D., (University of Nebraska-Lincoln) is the chairperson of the Education Department. The following also are full-time faculty members in the Department:

Sharon R. Ishii-Jordan, Ph.D. (University of Nebraska-Lincoln), Associate Professor  
 Lynn E. Olson, Ph.D. (University of Nebraska-Lincoln), Assistant Professor  
 Howard J. Bachman, M.S. (Creighton University), Assistant Professor  
 Barbara L. Brock, Ph.D (University of Nebraska-Lincoln), Professor  
 Timothy J. Cook, Ph.D. (Boston College), Professor  
 Charles T. Dickel, Ed.D. (Indiana University-Bloomington), Professor  
 Beverly A. Doyle, Ph.D. (University of Nebraska-Lincoln), Associate Professor  
 W. Patrick Durow, Ph.D. (Iowa State University), Assistant Professor  
 Lynne E. Houtz, Ph.D. (University of Nebraska-Lincoln), Professor, Associate Chair  
 Debra L. Ponec, Ed.D. (University of Nebraska-Lincoln), Associate Professor  
 Thomas Simonds, S.J., Ph.D. (University of San Francisco), Assistant Professor  
 Jeffrey M. Smith, Ph.D. (Kent State University), Associate Professor

The expertise of the following individuals is also invaluable to the Department:

Colleen Chiacchere (Loyola University-Chicago) MAGIS Catholic Teacher Corps Co-Director  
 Carol Sudduth, Administrative Assistant  
 Chrys Townsend-Frey (University of Nebraska–Omaha), Director of Field Placement and Certification  
 Carrie Wortmann (College of Notre Dame- Baltimore) MAGIS Catholic Teacher Corps Co-Director

## ADMISSION TO TEACHER EDUCATION

Authority for selection and retention of students in the Education Department rests with the Selection and Retention Committee. Policies are formulated through the involvement of all members of the Education Department. Students are notified in writing regarding admission status once the Committee has reviewed their applications and that decision has been forwarded to the Creighton College of Arts and Sciences.

### **Admissions Criteria**

Applicants must meet the following criteria in order to be officially accepted into the Creighton University teacher education program. If a student does not continue to meet these criteria, he/she will not be permitted to take required education courses at the 300-, 400-, or 500-level.

1. Successful completion of EDU 103/503, 208 and 210/510 and two academic semesters.
2. Successful interview.
3. Submission of a favorable recommendation.
4. Must possess an overall QPA of at least 2.5 in all courses.
5. Submit the "Why I Want to Teach" statement.
6. Submit documented evidence of successful experience working with children or young adults.
7. Complete the self-rating, "Fitness for Teaching Scale."
8. Satisfactorily completed the Pre-Professional Skills Test (PPST):  
 Reading Score: \_\_\_\_\_ (170 - minimal acceptable score)  
 Math Score : \_\_\_\_\_ (171 - minimal acceptable score)  
 Writing Score: \_\_\_\_\_ (172 - minimal acceptable score)
9. Submit the professional conduct statement (required) which **must be notarized**.
10. Submit the Creighton College of Arts and Sciences Application to Program of Study form.

Initially a student must complete the PPST Awareness Form in EDU 103/503. This form verifies that the student is aware that the completion of the PPST is mandatory prior to acceptance into the Department. Additionally, the student must complete a professional conduct statement relative to his/her background. This statement, verifying that a student has not been convicted of a felony or misdemeanor involving abuse, neglect, or sexual misconduct, must be notarized. This is a Department policy established and implemented in conjunction with mandates from the Nebraska Department of Education. This statement must be completed and notarized in EDU 103/503, when applying for admission to the Department, and as part of the application for student teaching.

Criteria for selection and retention of students in the Education Department follow the National Council for Accreditation of Teacher Education Standards Procedures and Policies and the Nebraska Department of Education Rule 20 Regulations and Procedures. All members of the Selection and Retention Committee review applications for admission to the Education Department. Review of portfolio contents and/or a personal interview may be requested. Students are notified in writing regarding admission status once the Committee members have reviewed applications. The decision is forwarded to the Creighton College of Arts and Sciences.

**Creighton**  
 UNIVERSITY  
**Education Department**

## TEACHER EDUCATION ASSESSMENT PLAN

### *Explanation of Benchmarks:*

#### **Level I (During EDU 103/503)**

The Selection and Retention Committee of the Education Department will review all information submitted by potential candidates beginning with the foundations core of the Education Department. This will occur during the first foundational course in Education – Education 103. Candidates will be required to maintain a minimum of 2.5 QPA and participate in an interview. The personal interview should ascertain aspects of one's suitability to the field of education. Portfolio submissions are identified and rubrics are supplied to each potential candidate.

**Minimum 2.5 QPA:** This benchmark is the minimum criteria that the Education Department has supplied to Nebraska Department of Education (NDE) and NCATE.

**Interview:** Interviews are scheduled during EDU 103/503. Interview teams include the instructors from the EDU 103/503 classes. Individual interviews are scheduled, notes taken, and then the instructors review the material. Interviews are rated on a rubric that includes department charisms. Each member independently rates the candidate on pre-selected interview questions. Inter-rater reliability would allow for qualitative assessment of candidates where previously there was no opportunity for such evaluation.

**Notarized Felony Convictions/Mental Capacity Statements:** These statements are collected three times during a candidate's program: during the initial course in education, prior to admission, and prior to student teaching or internship. Candidates are informed in all course syllabi that should their status change, they are charged with the responsibility of notifying the Certification Officer and the Director of Field Experiences.

#### **Level II (During EDU 208, 210/510)**

The Selection and Retention Committee of the Education Department will review all information submitted by potential candidates for admittance to the Education Department. This process occurs prior to enrollment in 300-level courses and requires: successful completion of Education 103/503, 208, and 210/510 (with an average of 2.5 QPA – 3.0 QPA for graduate, no grade lower than a "C"), passing scores on the PPST, a teaching videotape with critique, a personal statement, successful completion of Education 208 and 210/510 field experience activities, notarized felony convictions/mental capacity statements, a letter of recommendation, and completed admissions application. Portfolio submissions are identified and rubrics are supplied to each potential candidate.

**Successful Completion of EDU 103/503, 208, and 210/510:** This benchmark reviews the grades of the identified courses for a grade of "C" or above and a minimum of 2.5 QPA (graduate 3.0 QPA) or above.

**PPST Scores:** Candidates must submit documentation of passing scores on the PPST: Reading (170), Writing (172), and Mathematics (171).

**Videotape with Critique:** Candidates submit a videotape of a teaching model with peers. The candidate's peers critique the teaching module and provide feedback. The instructor for EDU 208 is responsible for evaluating the videotape utilizing the pre-determined rubric.

**Personal Statement:** Candidates will submit a one-page personal statement responding to the statement: "Why I want to be a teacher." Committee members will review the statement and evaluate the statement using the pre-determined rubric.



***Successful Completion of EDU 208, 210/510 Field Experiences:*** Candidates submit a field experience evaluation completed by the on-site supervisor. This evaluation details activity undertaken in the field experience, verifies the number of hours of aiding within the classroom, and offers a rubric for determining student performance.

***Recommendation:*** Candidates submit a recommendation from an individual who can attest to teaching abilities or suitability to work with children and/or adolescents.

***Completed Admissions Application:*** Candidates are required to submit a completed admissions application to the Director of Field Experiences for review by the Selection and Retention Committee. This application includes updated notarized felony convictions and mental capacity statements.

### **Level III (During 300/500/600-level Courses and Prior to Student Teaching)**

The Selection and Retention Committee of the Education Department will review all information submitted by potential candidates for admittance to Student Teaching within the Education Department. Candidates must have maintained satisfactory progress throughout all education coursework and field experiences. A minimum of a 2.5 QPA/3.00 QPA (graduate) and a completed student teaching application are required. In addition, the candidate must submit work samples from field experience sites that demonstrate work with students, describe students and their learning styles, lesson plans and adaptations, evaluations of learning and student progress, dispositions, and reflections regarding how to improve the teaching process in the future. Rubrics for each of the portfolio components will be supplied to the candidate prior to submission.

***Minimum 2.5 QPA/3.0 QPA (Graduate):*** Candidates overall coursework must meet the minimum grade point requirements. All professional education coursework must receive a grade of “C” or above to be accepted.

***Field Experience Work Samples:*** Candidates submit work samples from field experience sites that demonstrate work with students. Samples would include, but not be limited to, description of the students and learning styles, lesson plans and adaptations, evaluations of learning, student progress, and dispositions, and reflections regarding how to improve the teaching process in the future.

***Student Teaching Application:*** Candidates are required to submit their Student Teaching Application to the Director of Field Experiences. The Selection and Retention Committee reviews all aspects of a candidate’s portfolio for permission to student teach. A rubric for all required portfolio artifacts will be supplied to the candidate prior to submission.

***Notarized Felony Convictions/Mental Capacity Statements:*** These statements are collected three times during a candidate’s program: during the initial course in education, prior to admission, and prior to student teaching or internship. Candidates are informed in all course syllabi that should their status change, they are charged with the responsibility of notifying the Certification Officer and the Director of Field Experiences.

### **Level IV (Exit Portfolio on LiveText – Prior to Graduation/Recommendation for Certification)**

The Selection and Retention Committee of the unit will review all information submitted by potential candidates for recommendation of graduation and authorization for certification. Candidates will be required to submit evidence of successful completion of course work and field experiences. LiveText Portfolio submissions of candidate performance will be reviewed and evaluated. A minimum of a 2.5 QPA /3.00 QPA (Graduate) is required.

***Minimum 2.5 QPA/3.0 (Graduate):*** Candidates’ overall coursework must meet the minimum grade point requirements. All professional education coursework must receive a grade of “C” or above to be accepted.

***Satisfactory Completion of Coursework and Field Experiences:*** Candidates submit field experience evaluations completed by the on-site supervisors. These evaluations detail activities undertaken in the field experience, verifies the number of hours of aiding within the classroom, and offer a rubric for determining student performance.

## **Level V (Post-Graduate Information/Program Evaluation)**

***Follow-up Studies:*** Revised follow-up studies to match current assessments of candidate performance and student learning will be developed and piloted. These surveys will request evaluation of competence following NCATE, INTASC, and ISTE standards.

***Supervisor/Employer Surveys:*** Revised Supervisor/Employer surveys to match the revised programs and follow-up studies sent to graduates. These surveys will request verification of demonstrated competence following NCATE, INTASC, and ISTE standards.

***Indicators of Student Learning in P-12 Schools:*** Candidates will submit teacher work samples and portfolio artifacts to provide evidence of student learning in P-12 schools. These documents will illustrate a candidate's in-depth understanding of subject matter, instructional strategies to reach the needs of all learners, assessment practices, reflection of practice, and consideration of the school, family, and community contexts related to student learning.

***Advisory Committees:*** Advisory Committees provided feedback from the above named sources will provide insight regarding revision and change within the unit.

***Teacher Education Advisory Committee (TEAC):*** TEAC provided feedback from the above named sources will provide insight regarding revision and change within the unit.

## **Retention**

Once a student is admitted to the Department, progress is monitored and checked at several points.

1. Each semester, fieldwork and grades are monitored by the assigned Education Department advisor. If the student's overall QPA falls below 2.50, or if field experience feedback is unsatisfactory, the student may not register for any 300+level education classes. Any education class in which the student receives a grade lower than a C must be retaken.
2. A pre-service teacher's progress is assessed again when applying to student teach. Criteria include QPA and documented evidence of further successful experience working with children or young adults.
3. During the senior year, the student completes a "senior check" with the Creighton College of Arts and Sciences. Department advisors are contacted by the College should there be any discrepancies between program requirements and program completion.
4. When the student applies for certification, completion of program requirements is once again verified by the Director of Certification.

## **Selection and Retention Appeal Process**

A student desiring an exception to the established criteria for admission, retention or program requirements may submit a completed Request for Exception on the Education Department Form to the Chair of the Selection and Retention Committee. Forms may be obtained from Education advisors, the Chair of the Selection and Retention Committee, and/or the Administrative Assistant for the Department. Committee members will evaluate the request, make recommendations for a solution, and notify those involved of their findings. The Committee will not grant exceptions to NCATE or NDE requirements.

Besides being monitored with respect to grades and fieldwork, the student will also periodically be evaluated on other criteria which bear on one's suitability to the field of education, including but not limited to, organizational skills, completion of assigned tasks, effort, motivation, professionalism, integrity, consideration for others, and interpersonal skills. In the event the student is found to be lacking in any one of these areas, he or she will be counseled by the instructor / advisor / program director on ways to improve in that area. If a student ranks low in one of these areas and does not improve, the Education Department reserves the right to dismiss from the program any student who does not meet acceptable department standards.

## **Department Appeals Procedure**

1. The student should make an attempt to reconcile the problem with his/her instructor or faculty member.

2. If no satisfactory solution can be reached, the student is to submit specific details of the problem in writing and turn it in to the Grievance Committee (Committee members are Mr. Howard Bachman, Dr. Beverly Doyle, and Dr. Tim Dickel. If the grievance is with a Committee member, the Chairperson of the Education Department will select an alternate.
3. The Committee will evaluate the situation, make recommendations for solution, and notify those who are involved of their findings.

## **STUDENT RESPONSIBILITY AND ACADEMIC ADVISING**

Students are personally responsible for completing all requirements established for their degree by the University, the student's College or School, and Department. It is the student's responsibility to inform himself or herself about these requirements. A student's advisor may not assume these responsibilities and may not substitute, waive, or exempt the student from any established requirement or academic standard. The Department reserves the right to modify requirements at any time.

Although the Department encourages the widest amount of student responsibility, with an appropriate administrative regulation, it expects each student to maintain appropriate standards in his or her academic and personal life. The University reserves the right to terminate the registration of any student who does not meet the standards acceptable to the University.

Each student in teacher education is assigned an advisor at the time of his/her acceptance. Students new to the Education Department should contact their advisor to obtain a copy of the program description and to plan their course of study. Students are responsible for maintaining ongoing contact with their advisor.

To maintain accurate records, it is essential that each student keep his/her Education advisor and the Department administrative assistant updated with any change in name, address, phone number, and/or employment. After graduation, Department members may wish to contact graduates regarding employment opportunities, workshops, speakers, or to evaluate programs.

## **POLICY ON ACADEMIC HONESTY**

The Department enforces the policy on academic honesty that is mandated by the University (Creighton University Bulletin, Undergraduate Issue, 2009-2010, p. 92):

*Academic or academic-related misconduct" includes, but is not limited to, unauthorized collaboration or use of external information during examinations, plagiarizing or representing another's ideas as one's own, furnishing false academic information to the University, falsely obtaining, distributing, using or receiving test materials, falsifying academic records; falsifying clinical reports or otherwise endangering the well-being of patients involved in the teaching process; misusing academic resources; defacing or tampering with library materials; obtaining or gaining unauthorized access to examinations or academic research material soliciting or offering unauthorized academic information or materials; improperly altering or inducing another to improperly alter any academic record; or engaging in any conduct which is intended or reasonably likely to confer upon one's self or another an unfair advantage or unfair benefit respecting an academic matter.*

## **GRADE APPEALS**

The instructor has jurisdiction in determining grades; however, the student has the right to appeal a grade that s/he believes to be in error. The appeal process may involve the following steps (the issue may be resolved at any level):

1. The student confers with the instructor involved.
2. The student and the instructor (preferably together) confer with the chairperson of the department or the program director.
3. The student and instructor (preferably together) confer with the Dean of the College or School to which the department is attached.

In rare cases, when the foregoing steps do not resolve the issue, the student may initiate a formal written appeal to the Dean. Normally, the Dean will forward such appeal to the appropriate committee for its review and recommendation. A formal appeal should not be entered into lightly by a student nor lightly dismissed by an instructor. A formal written grade appeal may be made no later than the sixth week of the following semester.

## SECTION II

### SPECIAL EDUCATION PROGRAM

#### INITIAL LEVEL KNOWLEDGE AND SKILL SETS

#### Initial Special Education Teachers of Individuals with Exceptional Learning Needs in Individualized General Education Curricula (IGC)

<b>STANDARD 1: Foundation</b>				
<b>Knowledge</b>				
		<b>COURSE #</b>	<b>ASSESSMENT</b>	<b>INTASC</b>
ICC1K1	Models, theories, philosophies, and research methods that form the basis for special education practice	EDU 515	Tests/Journals	1.01 2.04
ICC1K2	Laws, policies, and ethical principles regarding behavior management planning and implementation	EDU 515	Tests	1.04 1.13
ICC1K3	Relationship of special education to the organization and function of educational agencies	EDU 529	Tests/Projects	1.04 1.13
ICC1K4	Rights and responsibilities of individuals with exceptional learning needs, parents, teachers, and other professionals, and schools related to exceptional learning needs <sup>8</sup>	EDU 515	Tests/Journals Position paper	1.04 1.13 8.08 10.07
ICC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds	EDU 515	Tests/Journals Position paper	1.04 1.13 3.04 8.07 8.09
ICC1K6	Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services	EDU 527	Tests/Case Study	1.04 8.07
ICC1K7	Family systems and the role of families in the education process	EDU 515	Tests	1.11 3.07 10.10
ICC1K8	Historical points of view and contribution of culturally diverse groups	EDU 515	Tests/Position paper	10.04
ICC1K9	Impact of the dominant culture on shaping schools and the individuals who study and work in them	EDU 529	Paper/Project/Tests	3.04 10.04
ICC1K10	Potential impact of differences in values, languages, and customs that can exist between the home and school	EDU 528	Papers/Exams	3.03 3.04 6.03 10.02 10.04
IGC1K1	Definitions and issues related to the identification of individuals with exceptional learning needs	EDU 501	Exams/Research papers	
IGC1K2	Models and theories of deviance and behavior problems	EDU 526	Exams	
IGC1K3	Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice	EDU 501 EDU 515	Tests	
IGC1K4	The legal, judicial, and educational systems to assist individuals with exceptional learning needs	EDU 515	Exams	

IGC1K5	Continuum of placement and services available for individuals with exceptional learning needs	EDU 526	Tests/Case Study	
IGC1K6	Laws and policies related to provision of specialized health care in educational settings	EDU 501	Exams	
IGC1K7	Factors that influence the over-representation of culturally/linguistically diverse individuals with exceptional learning needs in programs for individuals with exceptional learning needs	EDU 527	Exams	
IGC1K8	Principles of normalization and concept of least restrictive environment	EDU 501 EDU 515	Exams/Journals	
IGC1K9	Theory of reinforcement techniques in serving individuals with exceptional learning needs	EDU 526	Tests	
<b>Skills</b>				
ICC1S1	Articulate personal philosophy of special education	EDU 530 EDU 540	Reflection Statement	
	None in addition to common core			

<b>STANDARD 2: Development and Characteristics of Learners</b>				
<b>KNOWLEDGE</b>				
ICC2K1	Typical and atypical human growth and development	EDU 501 EDU 515	Tests/Research Paper/Journal	1.07 2.01
ICC2K2	Educational implications of characteristics of various exceptionalities	EDU 501	Tests/Research Papers	1.08 2.01 3.05 7.06
ICC2K3	Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family	EDU 501	Reflection Paper	2.07 3.03 3.06 6.01 8.09
ICC2K4	Family systems and the role of families in supporting development	EDU 501	Reflection Paper/ Tests	2.07 3.07 10.03
ICC2K5	Similarities and differences of individuals with and without exceptional learning needs	EDU 515	Tests	2.01
ICC2K6	Similarities and differences among individuals with exceptional learning needs	EDU 501	Tests/Reflection Paper	2.05
ICC2K7	Effects of various medications on individuals with exceptional learning needs	EDU 501	Tests/Reflection Paper	
IGC2K1	Etiology and diagnosis related to various theoretical approaches	EDU 527	Questions/Tests	
IGC2K2	Impact of sensory impairments, physical and health exceptional learning needs on individuals, families, and society	EDU 501	Research paper	
IGC2K3	Etiology and medical aspects of conditions affecting individuals with exceptional learning needs	EDU 501	Reflection Paper/Tests	
IGC2K4	Psychological and social-emotional characteristics of individuals with exceptional learning needs	EDU 501 EDU 515	Tests/Journals	
IGC2K5	Common etiologies and the impact of sensory exceptional learning needs on learning and experience	EDU 501	Tests	
IGC2K6	Types and transmission routes of infectious disease	EDU 501	Tests	
<b>SKILLS</b>				
	None in addition to Common Core			

<b>STANDARD 3: Individual Learning Differences</b>				
<b>KNOWLEDGE</b>				
ICC3K1	Effects an exceptional condition(s) can have on an individual's life	EDU 501	Tests/Reflection Paper	1.08 2.01 2.05 3.02 3.06 10.10
ICC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development	EDU 515	Position Paper/Journal/Reflections	1.07 2.05 3.02 10.10
ICC3K3	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling	EDU 529	Projects/tests	3.03 3.09 8.09 9.04 10.02 10.04 10.10
ICC3K4	Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction	EDU 529	Paper/Tests	3.03 3.04 3.06 3.07 3.09 9.04 10.02 10.04
ICC3K5	Differing ways of learning of individuals with exceptional learning needs, including those from culturally diverse backgrounds and strategies for addressing these differences	EDU 526	Lesson Plans/Tests	1.08 2.01 2.06 3.04 3.09 9.04
IGC3K1	Impact of exceptional learning needs on auditory and information processing skills	EDU 528	Project/Exam	
<b>SKILLS</b>				
IGC3S1	Relate levels of support to the needs of the individual	EDU 530 EDU 540	Lesson Plans/IEP Mtgs	

<b>STANDARD 4: Instructional Strategies</b>				
<b>KNOWLEDGE</b>				
ICC4K1	Evidence-based practices validated for specific characteristics of learner and settings	EDU 526 EDU 500 EDU 515	Tests/Lesson Plans	
IGC4K1	Sources of specialized materials, curricula, and resources for individuals with exceptional learning needs	EDU 526	Resource File	
IGC4K2	Strategies to prepare for and take tests	EDU 526	Lesson Plans/Tests	
IGC4K3	Advantage and limitations of instructional strategies and practices for teaching individuals with exceptional learning needs	EDU 526	Tests	
IGC4K4	Prevention and intervention strategies for individuals at-risk for a disability	EDU 500 EDU 526	Lesson Plans/tests`	
IGC4K5	Strategies for integrating student initiated learning experiences into ongoing instruction	EDU 526 EDU 530 EDU 540		
IGC4K6	Methods for increasing accuracy and proficiency	EDU 526	Lesson Plans/Tests	

	in math calculations and application			
IGC4K7	Methods for guiding individuals in identifying and organizing critical content	EDU 526	Lesson Plans/Tests	
<b>SKILLS</b>				
ICC4S1	Use strategies to facilitate integration into various settings	EDU 530 EDU 540 EDU 459	Lesson Plans	1.08 2.06 3.05 4.04 4.13 4.16 6.02 6.04 7.02
ICC4S2	Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs	EDU 526 EDU 530 EDU 540	Lesson Plans	4.07
ICC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs	EDU 500 EDU 526 EDU 530 EDU 540	Lesson Plans	1.03 2.06 4.01 4.04 4.05 4.10 4.13
ICC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments	EDU 530 EDU 540	Lesson Plans	4.01 4.03 4.10 4.13
ICC 4S5	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem	EDU 530 EDU 540	Lesson Plans	4.01 4.10
ICC4S6	Use strategies that promote successful transitions for individuals with exceptional learning needs	EDU 530 EDU 540	Less Plans/IEP Mtg	1.09 4.01 4.10 7.06
IGC4S1	Use research-supported methods for academic and nonacademic instruction of individuals with exceptional learning needs	Edu500 EDU 526 EDU 530 EDU 540	Lesson Plans	
IGC4S2	Use strategies from multiple theoretical approaches for individuals with exceptional learning needs	EDU 526 EDU 530 EDU 540	Teacher Evaluations	
IGC4S3	Teach learning strategies and study skills to acquire academic content	EDU 526 EDU 530 EDU 540	Teacher Evaluation	
IGC4S4	Use reading methods appropriate to individuals with exceptional learning needs	EDU 500 EDU 530 EDU 540	Case Study	
IGC4S5	Use methods to teach mathematics appropriate to the individuals with exceptional learning needs	EDU 500 EDU 530 EDU 540	Case Study	
IGC4S6	Modify pace of instruction and provide organizational cures	EDU 526 EDU 530 EDU 540	Case Study	
IGC4S7	Use appropriate adaptations and technology for all individuals with exceptional learning needs	EDU 526 EDU 530 EDU 540	Case Study	



IGC4S8	Resources, and techniques used to transition individuals with exceptional learning needs into and out of school and post-school environments	EDU 526 EDU 530 EDU 540	Case Study	
IGC4S9	Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with exceptional learning needs	EDU 526 EDU 530 EDU 540	Case Study	
IGC4S10	Identify and teach basic structures and relationships within and across curricula	EDU 526 EDU 530 EDU 540	Case Study	
IGC4S11	Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval	EDU 526 EDU 539 EDU 540	Case Study	
IGC4S12	Use responses and errors to guide instructional decision and provide feedback to learners	EDU 526 EDU 530 EDU 540	Case Study	
IGC4S13	Identify and teach essential concepts, vocabulary, and content across the general curriculum	EDU 530 EDU 540	Case Study	
IGC4S14	Implement systematic instruction in teaching reading comprehension and monitoring strategies	EDU 500 EDU 530 EDU 540	Case Study	
IGC4S15	Teach strategies for organizing and composing written products	EDU 500 EDU 530 EDU 540	Case Study	
IGC4S16	Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language	EDU 500 EDU 530 EDU 540	Case Study	

<b>STANDARD 5: Learning Environments/Social Interactions</b>				
<b>KNOWLEDGE</b>				
ICC5K1	Demands of learning environments	EDU 515	Journal	1.08 4.13 5.02 5.06 7.07
ICC5K2	Basic classroom management theories and strategies for individuals with exceptional learning needs	EDU 515	Tests	5.06
ICC5K3	Effective management of teaching and learning	EDU 515	Journal	2.04 4.02 5.04 5.06
ICC5K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning need	EDU 515	Tests	6.05
ICC5K5	Social skills needed for educational and other environments	EDU 515	Journal/Tests/Position paper	5.02 5.03 7.07
ICC5K6	Strategies for crisis prevention and intervention	EDU 515	Journal/Tests/ Position Paper	5.07
ICC5K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world	EDU 515	Journal/Tests/Position Paper	5.03
ICC5K8	Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage	EDU 528	Exam/Research Paper	5.01
ICC5K9	Ways specific cultures are negatively stereotyped	EDU 515	Tests	
ICC5K10	Strategies used by diverse populations to cope	EDU 515	Tests	

	with a legacy of former and continuing racism			
IGC5K1	Barriers to accessibility and acceptance of individuals with exceptional learning needs	EDU 501 EDU 515	Tests/Position Paper	
IGC5K2	Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptional learning needs	EDU 501 EDU 515	Tests/Position Paper	
IGC5K3	Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings	EDU 526	Tests	
<b>SKILLS</b>				
ICC5S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued	EDU 530 EDU 540	Observations from Supervisors	2.02 4.11 5.01 5.04 10.03
ICC5S2	Identify realistic expectations for personal and social behavior in various settings	EDU 530 EDU 540	IEP	2.02 4.11 7.01 7.07
ICC5S3	Identify supports needed for integration into various program placements	EDU 530 EDU 540	IEP	1.08 2.06 4.05 4.07 4.11 6.08 7.07
ICC5S4	Design learning environments that encourage active participation in individual and group activities	EDU 530 EDU 540	Observations from Supervisors	2.03 4.04 4.11 5.04 5.05 7.04
ICC5S5	Modify the learning environment to manage behaviors	EDU 530 EDU 540	Observations from Supervisors	2.08 7.04
ICC5S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments	EDU 530 EDU 540	Lesson Plans	1.08 7.01 7.04 7.05 7.08 8.03 8.07 8.08 9.05
ICC5S7	Establish and maintain rapport with individuals with and without exceptional learning needs	EDU 530 EDU 540	Observations from Supervisors	3.01
ICC5S8	Teach self-advocacy	EDU 530 EDU 540	Observations from Supervisors	1.07 5.02 5.08
ICC5S9	Create an environment that encourages self-advocacy and increased independence	EDU 530 EDU 540	Observations from Supervisors	2.08 4.07 5.04 5.08 7.04
ICC5S10	Use effective and varied behavior management strategies	EDU 530 EDU 540	Observations from Supervisors	2.04 4.02 5.05 5.06
ICC5S11	Use the least intensive behavior management	EDU 530	Observations from	5.05

	strategy consistent with the needs of the individual with exceptional learning needs	EDU 540	Supervisors	
ICC5S12	Design and manage daily routines	EDU 530 EDU 540	Observations from Supervisors	5.07
ICC5S13	Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences	EDU 530 EDU 540	Lesson Plan/ Observations from Supervisors	5.01 5.03 5.06
ICC5S14	Mediate controversial intercultural issues among individuals with exceptional learning needs within the learning environment in ways that enhance any culture, group, or person	EDU 530 EDU 540	Observations from Supervisors	5.06
ICC5S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors	EDU 530 EDU 540	Observations from Supervisors	5.06 10.03
ICC5S16	Use universal precautions	EDU 530 EDU 540	Observations from Supervisors	
IGC5S1	Provide instruction in community-based settings	EDU 530 EDU 540	Observations from Supervisors	
IGC5S2	Use and maintain assistive technologies	EDU 530 EDU 540	Observations from Supervisors	
IGC5S3	Plan instruction in a variety of educational settings	EDU 530 EDU 540	Observations from Supervisors	
IGC5S4	Teach individuals with exceptional learning needs to give and receive meaningful feedback from peers and adults	EDU 526 EDU 548 EDU 459	Lesson Plans/ Observations from Supervisors	

### ***STANDARD 6: Language***

#### ***KNOWLEDGE***

ICC6K1	Effects of cultural and linguistic differences on growth and development	EDU 528	Tests	3.08 6.03
ICC6K2	Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages	EDU 528	Tests	3.08 6.03 9.02
ICC6K3	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding	EDU 528	Tests	6.03
ICC6K4	Augmentative and assistive communication strategies	EDU 526 EDU 528	Teaching Demonstration	4.08 6.01 6.04 6.06 6.07 6.09
IGC6K1	Impact of language development and listening comprehension on academic and non-academic learning of individuals with exceptional learning needs	EDU 528	Test	
IGC6K2	Communication and social interaction alternatives for individuals who are nonspeaking	EDU 528	Test	
IGC6K3	Typical language development and how that may differ from individuals with learning exceptional learning needs	EDU 528	Test	

#### ***SKILLS***

ICC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs	EDU 530 EDU 540	Lesson Plans/Observations from Supervisors	5.08 6.01 6.02 6.04 6.06 6.07 6.08
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ICC6S2	Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language	EDU 530 EDU 540	Lesson Plans/Observations from Supervisors	3.08
IGC5S1	Enhance vocabulary development	EDU 530 EDU 540	Lesson Plans/ Observations from Supervisors	
IGC6S2	Teach strategies for spelling accuracy and generalization	EDU 530 EDU 540	Lesson Plans/Observations from Supervisors	
IGC6S3	Teach individuals with exceptional learning needs to monitor for errors in or and written language	EDU 530 EDU 540	Lesson Plans/Observations from Supervisors	
IGC6S4	Teach methods and strategies for producing legible documents	EDU 530 EDU 540	Lesson Plans/Observations from Supervisors	
IGC6S5	Plan instruction on the use of alternative and augmentative communication systems	EDU 526 EDU 528	Lesson Plans/Observations from Supervisors	

<b>STANDARD 7: Instructional Planning</b>				
<b>KNOWLEDGE</b>				
ICC7K1	Theories and research that form the basis of curriculum development and instructional practice	EDU 526	Tests	1.02 1.06
ICC7K2	Scope and sequences of general and special curricula	EDU 526 EDU 515	Tests	1.02 1.06 7.02 7.03 7.06
ICC7K3	National, state or provincial, and local curricula standards	EDU 515	Tests	7.06
ICC7K4	Technology for planning and managing the teaching and learning environment	EDU 526	Project Demonstrations	4.08 7.06
ICC7K5	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service	EDU 515	Tests	7.06 10.03
IGC7K1	Integrate academic instruction and behavior management for individuals and groups with exceptional learning needs	EDU 530 EDU 540	Supervisor Reports/Lesson Plans	
IGC7K2	Model career, vocational, and transition programs for individuals with exceptional learning needs	EDU 530 Edu540	Supervisor Reports/Lesson Plans	
IGC7K3	Interventions and services for children who may be at risk for learning exceptional learning needs	EDU 501 EDU 515	Tests	
IGC7K4	Relationships among exceptional learning needs and reading instruction	EDU 501	Tests/Lesson Plans	
<b>SKILLS</b>				
ICC7S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs	EDU 530 EDU 540	Lesson Plans	1.03 1.11 4.09 4.11 6.02 7.01 7.02 7.03 7.06 7.09 8.10

ICC7S2	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members	Edu530 EDU 540	IEP Plan	1.11 4.09 4.11 6.02 7.01 7.03 7.06 7.09
ICC7S3	Involve the individual and family in setting instructional goals and monitoring progress	EDU 530 EDU 540	IEP Plan	1.11 3.07 7.05 7.08 8.04
ICC7S4	Use functional assessments to develop intervention plans	EDU 527	Curriculum Bases Measurement	7.09 8.02 8.07
ICC7S5	Use Task analysis	EDU 530 EDU 540	Lesson Plan	8.02 8.07
ICC7S6	Sequence, implement, and evaluate individualized learning objectives	EDU 530 EDU 540	Supervisor Report	1.11 4.09 7.01 7.06
ICC7S7	Integrate affective, social, and life skills with academic curricula	EDU 530 EDU 540	Supervisor Report	1.03 1.07 7.06 7.09
ICC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences	EDU 526	Lesson Plans	4.09 7.03 7.06
ICC7S9	Incorporate and implement instructional and assistive technology into the education program	EDU 526 EDU 530 EDU 540	Lesson Plans	1.03 1.10 4.09 6.01 6.07 6.08
ICC7S10	Prepare lesson plans	EDU 526 EDU 530 EDU 540	Lesson Plans	4.09
ICC7S11	Prepare and organize materials to implement daily lesson plans	EDU 526 EDU 530 EDU 540	Lesson Plans	4.09 7.01
ICC7S12	Use instructional time effectively	EDU 530 EDU 540	Supervisor Reports	4.09 7.01
ICC7S13	Make responsive adjustments to instruction based on continual observations	EDU 530 EDU 540	Supervisor Reports	4.06 7.05 8.10
ICC7S14	Prepare individuals to exhibit self-enhancing behavior in response to ongoing assessment data	EDU 530 EDU 540	Supervisor Reports	4.07 7.09
ICC7S15	Evaluate and modify instructional practices in response to ongoing assessment data	EDU 530 EDU 540	Lesson Plans	
IGC7S1	Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior	EDU 526	Lesson Plans	
IGC7S2	Select and use specialized instructional strategies appropriate to the abilities and needs of the individual	EDU 530 EDU 540	Supervisor Reports	
IGC7S3	Plan and implement age and ability appropriate	EDU 526	Lesson Plans/Supervisor	

	instruction for individuals with exceptional learning needs	EDU 530 EDU 540	Reports	
IGC7S4	Select, design, and use technology, materials and resources required to educate individuals whose exceptional learning needs interfere with communication	EDU 528	Assessment Intervention Project	
IGC7S5	Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans	EDU 526 EDU 530 EDU 540	Lesson Plans/Supervisor Report	
IGC7S6	Design and implement instructional programs that address independent living and career education for individuals	EDU 526 EDU 530 EDU 540	Lesson Plans/Supervisor Report	
IGC7S7	Design and implement curriculum and instructional strategies for medical self-management procedures	EDU 526 EDU 530 EDU 540	Lesson Plans/Supervisor Report	
IGC7S8	Design, implement, and evaluate instructional programs that enhance social participation across environments	EDU 526 EDU 530 EDU 540	Lesson Plans/Supervisor Report	

<b>STANDARD 8: Assessment</b>				
<b>KNOWLEDGE</b>				
ICC8K1	Basic terminology used in assessment	EDU 527	Test	8.01
ICC8K2	Legal provisions and ethical principles regarding assessment of individuals	EDU 527	Test	1.04 1.13 8.01 8.11
ICC8K3	Screening, prereferral, referral, and classification procedures	EDU 527	Test	1.04 1.05 2.08 3.04 5.06 8.01 8.07
ICC8K4	Use and limitations of assessment instruments	EDU 527	Test	8.01
ICC8K5	National, state or provincial, and local accommodations and modifications	EDU 527	Test	1.05 8.03 8.05 8.11
IGC8K1	Specialized terminology used in the assessment of individuals with exceptional learning needs	EDU 527	Test	
IGC8K2	Laws and policies regarding referral and placement procedures for individuals with exceptional learning needs	EDU 527	Test	
IGC8K3	Types and importance of information concerning individuals with exceptional learning needs available from families and public agencies	EDU 527	Test	
IGC8K4	Procedures for early identification of young children who may be at risk for exceptional learning needs	EDU 527	Test	
<b>SKILLS</b>				
ICC8S1	Gather relevant background information	EDU 527	Case Study	2.08 8.07 8.08
ICC8S2	Administer nonbiased formal and informal assessments	EDU 527	Case Study	8.02 8.06
ICC8S3	Use technology to conduct assessments	EDU 527	Case Study	8.03
ICC8S4	Develop or modify individualized assessment	EDU 527	Case Study	8.02

	strategies			8.03 8.11
ICC8S5	Interpret information from formal and informal assessments	EDU 527	Case Study	8.06
ICC8S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds	EDU 527	Case Study	2.08 3.04 3.06 8.07
ICC8S7	Report assessment results to all stakeholders using effective communication skills	EDU 527	Case Study	8.04 8.06 8.07
ICC8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs	EDU 530 EDU 540	Lesson Plans/Supervisor Reports	4.06
ICC8S9	Create and maintain records	EDU 530 EDU 540	Lesson Plans/Supervisor Reports	8.10
IGC8S1	Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptional learning needs	EDU 530 EDU 540	Lesson Plans/Supervisor Reports	
IGC8S2	Use exceptionality specific assessment instruments with individuals with exceptional learning needs	EDU 527 EDU 530 EDU 540	Lesson Plans/Supervisor Reports	
IGC8S3	Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptional learning needs	EDU 527 EDU 530 EDU 540	Lesson Plans/Supervisor Reports	
IGC8S4	Assess reliable method(s) of response of individuals who lack typical communication and performance abilities	EDU 528	Lesson Plans/Supervisor Reports	
IGC8S5	Monitor intragroup behavior changes across subjects and activities	EDU 530 EDU 540	Lesson Plans/Supervisor Reports	

<b>STANDARD 9: Professional and Ethical Practice</b>				
<b>KNOWLEDGE</b>				
ICC9K1	Personal cultural biases and differences that affect one's teaching	EDU 530 EDU 540	Seminar Project	9.02 9.07
ICC9K2	Importance of the teacher serving as a model for individuals with exceptional learning needs	EDU 530 EDU 540	Seminar Project	
ICC9K3	Continuum of lifelong professional development	EDU 530 EDU 540	Seminar Project	9.03 9.06
ICC9K4	Methods to remain current regarding research-validated practice	EDU 530 EDU 540	Seminar Project	9.03 9.06
IGC9K1	Sources of unique services, networks, and organizations for individuals with exceptional learning needs	EDU 530 EDU 540	Seminar Project	
IGC9K2	Organizations and publications relevant to individuals with exceptional learning needs	EDU 530 EDU 540	Seminar Project	
<b>SKILLS</b>				
ICC9S1	Practice within the CEC Code of Ethics and other standards of the profession	EDU 530 EDU 540	Supervisory Reports	9.06
ICC9S2	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession	EDU 530 EDU 540	Supervisory Reports	9.07
ICC9S3	Act ethically in advocating for appropriate services	EDU 530 EDU 540	Supervisory Reports	10.06
ICC9S4	Conduct professional activities in compliance with applicable laws and policies	EDU 530 EDU 540	Supervisory Reports	1.13
ICC9S5	Demonstrate commitment to developing the	EDU 530	Supervisory Reports	9.06

	highest education and quality-of-life potential of individuals with exceptional learning needs	EDU 540		10.06
ICC9S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals	EDU 530 EDU 540	Supervisory Reports	9.02 9.07
ICC9S7	Practice within one's skill limits and obtain assistance as needed	EDU 530 EDU 540	Supervisory Reports	9.07 10.01
ICC9S8	Use verbal, nonverbal, and written language effectively	All Classes	Papers/Tests/ Projects/Supervisory Reports	10.05
ICC9S9	Conduct self-evaluation of instruction	EDU 515 EDU 526 EDU 530 EDU 540	Lesson Plans	9.01 9.05
ICC9S10	Assess information on exceptionalities	EDU 501 EDU 515	Project/Tests	1.10 4.12 9.03 9.06
ICC9S11	Reflect on one's practice to improve instruction and guide professional growth	EDU 530 EDU 540	Lesson Plans	9.01
ICC9S12	Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues	EDU 530 EDU 540	Supervisory Reports	4.12 9.03 9.06 10.06
ICC8S13	Demonstrate commitment to engage in evidence-based practices	All Classes	Projects/Tests/Supervisory Reports	

IGC9S1	Participate in the activities of professional organizations relevant to individuals with exceptional learning needs	EDU 530 EDU 540	Join Professional organizations	
IGC9S2	Ethical responsibility to advocate for appropriate services for individuals with exceptional learning needs	EDU 530 EDU 540	IEP	

**STANDARD 10: Collaboration**

**KNOWLEDGE**

ICC10K1	Models and strategies of consultation and collaboration	EDU 529	Tests/Projects	10.05 10.06
ICC10K2	Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program	EDU 529	Papers/Projects	1.11 6.02 7.01 7.03 10.01 10.07
ICC10K3	Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns	EDU 529	Papers/Projects	3.06 10.04 10.08
ICC10K3	Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns	EDU 529	Papers/Projects	
ICC10K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members	EDU 529	Papers/Projects	3.06 10.04
IGC10K1	Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with	EDU 529	Papers/Projects	



	exceptional learning needs			
IGC10K2	Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with exceptional learning needs	EDU 529	Papers/Projects	
IGC10K3	Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with exceptional learning needs	EDU 529	Papers/Projects	
IGC10K4	Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning exceptional learning needs	EDU 529	Papers/Projects	
<b><i>SKILLS</i></b>				
ICC10S1	Maintain confidential communication about individuals with exceptional learning needs	All Classes	Case Studies/IEP	8.08 10.05
ICC10S2	Collaborate with families and others in assessment of individuals with exceptional learning needs	EDU 527 EDU 529	Case Study/Project	6.02 8.07 8.08 10.07
ICC10S3	Foster respectful and beneficial relationships between families and professionals	EDU 529 EDU 530 EDU 540	Projects/Supervisory Reports	2.07 8.08 10.01 10.05 10.09
ICC10S4	Assist individuals with exceptional learning needs and their families in becoming active participants in the education team	EDU 529	Reflection/Case Study/Project	1.12 7.07 7.08 10.02 10.04 10.08
ICC10S5	Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families	EDU 529	Reflection/Case Study/Project	5.08 7.07 7.08 10.05 10.07 10.08
ICC10S6	Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings	EDU 529	Reflection/Case Study/Project	1.12 4.11 7.01 7.02 7.03 7.06 8.08 10.02 10.06 10.07 10.09
ICC10S7	Use group problem-solving skills to develop, implement, and evaluate collaborative activities	EDU 529	Reflection/Case Study/Project	10.05 10.07
ICC10S8	Model techniques and coach others in the use of instructional methods and accommodations	EDU 529	Reflection/Case Study/Project	4.04 4.09 10.05 10.07
ICC10S9	Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds	EDU 529	Reflection/Case Study/Project	2.01 2.05 7.01 7.03 8.08

				10.05 10.07
ICC10S11	Observe, evaluate, and provide feedback to paraeducators	EDU 529	Reflection/Case Study/Project	
IGC10S1	Use local community, and state and provincial resources to assist in programming with individuals with exceptional learning needs	EDU 529	Reflection/Case Study/Project	
IGC10S2	Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with exceptional learning needs	EDU 529	Reflection/Case Study/Project	
IGC10S3	Teach parents to use appropriate behavior management and counseling techniques	EDU 530 EDU 540	Lesson Plans/Supervisory Reports	
IGC10S4	Collaborate with team members to plan transition to adulthood that encourages full community participation	EDU 529 EDU 530 EDU 540	Supervisory Report/IEP	

### **Magis and Cura Personalis**

The pre-service teacher demonstrates **KNOWLEDGE** of:

#### **Students**

KS-1 the theories of child development and learning, the cognitive domains, multiple intelligences, and higher-order thinking skills.

#### **Pedagogy**

KP-1 the social, historical, and philosophical foundations of education.

KP-2 the instruction of diverse and exceptional students.

KP-3 the moral, social and political dimensions of classrooms, teaching and schools.

KP-4 the models of pedagogical strategies currently used to teach reading, language arts, mathematics, social sciences, science, fine arts, and healthy lifestyles.

KP-5 the central concepts, content, tools of inquiry, and structure of the discipline(s) that s/he teaches.

KP-6 organizational and management systems that facilitate instruction.

KP-7 the role of formal and informal assessment strategies, including portfolios.

KP-8 the value and use of technology in the elementary education program.

#### **Professionalism, Self-Reflection, and Schooling**

KR-1 school law and educational policy.

KR-2 organization and administrative functions of the school.

KR-3 Jesuit core values.

KR-4 teachers as consumers of research.

### **Magis, Cura Personalis, Contemplation in Action and Leadership in the Service of Justice**

The pre-service teacher demonstrates the **SKILLS** to:

#### **Students**

SS-1 identify, interpret, and diagnose the needs of students.

SS-2 accommodate and integrate the physical, social, emotional, cognitive and linguistic developmental characteristics of elementary students.

SS-3 create instructional opportunities adapted to learners from diverse cultural backgrounds and those with exceptionalities.

#### **Pedagogy**

SP-1 plan instruction based on knowledge of subject matter, students, the community, curriculum standards and goals.

SP-2 infuse multiculturalism.

SP-3 create learning experiences that make subject matter meaningful for students.

SP-4 use a variety of instructional strategies, including whole-class, cooperative groups, peer and

- individualized instruction to develop critical thinking, problem-solving, and performance skills.
- SP-5 communicate, present, and pace the learning material.
- SP-6 organize and manage the classroom learning environment so that it encourages positive social interaction, active engagement in learning, and self-motivation
- SP-7 develop thematic units integrating several subjects.
- SP-8 effectively integrate technology in his/her instruction to support student learning.
- SP-9 use appropriate questioning techniques, including higher-order questions and wait time.
- SP-10 develop, interpret, apply, and report results of appropriate assessment strategies, including student portfolios.
- SP-11 have a positive effect on student learning.

**Professionalism, Self-Reflection, and Schooling**

- SR-1 evaluate his/her own teaching.
- SR-2 communicate effectively with parents and other members of the educational community.
- SR-3 work well as part of a team.

***Magis, Cura Personalis, Leadership in the Service of Justice, Contemplation in Action, Community, and Ad Majorem Dei Gloriam***

The pre-service teacher's values and behavior (**DISPOSITIONS**) reflect:

**Students**

- DS-1 sincere care for children.
- DS-2 development of rapport with children.
- DS-3 accommodation of the social, physical, and psychological needs of the child.
- DS-4 a recognition of individual differences.
- DS-5 dispositions and knowledge of diversity as s/he works with student populations and communities.

**Professionalism, Self-Reflection, and Schooling**

- DR-1 self-esteem and confidence.
- DR-2 enthusiastic acceptance of the varied roles of the elementary teacher.
- DR-3 the priority of his/her profession as an educator
- DR-4 effective communication.
- DR-5 the ability to follow legal, ethical, and professional guidelines.
- DR-6 responsibility and punctuality.
- DR-7 the ability to take professional advice from others and act accordingly.
- DR-8 willingness to seek out opportunities to grow professionally.
- DR-9 working collegial relationship with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

**SPECIAL EDUCATION (K-6, 7-12) IN MILD/MODERATE DISABILITIES**  
**SUPPLEMENTAL TEACHING ENDORSEMENT**  
**Data Sheet**

NAME \_\_\_\_\_ STUDENT ID \_\_\_\_\_

**ADMISISON DATA**

Street Address:	City/St/Zip:
Phone: (hm):	Phone (wk):
Email:	
Degree Held:	College/University:
School/Employer:	
Position:	

**INTERVIEW**

Date of Meeting with Program Coordinator/Director:
Choice of Programs:
<input type="checkbox"/> Undergraduate, major:
<input type="checkbox"/> Graduate (have a teaching certificate)
<input type="checkbox"/> M.S. Special Populations (taking Mild/Moderate as part of this degree)
Level/s of Endorsement: <input type="checkbox"/> Elementary (K-6)    and/or <input type="checkbox"/> Secondary (7-12)

**REQUIRED COURSES**

Course	Hrs	Semester	Grade
EDU 500 – Remedial Reading	3		
EDU 501 – Psychology of Exceptional Children	3		
EDU 515 – Introduction to Special Education: Field Experience	3		
EDU 526 - Multicategorical Methods of the Mildly Handicapped Student	3		
EDU 527 – Diagnostic and Prescriptive Teaching of Mildly and Moderately Handicapped Children	3		
EDU 528 – Speech and Language Development of the Exceptional Child	1		
EDU 529 – Seminar in Consultation and Collaboration Strategies	3		
EDU 530 – Elementary School Observation and Student Teaching and the Mildly Handicapped	3-14		
EDU 540 – Secondary School Observation and Student Teaching and the Mildly Handicapped	3-14		

**COMMENTS/NOTES:**

\_\_\_\_\_  
 Student Signature & Date

\_\_\_\_\_  
 Program Coordinator/Director Signature & Date

## **CURRICULUM IN SPECIAL EDUCATION**

### **EDU 500 – Remedial Reading**

Focus of the course is on meeting the variety of individual educational needs that confront any teacher of reading: techniques, methods, materials, and organizational systems that can be used within the framework of daily instruction. Students complete a 10-hour practicum. P: EDU 311/566.

### **EDU 501 – Psychology of Exceptional Children**

A multidisciplinary and life span approach to the study of persons with disabilities.

### **EDU 515 – An Introduction to Special Education: Field Experience**

An introductory course designed to provide knowledge of different disabilities, special education law, and procedures for referral, identification, and placement of students with disabilities. Aiding with special education students in schools is also required. P: IC.

### **EDU 526 – Multicategorical Methods for the Mildly Handicapped**

Special methods and materials in teaching and testing the slow learner or students with mild disabilities in the elementary classroom; the curriculum, educational expectations, and organizational plans designed to meet the needs of the various levels from pre-school through pre-vocational are examined. P: Jr. stdg.; EDU 515 or EDU 525.

### **EDU 527 – Diagnostic and Prescriptive Teaching of the Mildly and Moderately Handicapped Child**

Techniques for assessing the learning processes, style and knowledge of students with mild/moderate disabilities. Designed to teach the student how to formulate instructional plans and how to teach students with disabilities in a diagnostic and prescriptive manner. P: Jr. stdg; EDU 515 or EDU 525.

### **EDU 528 Speech and Language Development of the Exceptional Child**

Course focuses on teaching techniques for aiding the special child in the acquisition of communication skills. Normal speech and language development is contrasted with the language and speech of exceptional children. P: EDU 515 or EDU 525, Jr. stdg.

### **EDU 529 Seminar in Consultation and Collaboration Strategies**

Designed to teach skills and techniques in consultation, collaboration, and teaming with school professionals, parents, support services, and the community. P: EDU 515 or EDU 525.

### **EDU 530 Elementary School Observation and Student Teaching the Mildly/Moderately Disabled**

Practical experience in the observation and conduct of classroom teaching and related activities for the mildly/moderately handicapped. This experience is obtained under the immediate supervision of a fully experienced cooperating teacher and a University supervisor. Application to the Director of Field Experiences for all student teaching must be made before February 1 for the Fall Semester and October 1 for the Spring Semester. The number of credit hours must be approved by the Director of Field Placement. P: EDU 451, 452, or initial teaching certificate; Sr. stdg, and EDU 526, 527, 528, 529.

### **EDU 540 Secondary School Observation and Student Teaching The Mildly/Moderately Disabled**

Practical experience in the observation and conduct of classroom teaching and related activities for students with mild/moderate disabilities. This experience is obtained under the immediate supervision of a fully experienced cooperating teacher and University supervisor; scheduled conferences with both are required. Application to the Director of Field Experiences for all student teaching must be made before Feb. 1 for the fall semester and October 1 for the spring semester. The number of credit hours must be approved by the Director of Field Placement. P: EDU 591, 592, 593, Sr. stdg. or initial teaching certificate, and EDU 526, 527, 528, 529.

## **SECTION III CAPSTONE INFORMATION**

### **FIELD EXPERIENCES**

For all field experiences, the student is responsible for having on-site supervisors complete the evaluation forms indicating that activities and hours required for student preparation were fulfilled. Without a verified form identifying the hours spent at a school, the student will not be credited with the necessary field experience hours needed for completion of the specific education course. Grades will not be issued if the student does not complete the experience during the professional methods courses. Unsatisfactory evaluations will result in termination in the elementary education program.

### **STUDENT TEACHING**

The normal program provides for 16 weeks of all-day student teaching. Student teachers follow the calendar of their districts.

#### **Student Teaching Location**

Full-time undergraduate students who are completing a bachelor's degree at Creighton University with a major in elementary education (and/or an endorsement in special education) or a co-major in secondary education (and/or an endorsement in special education) must complete their student teaching in the Omaha metropolitan area. A member of the Education Department at Creighton University or a designee will provide supervision for this experience.

#### **Other Student Teaching Regulations**

Individuals who have a bachelor's degree from Creighton and who have completed all of their teacher education requirements except for student teaching/seminar, who have been hired by a local school/district, and who wish to apply for a state-issued provisional certificate and earn student teaching credit while holding that provisional certificate, must adhere to the following procedure.

1. Applicant provides to the Director of Certification appropriate paperwork from the school/district: a letter indicating that employment has been offered, and a signed agreement between the student, Creighton University, and the school/district identifying requirements for all parties.
2. Once these materials have been received and verified by the Director of Certification, they are submitted to the Chairperson of the Selection and Retention Committee. The Selection and Retention Committee members then act upon the request and advise the Director of Certification of their decision.
3. The Director of Certification contacts the applicant to advise him/her of the decision reached by the Committee. A favorable decision will require the applicant to complete the certificate application process. If Committee members do not act favorably upon this request, the applicant will need to complete his/her student teaching in the customary fashion.

Those individuals who are not Creighton graduates and who are hired by local schools/districts with the proviso that they obtain certification need to consult with the appropriate Program Directors and the Director of Certification to accomplish this.

## **BACHELOR'S DEGREE COMPLETION AND CERTIFICATION**

Personnel in the Creighton College of Arts and Sciences complete a senior check with graduating seniors to ensure that graduation requirements have been met. Questions about seniors in Education are brought to the attention of the Education advisors.

A minimum of 128 semester hours is required for graduation. Students are encouraged to keep in close contact with Education Department and College of Arts and Sciences advisors to ensure that they have taken all appropriate coursework and fulfilled all requirements. All 300-level and above courses, and the final 32 semester hours, must be completed at Creighton University.

A formal application for conferral of the degree must be filed with the Registrar's Office in accordance with timelines established by that office. These dates are published in the Creighton University Bulletin and the Creighton University Schedule of Courses.

Nebraska certification information is provided to students by the Director of Certification. Appropriate application forms and specific directions are provided for completion of these forms. Certification is not automatic upon the completion of degree and/or coursework. Students must initiate the process. Obtaining and completing application forms and remitting appropriate fees are included in this responsibility. Students who are interested in being certified in states other than Nebraska may obtain addresses, phone numbers, and web sites (if available) for other state departments of education from the Director of Certification. Questions about this procedure may be addressed to the Director of Certification at 280-3583 or by visiting CA 111C.

As a result of a federal mandate, teacher training institutions in the state of Nebraska must require students pursuing an elementary education endorsement to complete the Praxis II Elementary Education: Curriculum, Instruction and Assessment (EECIA) test. Successful completion of the test with a passing score of 159 is necessary to be No Child Left Behind (NCLB) qualified in Nebraska. The passing score may be higher or lower to be NCLB qualified in another state. Students are expected to complete this exam near the end of their program. Completion of the test will be one of assessment Creighton University's Education Department will use to determine candidate proficiency and will likely be required as a prerequisite for student teaching and/or graduation in future semesters.

Although Nebraska Department of Education continues to encourage Nebraska districts to hire the best person for the job, candidates need to understand that passing the EECIA is important since districts and principals will likely give priority consideration to new teachers who are NCLB qualified. Districts are required under NCLB to make annual progress toward meeting the goal of 100% NCLB qualified teachers. More information about NCLB Qualified teachers can be accessed at: <http://www.nde.state.ne.us/federalprograms/nclbqualifiedteachers.htm>

The test is offered at many test center locations. At this time Sylvan Learning Centers do not offer the exit exam. More information about the EECIA, including registration information, can be accessed at: [http:// www.ets.org/praxis](http://www.ets.org/praxis) and click on Praxis II for further information.

## **PLACEMENT SERVICES**

The Teacher Placement Office, which is housed in the Education Department, provides placement services to both undergraduate and graduate students. Seminars about establishing a credential file, creating a resume, interviewing, and obtaining recommendations are conducted each semester during the academic year. Students are encouraged to engage in the process of establishing a credential file. Questions about this procedure may be addressed to the Director of Certification at 280-3583 or by visiting CA 111C.

## FIELD EXPERIENCE AND STUDENT TEACHING

<i>Practicum Program Standards</i>	<i>Cite courses by number; cite other documentation by page number. Provide descriptions and examples as needed.</i>	<i>ASSESSMENT</i>
(P1) Field experiences are sequential in difficulty.	EDU 515, 530, 540	Assessment Syllabi
(P2) Each field experience has clearly stated measurable objectives which relate to the program.	EDU 515, 530, 540	Syllabi from EDU 515, 530, 540
(P3) The field experiences involve professionals (e.g., teachers, early interventionists), who use practices congruent with the knowledge and skills expected of the candidate.	EDU 515, 530, 540	Student teacher Supervisor data
(P4) Cooperating professionals are provided program standards which structure field experiences.	EDU 515, 530, 540	Cooperating teacher handbook
(P5) The student teaching experience is in the same type of settings as that for which the candidate is seeking licensure/certification.	EDU 530, 540	Student teacher placement data
(P6) The student teaching experience is with the same type of individuals as those with whom the candidate is preparing to work.	EDU 530, 540	Student teacher placement data
(P-7) Candidates are placed only with cooperating professionals who are appropriately licensed/certified in the specialization in which candidates are seeking certification.	EDU 530, 540	Student teacher supervisor data
(P8) Each area of specialization provides supervision to candidates by university/college faculty qualified and experienced in teaching in the area of specialization.	EDU 530, 540	Student teacher supervisor data
(P9) During student teaching, the supervisor from the university/college observes the candidate at least five times	EDU 530, 540	Student teacher observation forms
(P10) Explicit performance criteria are established for student teaching and each field experience.	EDU 515, 530, 540	Syllabi from EDU 530, 540
(P11) Candidates have a minimum of ten (10) full-time weeks or equivalent clock hour composite (e.g., 350 clock hours) of supervised practicum/student teaching in the area of specialization for which the candidate is being prepared.	EDU 530, 540	Syllabi from EDU 530, 540
(P12) Knowledge and skills required for each practicum experience reflect "recommended practices."	EDU 515, 530, 540	Syllabi from EDU 530, 540
(P13) Practicum experiences are supervised under a structured program of advisement.	EDU 515, 530, 540	Supervisor cooperating teacher data
(P14) Each area of specialization had responsibility for assigning candidates to approved placements. This responsibility includes the approval of cooperating teachers and supervision. Criteria for the selection and retention of such persons are in writing and subject to ongoing evaluation.	EDU 530, 540	Field experience coordinator data
(P15) Each area of specialization has written criteria for the selection and retention of cooperating professionals and supervisors.	EDU 530, 540	Field experience coordinator data



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# APPENDICES

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## **CEC Code of Ethics for Educators of Persons with Exceptionalities**

*We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of the Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.*

- A. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
- B. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
- C. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
- D. Special education professionals exercise objective professional judgment in the practice of their profession.
- E. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
- F. Special education professionals work within the standards and policies of their profession.
- G. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
- H. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

(The Council for Exceptional Children, (2009). What Every Special Educator Must Know, section, 1, page 1. Reston, VA: Author. Originally adopted by the Delegate Assembly of the Council for Exceptional Children in April 1983.)

## **PROFESSIONAL DRESS AND MANNERS CODE FOR EDUCATIONAL SETTINGS**

[Remember that you are a pre-professional representing yourself, the teaching profession, and Creighton University.]

Use good judgment. Always follow guidelines that are specific to each school regarding appropriate attire, ornamentation such as jewelry, piercings, and visible tattoos, gum chewing, wearing hats or caps, carrying beverages, eating in the classroom, etc.

Different districts, school communities, principals, and teams have different dress expectations. In some settings, jeans may be routinely accepted. In others, the unwritten rule may be “no denim”. Ask your cooperating teacher or principal for suggestions about acceptable dress codes. As a rule, it is better to dress conservatively/professionally unless you learn otherwise. Dressing professionally makes you look and feel professional and helps younger teachers command more respect.

### **Guidelines for females**

- ▶ Never show cleavage, no matter how you bend.
- ▶ Never wear short skirts.
- ▶ Never let any midriff show, front or back.
- ▶ High heels are not recommended.
- ▶ No athletic shoes

Remember that you may need to dress for sitting on the floor, reaching the chalkboard, or climbing in order to reach shelves and bulletin boards.

### **Guidelines for males**

- ▶ Tuck in shirts.
- ▶ Ties are encouraged.
- ▶ No baseball caps.
- ▶ No athletic shoes.

### **Suggestions**

- ▶ Wear clean, neat, pressed clothing that does not have holes or frays.
- ▶ Remove caps and hats on site.
- ▶ Only wear jeans if a school authority has told you that that is permissible and then only under the approved circumstances. (For example, if teachers are allowed to wear jeans with school shirts on Fridays, be sure that it is Friday and that you are wearing a school shirt.)

### **General guidelines**

- ▶ Always be on time. If you can't be there at the appointed time, call the school. The same rule applies if, for some reason, you cannot be at school on a specified day.)
- ▶ Smoking is virtually prohibited on school grounds. Do not let students see you smoking in your car or by your car.
- ▶ Gum chewing should be avoided.
- ▶ All communication devices, including cell phones, pagers, and text messaging, should be turned off.



## MID TERM STUDENT TEACHER EVALUATION

To be completed by: Cooperating Teacher

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Student Teacher \_\_\_\_\_ Dates of Student Teaching \_\_\_\_\_

School \_\_\_\_\_ Subject and/or Grade \_\_\_\_\_

Semester Fall \_\_\_\_ Spring \_\_\_\_ Endorsement \_\_\_\_\_

Evaluator \_\_\_\_\_ Position/Title \_\_\_\_\_

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**Instructions:** As you evaluate the work of this student teacher, please keep in mind that your rating should compare him/her with other student teachers or beginning teachers rather than with an experienced teacher. Place a mark above the column which best describes your student teacher. Mark appropriately any items for which you have no opportunity to model or observe. This form will be used for the final rating. Please share this completed evaluation with the student teacher.

TARGET	ACCEPTABLE		UNACCEPTABLE		
4.0 (94 – 100%)	3.5 (92 – 93%)	3.0 (86 – 91%)	1.5	1.0	.5
	2.5 (84 – 85%)	2.0 (78 – 83%)	(77% AND BELOW)		

### STANDARD 1 - FOUNDATIONS

#### 1. SKILLS

The student is able to effectively articulate a personal philosophy of special education 94 – 100%.  <input type="checkbox"/> No opportunity to model or observe	The student in most interaction can articulate personal philosophy of special education 78 – 93% most of the time.	The student is unable to articulate a philosophy of special education less than 77% of the time.
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COMMENTS: \_\_\_\_\_

TARGET	ACCEPTABLE		UNACCEPTABLE		
4.0 (94 – 100%)	3.5 (92 – 93%)	3.0 (86 – 91%)	1.5	1.0	.5
	2.5 (84 – 85%)	2.0 (78 – 83%)	(77% AND BELOW)		

### STANDARD 11 – DEVELOPMENT AND CHARACTERISTICS OF LEARNERS

#### 1. Knowledge

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☐ No opportunity to model or observe

COMMENTS: \_\_\_\_\_

**2. SKILLS**

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☐ No opportunity to model or observe

COMMENTS: \_\_\_\_\_

<b>TARGET</b> <b>4.0 (94 – 100%)</b>	<b>ACCEPTABLE</b> <b>3.5 (92 – 93%)    3.0 (86 – 91%)</b> <b>2.5 (84 – 85%)    2.0 (78 – 83%)</b>	<b>UNACCEPTABLE</b> <b>1.5   1.0   .5</b> <b>(77% AND BELOW)</b>
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**STANDARD III – INDIVIDUAL LEARNING DIFFERENCES****1. Knowledge**

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☐ No opportunity to model or observe

COMMENTS: \_\_\_\_\_

**2. SKILLS**

<b>TARGET</b>	<b>ACCEPTABLE</b>	<b>UNACCEPTABLE</b>
IGC3S1 The student will be able to relate levels of support to the needs of the individual at 94 – 100%.	The student will be able to relate levels of support to the needs of the individual most of the time at 78 – 92% of the time	The student is unable to relate levels of support to the needs of the individual less than 77% of the time.

☐ No opportunity to model or observe

COMMENTS: \_\_\_\_\_

<b>TARGET</b> <b>4.0 (94 – 100%)</b>	<b>ACCEPTABLE</b> <b>3.5 (92 – 93%)    3.0 (86 – 91%)</b> <b>2.5 (84 – 85%)    2.0 (78 – 83%)</b>	<b>UNACCEPTABLE</b> <b>1.5   1.0   .5</b> <b>(77% AND BELOW)</b>
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**STANDARD IV – INSTRUCTIONAL STRATEGIES****1. Knowledge**

<b>TARGET</b>	<b>ACCEPTABLE</b>	<b>UNACCEPTABLE</b>
IGC4K5 The student will be able to implement strategies for integrating student initiated learning experiences into ongoing instruction at 94 – 100% of the time.	The student will be able to implement strategies for integrating student initiated learning experience into ongoing instruction at 78 – 92% of the time	The student is unable to implement strategies for integrating student initiated learning experiences into ongoing instruction less than 77% of the time.

☐ No opportunity to model or observe

COMMENTS: \_\_\_\_\_

## 2. SKILLS

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC4S1 The student will be able to use strategies to facilitate integration into various settings at 94 – 100% of the time.	The student will be able to use strategies to facilitate integration into various settings at 78 – 92% of the time.	The student is unable to use strategies to facilitate integration into various settings less than 77% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC4S2 The student is able to teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs at 94 – 100% of the time.	The student is able to teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs at 78 – 92% of the time.	The student is unable to teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs less than 77% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC4S3 The student is able to select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs at 94 – 100% of the time.	The student is able to select, adapt, and use instructional strategies and materials according to the characteristics of the individual with exceptional learning needs at 78 – 92% of the time.	The student is unable to select, adapt, and use instructional strategies and materials according to the characteristics of the individual with exceptional learning needs less than 77% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC4S4 The student is able to use strategies to facilitate maintenance and generalization of skills across learning environments at 94 – 100% of the time.	The student is able to use strategies to facilitate maintenance and generalization skills across learning environments 78 – 92% of the time.	The student is unable to use strategies to facilitate maintenance and generalization skills across learning environments less than 80% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC4S5 The student is able to use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem at 94 – 100% of the time.	The student is able to use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem at 78 – 92% of the time.	The student is unable to use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem less than 77% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC4S6 The student is able to use strategies that promote successful transitions for individuals with exceptional learning needs at 94 – 100% of the time.	The student is able to use strategies that promote successful transitions for individuals with exceptional learning needs at 78 – 92% of the time.	The student is unable to use strategies that promote successful transitions for individuals with exceptional learning needs less than 77% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC4S1 The student is able to use research-supported methods for academic and nonacademic instruction of individuals with exceptional learning needs at 94 – 200% of the time.	The student is able to use research-supported methods for academic and nonacademic instruction of individuals with exceptional learning needs at 78 – 92% of the time.	The student is unable to use research-supported methods for academic and nonacademic instruction of individuals with exceptional learning needs less than 77% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC4S2 The student is able to use strategies from multiple theoretical approaches for individuals with exceptional learning needs at 94 – 100% of the time.	The student is able to use strategies from multiple theoretical approaches for individuals with exceptional learning needs at 78 – 92% of the time.	The student is unable to use strategies from multiple theoretical approaches for individuals with exceptional learning needs less than 77% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC4S3 The student is able to teach learning strategies and study skills to acquire academic content at 94 – 100% of the time.	The student is able to teach learning strategies and study skills to acquire academic content at 80% most of the time	The student is unable to teach learning strategies and study skills to acquire academic content at 80% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC4S4 The student is able to use reading methods appropriate to individuals with exceptional learning needs 80% of the time.	The student is able to use reading methods appropriate to individuals with exceptional learning needs at 78 – 92% most of the time.	The student is unable to use reading methods appropriate to individuals with exceptional learning needs less than 77% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC4S5 The student is able to use methods to teach mathematics appropriate to the individuals with exceptional learning 94 – 100% of the time.	The student is able to use methods to teach mathematics appropriate to the individuals with exceptional learning needs at 78 – 92% of the time.	The student is unable to sue methods to teach mathematics appropriate to the individuals with exceptional learning less than 77% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC4S6 The student is able to modify pace of	The student is able to modify pace of	The student is unable to modify pace of

instruction and provide organizational cures 94 – 100% of the time.	instruction and provide organizational cures at 78 – 92% of the time.	instruction and provide organizational cures less than 77% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG4S7 The student is able use adaptations and technology for all individuals with exceptional learning needs at 94 – 100% of the time.	The student is able to use adaptations and technology for all individuals with exceptional learning needs 78 – 92% of the time.	The student is unable to use adaptations and technology for all individuals with exceptional learning needs less than 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG4S8 The student is able to use resources, and techniques used to transition individuals with exceptional learning needs into and out of school and post-school environments 94 – 100% of the time.	The student is able to use resources, and techniques used to transition individuals with exceptional learning ends into and out of school and post-school environments 78 – 92% of the time.	The student is unable to use resources, techniques used to transition individuals with exceptional learning ends into and out of school and post-school environments 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG4S9 The student can use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with exceptional learning needs 94 – 100% of the time.	The student can use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with exceptional learning needs 78 – 92% of the time.	The student cannot use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG4S10 The student is able to identify and teach basic structures and relationships within and across curricula 94 – 100% of the time.	The student is able to identify and teach basic structures and relationships within and across curricula 78 – 92% of the time	The student is unable to identify and teach basic structures and relationships within and across curricula 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG4S11 The student is able to use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval 94 – 100% of the time.	The student is able to use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval 78 – 92% of the time.	The student is unable to use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG4S12 The student is able to use responses and errors to guide instructional decisions and provide feedback to learners 94 – 100% of the time.	The student is able to use responses and errors to guide instructional decisions and provide feedback to learners 78 – 92% of the time.	The student is unable to use responses and errors to guide instructional decision and provide feedback to learners 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG4S13 The student is able to identify and teach essential concepts, vocabulary, and content across the general curriculum 94 – 100% of the time.	The student is able to identify and teach essential concepts, vocabulary and content across the general curriculum 78 – 92% of the time.	The student is unable to identify and teach essential concepts, vocabulary and content across the general curriculum 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG4S14 The student is able to implement systematic instruction in teaching reading comprehension and monitoring strategies 94 – 100% of the time.	The student is able to implement systematic instruction in teaching reading comprehension and monitoring strategies 78 - 92% of the time.	The student is unable implement systematic instruction in teaching reading comprehension and monitoring strategies 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG4S15 The student is able to teach strategies for organizing and composing written products 94 – 100% of the time.	The student is able to teach strategies for organizing and composing written projects 78 – 92% of the time.	The student is able teach strategies for organizing and composing written projects 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG4S16 The student is able to implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language 94 – 100% of the time.	The student is able to implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language 78 – 92% of the time.	The student is unable to implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language 77% or less of the time.

☐ No opportunity to model or observe

COMMENTS: \_\_\_\_\_

TARGET 4.0 (94 – 100%)	ACCEPTABLE 3.5 (92 – 93%)    3.0 (86 – 91%) 2.5 (84 – 85%)    2.0 (78 – 83%)	UNACCEPTABLE 1.5   1.0   .5 (77% AND BELOW)
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## STANDARD V – LEARNING ENVIRONMENTS/SOCIAL INTERACTIONS

### 1. KNOWLEDGE

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☐ No opportunity to model or observe

COMMENTS: \_\_\_\_\_

### 2. SKILLS

TARGET	ACCCEPTABLE	UNACCEPTABLE
<b>ICC5S1</b> The student is able to create a safe, equitable, positive, and supportive learning environment in which diversities are valued 94 – 100% of the time.	The student is able to create a safe, equitable, positive, and supportive learning environment in which diversities are valued 78 – 92% of the time.	The student is unable to create a safe, equitable, positive, and supportive learning environment in which diversities are valued 77% or less of the time.
<b>ICC5S2</b> The student is able to identify realistic expectations for personal and social behavior in various settings 94 – 100% of the time.	The student is able to identify realistic expectations for personal and social behavior in various settings 78 – 94% of the time.	The student is not able to identify realistic expectations for personal and social behavior in various setting 77% or less of the time.
<b>ICC5S3</b> The student is able to identify supports needed for integration into various program placements 94 – 100% of the time.	The student is able to identify supports needed for integration into various program placements 78 – 92% of the time.	The student is not able to identify supports needed for integration into various program placements 77% or less of the time.
<b>ICC5S4</b> The student is able to design learning environments that encourage active participation in individual and group activities 94 – 100% of the time.	The student is able to design learning environments that encourage active participation in individual and group activities 78 – 92% of the time.	The student is not able to design learning environments that encourage active participation in individual and group activities 77% or less of the time.
<b>ICC5S5</b> The student is able to modify the learning environment to manage behaviors 94 – 100% of the time.	The student is able to modify the learning environment to manage behaviors 78 – 92% of the time.	The student is not able to modify the learning environment to manage behaviors 77% or less of the time.
<b>ICC5S6</b> The student is able to use performance data and information from all stakeholders to make or suggest modifications in learning environments 94 – 100% of the time.	The student is able to use performance data and information from all stakeholders to make or suggest modifications in learning environments 78 – 92% of the time.	The student is not able to use performance data and information from all stakeholders to make or suggest modifications in learning environments 77% or less of the time.
<b>ICC5S7</b> The student is able to establish and maintain rapport with individuals with and without exceptional learning needs 94 – 100% of the time.	The student is able to establish and maintain rapport with individuals with and without exceptional learning needs 78 – 92% of the time.	The student is unable to establish and maintain rapport with individuals with and without exceptional learning needs 77% or less of the time.
<b>ICC5S8</b> The student is able to teach self-advocacy 94 – 100% of the time.	The student is able to teach self-advocacy 78 – 92% of the time.	The student is unable to teach self-advocacy 77% or less of the time.
<b>ICC5S9</b>		



The student is able to create an environment that encourages self-advocacy and increased independence 94 – 100% of the time.	The student is able to create an environment that encourages self-advocacy and increased independence 78 – 92% of the time.	The student is unable to create an environment that encourages self-advocacy and increased independence 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC5S10 The student is able to use effective and varied behavior management strategies 94 – 100% of the time.	The student is able to use effective and varied behavior management strategies 78 – 92% of the time.	The student is unable to use effective and varied behavior management strategies 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC5S11 The student is able to use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs 94 – 100% of the time.	The student is able to use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs 78 – 92% of the time.	The student is unable to use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC5S12 The student is able to design and manage daily routines 94 – 100% of the time.	The student is able to design and manage daily routines 78 – 92% of the time.	The student is unable to design and manage daily routines 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC5S13 The student is able to organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences 94 – 100% of the time.	The student is able to organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences 78 – 92% of the time.	The student is unable to organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC5S14 The student is able to mediate controversial intercultural issues among individuals with exceptional learning needs within the learning environment in ways that enhance any culture, group or person 94 – 100% of the time.	The student is able to mediate controversial intercultural issues among individuals with exceptional learning needs within the learning environment in ways that enhance any culture, group or person 78 – 92% of the time.	The student is unable to mediate controversial intercultural issues among individuals with exceptional learning needs within the learning environment in ways that enhance any culture, group or person 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC5S15 The student is able to structure, direct, and support the activities of paraeducators, volunteers, and tutors 94 – 100% of the time.	The student is able to structure, direct, and support the activities of paraeducators, volunteers, and tutors 78 – 92% of the time.	The student is unable to structure, direct, and support the activities of paraeducators, volunteers, and tutors 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC5S16 The student is able to use universal precautions 94 – 100% of the time.	The student is able to use universal precautions 78 – 92% of the time.	The student is unable to use universal precautions 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG5S1 The student is able to provide instruction in community-based settings 94 – 100% of the time.	The student is able to provide instruction in community-based setting 78 – 92% of the time.	The student is not able to provide instruction in community-based setting 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG5S2 The student is able to use and maintain assistive technologies 94 – 100% of the time.	The student is able to use and maintain assistive technologies 78 – 92% of the time.	The student is unable to use and maintain assistive technologies 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG5S3 The student is able to plan instruction in a variety of education settings 94 – 100% of the time.	The student is able to plan instruction in a variety of educational settings 78 – 92% of the time.	The student is unable to plan instruction in a variety of education settings 77% or less of the time.

☐ No opportunity to model or observe

COMMENTS: \_\_\_\_\_

TARGET	ACCEPTABLE			UNACCEPTABLE		
4.0 (94 – 100%)	3.5 (92 – 93%) – 85%)	3.0 (86 – 91%) 2.0 (78 – 83%)	2.5 (84	1.5	1.0	.5 (77% and below)

## STANDARD V1 - LANGUAGE

### KNOWLEDGE

TARGET	ACCEPTABLE	UNACCEPTABLE
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☐ No opportunity to model or observe

COMMENTS: \_\_\_\_\_

### SKILLS

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC6S1 The student will be able to use strategies to support and enhance communication skills of individuals with exceptional learning needs 94 – 100% of the time.	The student will be able to use strategies to support and enhance communication skills of individuals with exceptional learning needs 78 – 92% of the time.	The student is unable to use strategies to support and enhance communication skills of individuals with exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC6S2 The student will be able to use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language 94 – 100% of the time.	The student will be able to use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language 78 - 92% of the time.	The student is unable to use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG6S1 The student will be able to enhance vocabulary development 94 – 100% of the time.	The student will be able to enhance vocabulary development 78 – 92% of the time.	The student is not being able to enhance vocabulary development 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG6S2 The student is able to teach strategies for spelling and accuracy and generalization 94 – 100% of the time.	The student is able to teach strategies for spelling and accuracy and generalization 78 – 92% of the time.	The student is unable to teach strategies for spelling and accuracy and generalization 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG6S3 The student is able to teach individuals with exceptional learning needs to monitor for errors in written language 94 – 100% of the time.	The student is able to teach individuals with exceptional learning needs to monitor for errors in written language 78 - 92% of the time.	The student is unable to teach individuals with exceptional learning needs to monitor for errors in written language 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG6S4 The student is able to teach methods and strategies for producing legible documents 94 – 100% of the time.	The student is able to teach methods and strategies for producing legible documents 78 – 94% of the time.	The student is unable to teach methods and strategies for producing legible documents 77% or less of the time.

☐ No opportunity to model or observe

COMMENTS: \_\_\_\_\_

TARGET	ACCEPTABLE	UNACCEPTABLE
4.0 (94 – 100%)	3.5 (92 – 93%)    3.0 (86 – 91%) – 85%)    2.0 (78 – 83%)	2.5 (84 1.5    1.0    .5 (77% and below)

## STANDARD VII – INSTRUCTIONAL PLANNING

### KNOWLEDGE

TARGET	ACCEPTABLE	UNACCEPTABLE
ICG7K1 The student is able to integrate academic instruction and behavior management for individuals and groups with exceptional learning needs 94 – 100% of the time.	The student is able to integrate academic instruction and behavior management for individuals and groups with exceptional learning needs 78 – 92% of the time	The student is unable to integrate academic instruction and behavior management for individuals and groups with exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG7K2 The student is able to model career, vocational, and transition programs for individuals with exceptional learning needs 94 – 100% of the time.	The student is able to model career, vocational, and transition programs for individuals with exceptional learning needs 78 – 92% of the time	The student is unable to model career, vocational, and transition programs for individuals with exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG7K3 The student is able to use interventions and services for children who may be at risk for learning exceptional learning needs 94 – 100% of the time.	The student is able to use interventions and services for children who may be at risk for learning exceptional learning needs 78 – 92% of the time.	The student is unable to use interventions and services for children who may be at risk for learning exceptional learning needs 77% or less of the time.

### SKILLS

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S1 The student is able to identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs 94 – 100% of the time.	The student is able to identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs 78 - 94% of the time.	The student is unable to identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S2 The student is able to develop and implement comprehensive, longitudinal individualized programs in collaboration with team members 94 – 100% of the time.	The student is able to develop and implement comprehensive, longitudinal individualized programs in collaboration with team members 78 - 92% of the time.	The student is unable to develop and implement comprehensive, longitudinal individualized programs in collaboration with team members 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S3 The student is able to involve the individual and family in setting instructional goals and monitoring progress 94 – 100% of the time.	The student is able to involve the individual and family in setting instructional goals and monitoring progress 78 - 92% of the time	The student is unable to involve the individual and family in setting instructional goals and monitoring progress 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S4 The student is able to use functional assessments to develop intervention plans 94 – 100% of the time.	The student is able to use functional assessments to develop intervention plans 78 – 92 % of the time.	The student is unable to use functional assessments to develop intervention plans 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S4 The student is able to use functional assessments to develop intervention plans 94 – 100% of the time.	The student is able to use functional assessments to develop intervention plans 78 – 92% of the time.	The student is unable to use functional assessments to develop intervention plans 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S5 The student is able to use task analysis 94 – 100% of the time.	The student is able to use task analysis 78 – 92% of the time.	The student is unable to use task analysis 77% or less of the time

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S6 The student is able to sequence, implement, and evaluate individualized learning objectives 94 – 100% of the time.	The student is able to sequence, implement, and evaluate individualized learning objectives 78 – 92% of the time.	The student is unable to sequence, implement, and evaluate individualized learning objectives 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S7 The student is able to integrate affective, social, and life skills with academic curricula 94 – 100% of the time.	The student is able to integrate affective, social, and life skills with academic curricula 78 – 92% of the time.	The student is unable to integrate affective, social, and life skills with academic curricula 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S8 The student is able to develop and select instructional content, resources, and strategies that respond to cultural, linguistic and gender differences 94 – 100% of the time.	The student is able to develop and select instructional content, resources, and strategies that respond to cultural, linguistic and gender differences 77 – 92% of the time.	The student is unable to develop and select instructional content, resources, and strategies that respond to cultural, linguistic and gender differences 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S9 The student is able to incorporate and implement instructional and assistive technology into the educational program 94 – 100% of the time.	The student is able to incorporate and implement instructional and assistive technology into the educational program 78 – 92% of the time.	The student is unable to incorporate and implement instructional and assistive technology into the educational program 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S10 The student is able to prepare lesson plans 94 – 100% of the time.	The student is able to prepare lesson plans 78 – 92% of the time.	The student is unable to prepare lesson plans 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S11 The student is able to prepare and organize materials to implement daily lesson plans 94 – 100% of the time.	The student is able to prepare and organize materials to implement daily lesson plans 78 – 92% of the time.	The student is unable to prepare and organize materials to implement daily lesson plans 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S12 The student is able to use instructional time effectively 94 – 100% of the time.	The student is able to use instructional time effectively 78 – 92% of the time.	The student is unable to use instructional time effectively 77% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S12 The student is able to use instructional time effectively 94 – 100% of the time.	The student is able to use instructional time effectively 78 – 92% of the time.	The student is unable to use instructional time effectively 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S13 The student is able to make responsive adjustments to instruction based on continual observations 94 – 100% of the time.	The student is able to make responsive adjustment to instruction based on continual observation 78 – 92% of the time.	The student is unable to make responsive adjustment to instruction based on continual observation 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S14 The student is able to prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions 94 – 100% of the time.	The student is able to prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions 78 – 92% of the time.	The student is unable to prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S15 The student is able to evaluate and modify instructional practices in response to ongoing assessment data 94 – 100% of the time.	The student is able to evaluate and modify instructional practices in response to ongoing assessment data 78 – 92% of the time.	The student is unable to evaluate and modify instructional practices in response to ongoing assessment data 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC7S2 The student is able to select and use specialized instructional strategies appropriate to the abilities and needs of the individual 94 – 100% of the time.	The student is able to select and use specialized instructional strategies appropriate to the abilities and needs of the individual 78 – 92% of the time.	The student is unable to select and use specialized instructional strategies appropriate to the abilities and needs of the individual 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC7S3 The student is able to plan and implement age and ability appropriate instruction for individuals with exceptional learning needs 94 – 100% of the time.	The student is able to plan and implement age and ability appropriate instruction for individuals with exceptional learning needs 78 – 92% of the time.	The student is unable to plan and implement age and ability appropriate instruction for individuals with exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC7S5 The student is able to interpret sensory, mobility, reflex, and perceptual information	The student is able to interpret sensory, mobility, reflex, and perceptual information	The student is unable to interpret sensory, mobility, reflex, and perceptual information

or create or adapt appropriate learning plans 94 – 100% of the time.	or create or adapt appropriate learning plans 78 – 92% of the time.	or create or adapt appropriate learning plans 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC7S6 The student is able to design and implement curriculum and instructional strategies for medical self-management procedures 94 – 100% of the time.	The student is able to design and implement curriculum and instructional strategies for medical self-management procedures 78 – 92% of the time.	The student is unable to design and implement curriculum and instructional strategies for medical self-management procedures 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC7S7 The student is able to design and implement curriculum and instructional strategies for medical self-management procedures 94 – 100% of the time.	The student is able to design and implement curriculum and instructional strategies for medical self-management procedures 78 – 92% of the time.	The student is unable to design and implement curriculum and instructional strategies for medical self-management procedures 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC7S8 The student is able to design, implement, and evaluate instructional programs that enhance social participation across environments 94 – 100% of the time.	The student is able to design, implement, and evaluate instructional programs that enhance social participation across environments 78 – 92% of the time.	The student is unable to design, implement, and evaluate instructional programs that enhance social participation across environments 77% or less of the time.

☐ No opportunity to model or observe

COMMENTS: \_\_\_\_\_

TARGET	ACCEPTABLE			UNACCEPTABLE		
4.0 (94 – 100%)	3.5 (92 – 93%)	3.0 (86 – 91%)	2.5 (84 – 85%)	1.5 (77% and below)	1.0	.5

## STANDARD 8 - ASSESSMENT

### KNOWLEDGE

TARGET	ACCEPTABLE	UNACCEPTABLE
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### SKILLS

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC8S8 The student is able to evaluate instruction and monitor progress of individuals with exceptional learning needs 94 – 100% of the time	The student is able to evaluate instruction and monitor progress of individuals with exceptional learning needs 78 – 92% of the time.	The student is unable to evaluate instruction and monitor progress of individuals with exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC8S9 The student is able to create and maintain records 94 – 100% of the time.	The student is able to create and maintain records 78 – 92% of the time.	The student is unable to create and maintain records 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC8S1 The student is able to implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptional learning needs 94 – 100% of the time.	The student is able to implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptional learning needs 78 – 92% of the time.	The student is unable to implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC8S2 The student is able to use exceptionality	The student is able to use exceptionality	The student is unable to use exceptionality

specific assessment instruments with individuals with exceptional learning needs 94 – 100% of the time.	specific assessment instruments with individuals with exceptional learning needs 78 – 92% of the time.	specific assessment instruments with individuals with exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC8S3 The student is able to select, adapt, and modify assessments to accommodate the unique abilities and needs of individuals with exceptional learning needs 94 – 100% of the time.	The student is able to select, adapt, and modify assessment to accommodate the unique abilities and needs of individuals with exceptional learning needs 78 – 92% of the time.	The student is unable to select, adapt, and modify assessment to accommodate the unique abilities and needs of individuals with exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC8S4 The student is able to assess reliable method(s) of response of individuals who lack typical communication and performance abilities 94 – 100% of the time.	The student is able to assess reliable method(s) of response of individuals who lack typical communication and performance abilities 78 – 92% of the time.	The student is unable to assess reliable method(s) of response of individuals who lack typical communication and performance abilities 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC8S5 The student is able to monitor intragroup behavior changes across subjects and activities 94 – 100% of the time.	The student is able to monitor intragroup behavior changes across subjects and activities 78 – 92% of the time.	The student is unable to monitor intragroup behavior changes across subjects and activities 77% or less of the time.

☐ No opportunity to model or observe

COMMENTS:

TARGET	ACCEPTABLE	UNACCEPTABLE
4.0 (94 – 100%)	3.5 (92 – 93%) 2.5 (84 – 85%) 2.0 (78 – 83%)	1.5 1.0 .5 (77% and below)

## STANDARD 9 – PROFESSIONAL AND ETHICAL PRACTICE

### KNOWLEDGE

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9K1 The student is able to verbalize personal cultural biases and differences that affect one's teaching 94 – 100% of the time.	The student is able to verbalize personal cultural biases and differences that affect one's teaching 78 - 92% of the time.	The student is unable to verbalize personal cultural biases and differences that affect one's teaching 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9K2 The student will be able to demonstrate the importance of the teacher serving as a model for individuals with exceptional learning needs 94 – 100% of the time	The student will be able to demonstrate the importance of the teacher serving as a model for individuals with exceptional learning needs 78 - 92% of the time	The student will be unable to demonstrate the importance of the teacher serving as a model for individuals with exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9K3 The student will be able to demonstrate the continuum of lifelong professional development 94 – 100% of the time.	The student will be able to demonstrate the continuum of lifelong professional development 78 - 92% of the time.	The student will be unable to demonstrate the continuum of lifelong professional development 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9K4 The student will be able to demonstrate the methods to remain current regarding research-validated practice 94 – 100% of the time.	The student will be able to demonstrate the methods to remain current regarding research-validated practice 78 – 92% of the time.	The student is unable to demonstrate the methods to remain current regarding research-validated practice 77% of the time or less.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC9K1		

The student is able to locate sources of unique services, networks, and organizations for individuals with exceptional learning needs 94 – 100% of the time.	The student is able to locate sources of unique services, networks, and organizations for individuals with exceptional learning needs 78 – 92% of the time.	The student is unable to locate sources of unique services, networks, and organizations for individuals with exceptional learning needs 77% of the time or less.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC9K2 The student is able to locate organizations and publications relevant to individuals with exceptional learning needs 94 – 100% of the time.	The student is able to locate organizations and publications relevant to individuals with exceptional learning needs 78 - 92% of the time	The student is unable to locate organizations and publications relevant to individuals with exceptional learning needs 77% of the time or less.

## SKILLS

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S1 The student is able to practice within the CEC Code of Ethics and other standards of the profession 94 – 100% of the time.	The student is able to practice within the CEC Code of Ethics and other standards of the profession 78 - 92% of the time.	The student is unable to practice within the CEC Code of Ethics and other standards of the profession 77% of the time or less
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S2 The student is able to uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession 94 – 100% of the time.	The student is able to uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession 78 - 92% of the time.	The student is unable to uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession 77% of the time or less.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S3 The student is able to act ethically in advocating for appropriate services 94 – 100% of the time.	The student is able to act ethically in advocating for appropriate services 78 – 92% of the time.	The student is unable to act ethically in advocating for appropriate services 77% of the time or less.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S4 The student is able to conduct professional activities in compliance with applicable laws and policies 94 – 100% of the time.	The student is able to conduct professional activities in compliance with applicable laws and policies 78 - 92% of the time.	The student is unable to conduct professional activities in compliance with applicable laws and policies 77% of the time or less.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S5 The student is able to demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs 94 – 100% of the time.	The student is able to demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs 78 – 92% of the time.	The student is unable to demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs 77% of the time or less.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S6 The student is able to demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals 94 – 100% of the time.	The student is able to demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals 78 - 92% of the time.	The student is unable to demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals 77% of the time or less.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S7 The student is able to practice within one's skills limits and obtain assistance as needed 94 – 100% of the time.	The student is able to practice within one's skills limits and obtain assistance as needed 78 - 92% of the time.	The student is unable to practice within one's skills limits and obtain assistance as needed 77% of the time or less.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S8 The student is able to use verbal, nonverbal, and written language effectively 94 – 100% of the time.	The student is able to use verbal, nonverbal, and written language effectively 78 - 92% of the time.	The student is unable to use verbal, nonverbal, and written language effectively 77% of the time or less.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S9 The student is able to conduct self-evaluation of instruction 94 – 100% of the time.	The student is able to conduct self-evaluation of instruction 78 - 92% of the time.	The student is unable to conduct self-evaluation of instruction 77% of the time or less.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S10 The student is able to access information on exceptionalities 94 – 100% of the time.	The student is able to access information on exceptionalities 78 - 92% of the time.	The student is unable to assess information on exceptionalities 77% of the time or less.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S11 The student is able to reflect on one's practice to improve instruction and guide professional	The student is able to reflect on one's practice to improve instruction and guide	The student is unable to reflect on one's practice to improve instruction and guide

growth 94 – 100% of the time.	professional growth 78 - 92% of the time.	professional growth 77% of the time or less.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S12 The student is able to engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues 94 – 100% of the time.	The student is able to reflect on one's practice to improve instruction and guide professional growth 78 - 92% of the time.	The student is unable to reflect on one's practice to improve instruction and guide professional growth 77% of the time or less.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S13 The student is able to demonstrate commitment to engage in evidence-based practices 94 – 100% of the time.	The student is able to demonstrate commitment to engage in evidence-based practices 78 - 92% of the time.	The student is unable to demonstrate commitment to engage in evidence-based practices 77% of the time or less.
IGC9S1 The student is able to participate in the activities of professional organizations relevant to individuals with exceptional learning needs 94 – 100% of the time.	The student is able to participate in the activities of professional organizations relevant to individuals with exceptional learning needs 78 - 92% of the time.	The student is unable to participate in the activities of professional organizations relevant to individuals with exceptional learning needs 77% of the time or less.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC9S2 The student is able to demonstrate ethical responsibility to advocate for appropriate services for individuals with exceptional learning needs 94 – 100% of the time.	The student is able to demonstrate ethical responsibility to advocate for appropriate services for individuals with exceptional learning needs 78 - 92% of the time.	The student is unable to demonstrate ethical responsibility to advocate for appropriate services for individuals with exceptional learning needs 77% of the time or less.

☐ No opportunity to model or observe

COMMENTS: \_\_\_\_\_

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## STANDARD 10 – COLLABORATION

TARGET	ACCEPTABLE	UNACCEPTABLE
4.0 (94 – 100%)	3.5 (92 – 93%)    3.0 (86 – 91%)    2.5 (84 – 85%)    2.0 (78 – 83%)	1.5    1.0    .5 (77% and below)

## KNOWLEDGE

TARGET	ACCEPTABLE	UNACCEPTABLE
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## SKILLS

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC10S1 The student is able to maintain confidential communication about individuals with exceptional learning needs 94 – 100% of the time.	The student is able to maintain confidential communication about individuals with exceptional learning needs 78 - 92% of the time.	The student is unable to maintain confidential communication about individuals with exceptional learning needs 77% of the time or less.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC10S2 The student is able to collaborate with families and others in assessment of individuals with exceptional learning needs 94 – 100% of the time.	The student is able to collaborate with families and others in assessment of individuals with exceptional learning needs 78 - 92% of the time.	The student is unable to collaborate with families and others in assessment of individuals with exceptional learning needs 77% of the time or less.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC10S3 The student is able to foster respectful and beneficial relationships between families and	The student is able to foster respectful and beneficial relationships between families and	The student is unable to foster respectful and beneficial relationships between families and



professionals 94 – 100% of the time.	professionals 78 – 92% of the time.	professionals 77% of the time or less.
TARGET	ACCEPTABLE	UNACCEPTABLE
The student is able to collaborate with team members to plan transition to adulthood that encourages full community participation 94 – 100% of the time.	The student is able to collaborate with team members to plan transition to adulthood that encourages full community participation 78 – 92% of the time.	The student is unable to collaborate with team members to plan transition to adulthood that encourages full community participation 77% of the time or less.

☐ No opportunity to model or observe

#### COMMENTS:

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#### OUTCOME 11 – IGNATIAN/JESUIT CHARISMS

TARGET	ACCEPTABLE	UNACCEPTABLE
4.0 (94 – 100%)	3.5 (92 – 93%)    3.0 (86 – 91%)    2.5 (84 – 85%)    2.0 (78 – 83%)	1.5    1.0    .5 (77% and below)

#### CURA PERSONALIS

#### KNOWLEDGE

TARGET	ACCEPTABLE	UNACCEPTABLE
The student is able to articulate the charism of <i>cura personalis</i> 94 – 100% of the time.	The student is able to articulate the charism of <i>cura personalis</i> 78 - 92% of the time.	The student is unable to articulate the charism of <i>cura personalis</i> 77% of the time or less.

#### SKILLS

TARGET	ACCEPTABLE	UNACCEPTABLE
The student is able to display and responds to a personal concern for the individual; demonstrates an ethic of care and dignity; realizes that education occurs within a context of caring relationships 94 – 100% of the time.	The student is able to display and responds to a personal concern for the individual; demonstrates an ethic of care and dignity; realizes that education occurs within a context of caring relationships 94 – 100% of the time.	The student is unable to display and responds to a personal concern for the individual; demonstrates an ethic of care and dignity; realizes that education occurs within a context of caring relationships 77% of the time or less.

☐ No opportunity to model or observe

#### COMMENTS:

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#### Magis

#### KNOWLEDGE

TARGET	ACCEPTABLE	UNACCEPTABLE
The student is able to articulate the charism of <i>Magis</i> 94 – 100% of the time.	The student is able to articulate the charism of <i>Magis</i> 78 - 92% of the time.	The student is unable to articulate the charism of <i>Magis</i> 77% of the time or less.

## SKILLS

TARGET	ACCEPTABLE	UNACCEPTABLE
The student strives toward excellence; sets high expectations of oneself; demonstrates potential by personal, spiritual and professional development activities 94 – 100% of the time.	The student strives toward excellence; sets high expectations of oneself; demonstrates potential by personal, spiritual and professional development activities 78 – 92% of the time.	The student does not strive toward excellence; sets high expectations of oneself; demonstrates potential by personal, spiritual and professional development activities 77% of the time or less

☐ No opportunity to model or observe

## COMMENTS:

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## MEN AND WOMEN FOR AND WITH OTHERS

### KNOWLEDGE

TARGET	ACCEPTABLE	UNACCEPTABLE
The student is able to articulate the charism of <i>men and women for and with others</i> 94 – 100% of the time.	The student is able to articulate the charism of <i>men and women for and with others</i> 94 – 100% of the time.	The student is unable to articulate the charism of <i>men and women for and with others</i> 77% of the time or less.

### SKILLS

TARGET	ACCEPTABLE	UNACCEPTABLE
The student commits to sharing gifts and building an inclusive society; fosters respect and dignity; service/stewardship and education for social justice 94 – 100% of the time.	The student commits to sharing gifts and building an inclusive society; fosters respect and dignity; service/stewardship and education for social justice 78 – 92% of the time.	The student is unable to commit to sharing gifts and building an inclusive society; fosters respect and dignity; service/stewardship and education for social justice 77% of the time or less.

☐ No opportunity to model or observe

## COMMENTS:

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## CONTEMPLATION IN ACTION

### KNOWLEDGE

TARGET	ACCEPTABLE	UNACCEPTABLE
The student is able to articulate the charism of <i>contemplation in action</i> 94 – 100% of the time.	The student is able to articulate the charism of <i>contemplation in action</i> 78 – 94% of the time.	The student is unable to articulate the charism of <i>contemplation in action</i> 77% of the time or less.

### SKILLS

TARGET	ACCEPTABLE	UNACCEPTABLE
The student is able to utilize ethical, reflective decision making; examines beliefs	The student is able to utilize ethical, reflective decision making; examines beliefs	The student is unable to utilize ethical, reflective decision making; examines beliefs

and actions; advocates action and empowers others 94 – 100% of the time.

and actions; advocates action and empowers others 78 - 92% of the time.

and actions; advocates action and empowers others 77% of the time or less.

☐ No opportunity to model or observe

COMMENTS:

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TARGET	ACCEPTABLE	UNACCEPTABLE
4.0 (94 – 100%)	3.5 (92 – 93%)    3.0 (86 – 91%)    2.5 (84 – 85%)    2.0 (78 – 83%)	1.5    1.0    .5 (77% and below)

## OUTCOME 12 - TECHNOLOGY

### KNOWLEDGE

TARGET	ACCEPTABLE	UNACCEPTABLE
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### SKILLS

TARGET	ACCEPTABLE	UNACCEPTABLE
The student is able to consistently use appropriate technology; IEP Planning; grading, assessment, and teaching via software appropriate for students with exceptionalities 94 – 100% of the time.	The student is able to consistently use appropriate technology; IEP Planning; grading, assessment, and teaching via software appropriate for students with exceptionalities 78 – 94% of the time.	The student is unable to consistently use appropriate technology; IEP Planning; grading, assessment, and teaching via software appropriate for students with exceptionalities 77% of the time or less.

☐ No opportunity to model or observe

COMMENTS:

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## FINAL STUDENT TEACHER EVALUATION

To be completed by: Cooperating Teacher

Student Teacher \_\_\_\_\_ Dates of Student Teaching \_\_\_\_\_

School \_\_\_\_\_ Subject and/or Grade \_\_\_\_\_

Semester Fall \_\_\_\_ Spring \_\_\_\_ Endorsement \_\_\_\_\_

Evaluator \_\_\_\_\_ Position/Title \_\_\_\_\_

**Instructions:** As you evaluate the work of this student teacher, please keep in mind that your rating should compare him/her with other student teachers or beginning teachers rather than with an experienced teacher. Place a mark above the column which best describes your student teacher. Mark appropriately any items for which you have no opportunity to model or observe. This form will be used for the final rating. Please share this completed evaluation with the student teacher.

TARGET 4.0 (94 – 100%)	ACCEPTABLE 3.5 (92 – 93%)    3.0 (86 – 91%) 2.5 (84 – 85%)    2.0 (78 – 83%)	UNACCEPTABLE 1.5   1.0   .5 (77% AND BELOW)
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### STANDARD 1 - FOUNDATIONS

#### 1. SKILLS

<p>The student is able to effectively articulate a personal philosophy of special education 94 – 100%.</p> <p><input type="checkbox"/> No opportunity to model or observe</p>	<p>The student in most interaction can articulate personal philosophy of special education 78 – 93% most of the time.</p>	<p>The student is unable to articulate a philosophy of special education less than 77% of the time.</p>
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COMMENTS: \_\_\_\_\_

TARGET 4.0 (94 – 100%)	ACCEPTABLE 3.5 (92 – 93%)    3.0 (86 – 91%) 2.5 (84 – 85%)    2.0 (78 – 83%)	UNACCEPTABLE 1.5   1.0   .5 (77% AND BELOW)
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### STANDARD 11 – DEVELOPMENT AND CHARACTERISTICS OF LEARNERS

#### 1. Knowledge

<p><input type="checkbox"/> No opportunity to model or observe</p>		
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COMMENTS: \_\_\_\_\_

**2. SKILLS**

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☐ No opportunity to model or observe

COMMENTS: \_\_\_\_\_

<b>TARGET</b> <b>4.0 (94 – 100%)</b>	<b>ACCEPTABLE</b> <b>3.5 (92 – 93%)    3.0 (86 – 91%)</b> <b>2.5 (84 – 85%)    2.0 (78 – 83%)</b>	<b>UNACCEPTABLE</b> <b>1.5   1.0   .5</b> <b>(77% AND BELOW)</b>
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**STANDARD III – INDIVIDUAL LEARNING DIFFERENCES****1. Knowledge**

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☐ No opportunity to model or observe

COMMENTS: \_\_\_\_\_

**2. SKILLS**

<b>TARGET</b>	<b>ACCEPTABLE</b>	<b>UNACCEPTABLE</b>
IGC3S1 The student will be able to relate levels of support to the needs of the individual at 94 – 100%.	The student will be able to relate levels of support to the needs of the individual most of the time at 78 – 92% of the time	The student is unable to relate levels of support to the needs of the individual less than 77% of the time.

☐ No opportunity to model or observe

COMMENTS: \_\_\_\_\_

<b>TARGET</b> <b>4.0 (94 – 100%)</b>	<b>ACCEPTABLE</b> <b>3.5 (92 – 93%)    3.0 (86 – 91%)</b> <b>2.5 (84 – 85%)    2.0 (78 – 83%)</b>	<b>UNACCEPTABLE</b> <b>1.5   1.0   .5</b> <b>(77% AND BELOW)</b>
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**STANDARD IV – INSTRUCTIONAL STRATEGIES****1. Knowledge**

<b>TARGET</b>	<b>ACCEPTABLE</b>	<b>UNACCEPTABLE</b>
IGC4K5 The student will be able to implement strategies for integrating student initiated learning experiences into ongoing instruction at 94 – 100% of the time.	The student will be able to implement strategies for integrating student initiated learning experience into ongoing instruction at 78 – 92% of the time	The student is unable to implement strategies for integrating student initiated learning experiences into ongoing instruction less than 77% of the time.

☐ No opportunity to model or observe

COMMENTS: \_\_\_\_\_

## 2. SKILLS

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC4S1 The student will be able to use strategies to facilitate integration into various settings at 94 – 100% of the time.	The student will be able to use strategies to facilitate integration into various settings at 78 – 92% of the time.	The student is unable to use strategies to facilitate integration into various settings less than 77% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC4S2 The student is able to teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs at 94 – 100% of the time.	The student is able to teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs at 78 – 92% of the time.	The student is unable to teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs less than 77% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC4S3 The student is able to select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs at 94 – 100% of the time.	The student is able to select, adapt, and use instructional strategies and materials according to the characteristics of the individual with exceptional learning needs at 78 – 92% of the time.	The student is unable to select, adapt, and use instructional strategies and materials according to the characteristics of the individual with exceptional learning needs less than 77% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC4S4 The student is able to use strategies to facilitate maintenance and generalization of skills across learning environments at 94 – 100% of the time.	The student is able to use strategies to facilitate maintenance and generalization skills across learning environments 78 – 92% of the time.	The student is unable to use strategies to facilitate maintenance and generalization skills across learning environments less than 80% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC4S5 The student is able to use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem at 94 – 100% of the time.	The student is able to use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem at 78 – 92% of the time.	The student is unable to use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem less than 77% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC4S6 The student is able to use strategies that promote successful transitions for individuals with exceptional learning needs at 94 – 100% of the time.	The student is able to use strategies that promote successful transitions for individuals with exceptional learning needs at 78 – 92% of the time.	The student is unable to use strategies that promote successful transitions for individuals with exceptional learning needs less than 77% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC4S1 The student is able to use research-supported methods for academic and nonacademic instruction of individuals with exceptional learning needs at 94 – 200% of the time.	The student is able to use research-supported methods for academic and nonacademic instruction of individuals with exceptional learning needs at 78 – 92% of the time.	The student is unable to use research-supported methods for academic and nonacademic instruction of individuals with exceptional learning needs less than 77% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC4S2 The student is able to use strategies from multiple theoretical approaches for individuals with exceptional learning needs at 94 – 100% of the time.	The student is able to use strategies from multiple theoretical approaches for individuals with exceptional learning needs at 78 – 92% of the time.	The student is unable to use strategies from multiple theoretical approaches for individuals with exceptional learning needs less than 77% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC4S3 The student is able to teach learning strategies and study skills to acquire academic content at 94 – 100% of the time.	The student is able to teach learning strategies and study skills to acquire academic content at 80% most of the time	The student is unable to teach learning strategies and study skills to acquire academic content at 80% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC4S4 The student is able to use reading methods appropriate to individuals with exceptional learning needs 80% of the time.	The student is able to use reading methods appropriate to individuals with exceptional learning needs at 78 – 92% most of the time.	The student is unable to use reading methods appropriate to individuals with exceptional learning needs less than 77% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC4S5 The student is able to use methods to teach mathematics appropriate to the individuals with exceptional learning 94 – 100% of the time.	The student is able to use methods to teach mathematics appropriate to the individuals with exceptional learning needs at 78 – 92% of the time.	The student is unable to sue methods to teach mathematics appropriate to the individuals with exceptional learning less than 77% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC4S6 The student is able to modify pace of	The student is able to modify pace of	The student is unable to modify pace of

instruction and provide organizational cures 94 – 100% of the time.	instruction and provide organizational cures at 78 – 92% of the time.	instruction and provide organizational cures less than 77% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG4S7 The student is able use adaptations and technology for all individuals with exceptional learning needs at 94 – 100% of the time.	The student is able to use adaptations and technology for all individuals with exceptional learning needs 78 – 92% of the time.	The student is unable to use adaptations and technology for all individuals with exceptional learning needs less than 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG4S8 The student is able to use resources, and techniques used to transition individuals with exceptional learning needs into and out of school and post-school environments 94 – 100% of the time.	The student is able to use resources, and techniques used to transition individuals with exceptional learning ends into and out of school and post-school environments 78 – 92% of the time.	The student is unable to use resources, techniques used to transition individuals with exceptional learning ends into and out of school and post-school environments 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG4S9 The student can use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with exceptional learning needs 94 – 100% of the time.	The student can use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with exceptional learning needs 78 – 92% of the time.	The student cannot use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG4S10 The student is able to identify and teach basic structures and relationships within and across curricula 94 – 100% of the time.	The student is able to identify and teach basic structures and relationships within and across curricula 78 – 92% of the time	The student is unable to identify and teach basic structures and relationships within and across curricula 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG4S11 The student is able to use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval 94 – 100% of the time.	The student is able to use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval 78 – 92% of the time.	The student is unable to use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG4S12 The student is able to use responses and errors to guide instructional decisions and provide feedback to learners 94 – 100% of the time.	The student is able to use responses and errors to guide instructional decisions and provide feedback to learners 78 – 92% of the time.	The student is unable to use responses and errors to guide instructional decision and provide feedback to learners 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG4S13 The student is able to identify and teach essential concepts, vocabulary, and content across the general curriculum 94 – 100% of the time.	The student is able to identify and teach essential concepts, vocabulary and content across the general curriculum 78 – 92% of the time.	The student is unable to identify and teach essential concepts, vocabulary and content across the general curriculum 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG4S14 The student is able to implement systematic instruction in teaching reading comprehension and monitoring strategies 94 – 100% of the time.	The student is able to implement systematic instruction in teaching reading comprehension and monitoring strategies 78 - 92% of the time.	The student is unable implement systematic instruction in teaching reading comprehension and monitoring strategies 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG4S15 The student is able to teach strategies for organizing and composing written products 94 – 100% of the time.	The student is able to teach strategies for organizing and composing written projects 78 – 92% of the time.	The student is able teach strategies for organizing and composing written projects 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG4S16 The student is able to implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language 94 – 100% of the time.	The student is able to implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language 78 – 92% of the time.	The student is unable to implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language 77% or less of the time.

☐ No opportunity to model or observe

COMMENTS: \_\_\_\_\_

TARGET	ACCEPTABLE		UNACCEPTABLE		
4.0 (94 – 100%)	3.5 (92 – 93%)	3.0 (86 – 91%)	1.5	1.0	.5
	2.5 (84 – 85%)	2.0 (78 – 83%)	(77% AND BELOW)		

## STANDARD V – LEARNING ENVIRONMENTS/SOCIAL INTERACTIONS

### 1. KNOWLEDGE

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☐ No opportunity to model or observe

COMMENTS: \_\_\_\_\_

### 2. SKILLS

TARGET	ACCEPTABLE	UNACCEPTABLE
<b>ICC5S1</b> The student is able to create a safe, equitable, positive, and supportive learning environment in which diversities are valued 94 – 100% of the time.	The student is able to create a safe, equitable, positive, and supportive learning environment in which diversities are valued 78 – 92% of the time.	The student is unable to create a safe, equitable, positive, and supportive learning environment in which diversities are valued 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
<b>ICC5S2</b> The student is able to identify realistic expectations for personal and social behavior in various settings 94 – 100% of the time.	The student is able to identify realistic expectations for personal and social behavior in various settings 78 – 94% of the time.	The student is not able to identify realistic expectations for personal and social behavior in various setting 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
<b>ICC5S3</b> The student is able to identify supports needed for integration into various program placements 94 – 100% of the time.	The student is able to identify supports needed for integration into various program placements 78 – 92% of the time.	The student is not able to identify supports needed for integration into various program placements 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
<b>ICC5S4</b> The student is able to design learning environments that encourage active participation in individual and group activities 94 – 100% of the time.	The student is able to design learning environments that encourage active participation in individual and group activities 78 – 92% of the time.	The student is not able to design learning environments that encourage active participation in individual and group activities 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
<b>ICC5S5</b> The student is able to modify the learning environment to manage behaviors 94 – 100% of the time.	The student is able to modify the learning environment to manage behaviors 78 – 92% of the time.	The student is not able to modify the learning environment to manage behaviors 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
<b>ICC5S6</b> The student is able to use performance data and information from all stakeholders to make or suggest modifications in learning environments 94 – 100% of the time.	The student is able to use performance data and information from all stakeholders to make or suggest modifications in learning environments 78 – 92% of the time.	The student is not able to use performance data and information from all stakeholders to make or suggest modifications in learning environments 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
<b>ICC5S7</b> The student is able to establish and maintain rapport with individuals with and without exceptional learning needs 94 – 100% of the time.	The student is able to establish and maintain rapport with individuals with and without exceptional learning needs 78 – 92% of the time.	The student is unable to establish and maintain rapport with individuals with and without exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
<b>ICC5S8</b> The student is able to teach self-advocacy 94 – 100% of the time.	The student is able to teach self-advocacy 78 – 92% of the time.	The student is unable to teach self-advocacy 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
<b>ICC5S9</b> The student is able to create an environment	The student is able to create an environment	The student is unable to create an



that encourages self-advocacy and increased independence 94 – 100% of the time.	that encourages self-advocacy and increased independence 78 – 92% of the time.	environment that encourages self-advocacy and increased independence 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC5S10 The student is able to use effective and varied behavior management strategies 94 – 100% of the time.	The student is able to use effective and varied behavior management strategies 78 – 92% of the time.	The student is unable to use effective and varied behavior management strategies 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC5S11 The student is able to use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs 94 – 100% of the time.	The student is able to use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs 78 – 92% of the time.	The student is unable to use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC5S12 The student is able to design and manage daily routines 94 – 100% of the time.	The student is able to design and manage daily routines 78 – 92% of the time.	The student is unable to design and manage daily routines 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC5S13 The student is able to organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences 94 – 100% of the time.	The student is able to organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences 78 – 92% of the time.	The student is unable to organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC5S14 The student is able to mediate controversial intercultural issues among individuals with exceptional learning needs within the learning environment in ways that enhance any culture, group or person 94 – 100% of the time.	The student is able to mediate controversial intercultural issues among individuals with exceptional learning needs within the learning environment in ways that enhance any culture, group or person 78 – 92% of the time.	The student is unable to mediate controversial intercultural issues among individuals with exceptional learning needs within the learning environment in ways that enhance any culture, group or person 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC5S15 The student is able to structure, direct, and support the activities of paraeducators, volunteers, and tutors 94 – 100% of the time.	The student is able to structure, direct, and support the activities of paraeducators, volunteers, and tutors 78 – 92% of the time.	The student is unable to structure, direct, and support the activities of paraeducators, volunteers, and tutors 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC5S16 The student is able to use universal precautions 94 – 100% of the time.	The student is able to use universal precautions 78 – 92% of the time.	The student is unable to use universal precautions 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG5S1 The student is able to provide instruction in community-based settings 94 – 100% of the time.	The student is able to provide instruction in community-based setting 78 – 92% of the time.	The student is not able to provide instruction in community-based setting 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG5S2 The student is able to use and maintain assistive technologies 94 – 100% of the time.	The student is able to use and maintain assistive technologies 78 – 92% of the time.	The student is unable to use and maintain assistive technologies 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG5S3 The student is able to plan instruction in a variety of education settings 94 – 100% of the time.	The student is able to plan instruction in a variety of education al settings 78 – 92% of the time.	The student is unable to plan instruction in a variety of education settings 77% or less of the time.

☐ No opportunity to model or observe

COMMENTS: \_\_\_\_\_

TARGET	ACCEPTABLE	UNACCEPTABLE
4.0 (94 – 100%)	3.5 (92 – 93%) – 85%) 2.0 (78 – 83%)	3.0 (86 – 91%) 2.5 (84 1.5 1.0 .5 (77% and below)

## STANDARD V1 - LANGUAGE

### KNOWLEDGE

TARGET	ACCEPTABLE	UNACCEPTABLE
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☐ No opportunity to model or observe

COMMENTS: \_\_\_\_\_

### SKILLS

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC6S1 The student will be able to use strategies to support and enhance communication skills of individuals with exceptional learning needs 94 – 100% of the time.	The student will be able to use strategies to support and enhance communication skills of individuals with exceptional learning needs 78 – 92% of the time.	The student is unable to use strategies to support and enhance communication skills of individuals with exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC6S2 The student will be able to use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language 94 – 100% of the time.	The student will be able to use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language 78 - 92% of the time.	The student is unable to use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG6S1 The student will be able to enhance vocabulary development 94 – 100% of the time.	The student will be able to enhance vocabulary development 78 – 92% of the time.	The student is not able to enhance vocabulary development 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG6S2 The student is able to teach strategies for spelling and accuracy and generalization 94 – 100% of the time.	The student is able to teach strategies for spelling and accuracy and generalization 78 – 92% of the time.	The student is unable to teach strategies for spelling and accuracy and generalization 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG6S3 The student is able to teach individuals with exceptional learning needs to monitor for errors in written language 94 – 100% of the time.	The student is able to teach individuals with exceptional learning needs to monitor for errors in written language 78 - 92% of the time.	The student is unable to teach individuals with exceptional learning needs to monitor for errors in written language 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG6S4 The student is able to teach methods and strategies for producing legible documents 94 – 100% of the time.	The student is able to teach methods and strategies for producing legible documents 78 – 94% of the time.	The student is unable to teach methods and strategies for producing legible documents 77% or less of the time.

☐ No opportunity to model or observe

COMMENTS: \_\_\_\_\_

TARGET	ACCEPTABLE	UNACCEPTABLE
4.0 (94 – 100%)	3.5 (92 – 93%)    3.0 (86 – 91%)    2.5 (84 – 85%)    2.0 (78 – 83%)	1.5    1.0    .5 (77% and below)

## STANDARD VII – INSTRUCTIONAL PLANNING

### KNOWLEDGE

TARGET	ACCEPTABLE	UNACCEPTABLE
ICG7K1 The student is able to integrate academic instruction and behavior management for individuals and groups with exceptional learning needs 94 – 100% of the time.	The student is able to integrate academic instruction and behavior management for individuals and groups with exceptional learning needs 78 – 92% of the time	The student is unable to integrate academic instruction and behavior management for individuals and groups with exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG7K2 The student is able to model career, vocational, and transition programs for individuals with exceptional learning needs 94 – 100% of the time.	The student is able to model career, vocational, and transition programs for individuals with exceptional learning needs 78 – 92% of the time	The student is unable to model career, vocational, and transition programs for individuals with exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICG7K3 The student is able to use interventions and services for children who may be at risk for learning exceptional learning needs 94 – 100% of the time.	The student is able to use interventions and services for children who may be at risk for learning exceptional learning needs 78 – 92% of the time.	The student is unable to use interventions and services for children who may be at risk for learning exceptional learning needs 77% or less of the time.

### SKILLS

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S1 The student is able to identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs 94 – 100% of the time.	The student is able to identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs 78 - 94% of the time.	The student is unable to identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S2 The student is able to develop and implement comprehensive, longitudinal individualized programs in collaboration with team members 94 – 100% of the time.	The student is able to develop and implement comprehensive, longitudinal individualized programs in collaboration with team members 78 - 92% of the time.	The student is unable to develop and implement comprehensive, longitudinal individualized programs in collaboration with team members 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S3 The student is able to involve the individual and family in setting instructional goals and monitoring progress 94 – 100% of the time.	The student is able to involve the individual and family in setting instructional goals and monitoring progress 78 - 92% of the time	The student is unable to involve the individual and family in setting instructional goals and monitoring progress 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S4 The student is able to use functional assessments to develop intervention plans 94 – 100% of the time.	The student is able to use functional assessments to develop intervention plans 78 – 92% of the time.	The student is unable to use functional assessments to develop intervention plans 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S4 The student is able to use functional assessments to develop intervention plans 94 – 100% of the time.	The student is able to use functional assessments to develop intervention plans 78 – 92% of the time.	The student is unable to use functional assessments to develop intervention plans 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S5 The student is able to use task analysis 94 – 100% of the time.	The student is able to use task analysis 78 – 92% of the time.	The student is unable to use task analysis 77% or less of the time

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S6 The student is able to sequence, implement, and evaluate individualized learning objectives 94 – 100% of the time.	The student is able to sequence, implement, and evaluate individualized learning objectives 78 – 92% of the time.	The student is unable to sequence, implement, and evaluate individualized learning objectives 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S7 The student is able to integrate affective, social, and life skills with academic curricula 94 – 100% of the time.	The student is able to integrate affective, social, and life skills with academic curricula 78 – 92% of the time.	The student is unable to integrate affective, social, and life skills with academic curricula 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S8 The student is able to develop and select instructional content, resources, and strategies that respond to cultural, linguistic and gender differences 94 – 100% of the time.	The student is able to develop and select instructional content, resources, and strategies that respond to cultural, linguistic and gender differences 77 – 92% of the time.	The student is unable to develop and select instructional content, resources, and strategies that respond to cultural, linguistic and gender differences 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S9 The student is able to incorporate and implement instructional and assistive technology into the educational program 94 – 100% of the time.	The student is able to incorporate and implement instructional and assistive technology into the educational program 78 – 92% of the time.	The student is unable to incorporate and implement instructional and assistive technology into the educational program 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S10 The student is able to prepare lesson plans 94 – 100% of the time.	The student is able to prepare lesson plans 78 – 92% of the time.	The student is unable to prepare lesson plans 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S11 The student is able to prepare and organize materials to implement daily lesson plans 94 – 100% of the time.	The student is able to prepare and organize materials to implement daily lesson plans 78 – 92% of the time.	The student is unable to prepare and organize materials to implement daily lesson plans 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S12 The student is able to use instructional time effectively 94 – 100% of the time.	The student is able to use instructional time effectively 78 – 92% of the time.	The student is unable to use instructional time effectively 77% of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S12 The student is able to use instructional time effectively 94 – 100% of the time.	The student is able to use instructional time effectively 78 – 92% of the time.	The student is unable to use instructional time effectively 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S13 The student is able to make responsive adjustments to instruction based on continual observations 94 – 100% of the time.	The student is able to make responsive adjustment to instruction based on continual observation 78 – 92% of the time.	The student is unable to make responsive adjustment to instruction based on continual observation 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S14 The student is able to prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions 94 – 100% of the time.	The student is able to prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions 78 – 92% of the time.	The student is unable to prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC7S15 The student is able to evaluate and modify instructional practices in response to ongoing assessment data 94 – 100% of the time.	The student is able to evaluate and modify instructional practices in response to ongoing assessment data 78 – 92% of the time.	The student is unable to evaluate and modify instructional practices in response to ongoing assessment data 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC7S2 The student is able to select and use specialized instructional strategies appropriate to the abilities and needs of the individual 94 – 100% of the time.	The student is able to select and use specialized instructional strategies appropriate to the abilities and needs of the individual 78 – 92% of the time.	The student is unable to select and use specialized instructional strategies appropriate to the abilities and needs of the individual 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC7S3 The student is able to plan and implement age and ability appropriate instruction for individuals with exceptional learning needs 94 – 100% of the time.	The student is able to plan and implement age and ability appropriate instruction for individuals with exceptional learning needs 78 – 92% of the time.	The student is unable to plan and implement age and ability appropriate instruction for individuals with exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC7S5 The student is able to interpret sensory, mobility, reflex, and perceptual information	The student is able to interpret sensory, mobility, reflex, and perceptual information	The student is unable to interpret sensory, mobility, reflex, and perceptual information

or create or adapt appropriate learning plans 94 – 100% of the time.	or create or adapt appropriate learning plans 78 – 92% of the time.	or create or adapt appropriate learning plans 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC7S6 The student is able to design and implement curriculum and instructional strategies for medical self-management procedures 94 – 100% of the time.	The student is able to design and implement curriculum and instructional strategies for medical self-management procedures 78 – 92% of the time.	The student is unable to design and implement curriculum and instructional strategies for medical self-management procedures 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC7S7 The student is able to design and implement curriculum and instructional strategies for medical self-management procedures 94 – 100% of the time.	The student is able to design and implement curriculum and instructional strategies for medical self-management procedures 78 – 92% of the time.	The student is unable to design and implement curriculum and instructional strategies for medical self-management procedures 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC7S8 The student is able to design, implement, and evaluate instructional programs that enhance social participation across environments 94 – 100% of the time.	The student is able to design, implement, and evaluate instructional programs that enhance social participation across environments 78 – 92% of the time.	The student is unable to design, implement, and evaluate instructional programs that enhance social participation across environments 77% or less of the time.

☐ No opportunity to model or observe

COMMENTS: \_\_\_\_\_

TARGET	ACCEPTABLE			UNACCEPTABLE		
4.0 (94 – 100%)	3.5 (92 – 93%)	3.0 (86 – 91%)	2.5 (84 – 85%)	1.5 (77% and below)	1.0	.5

## STANDARD 8 - ASSESSMENT

### KNOWLEDGE

TARGET	ACCEPTABLE	UNACCEPTABLE
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### SKILLS

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC8S8 The student is able to evaluate instruction and monitor progress of individuals with exceptional learning needs 94 – 100% of the time	The student is able to evaluate instruction and monitor progress of individuals with exceptional learning needs 78 – 92% of the time.	The student is unable to evaluate instruction and monitor progress of individuals with exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC8S9 The student is able to create and maintain records 94 – 100% of the time.	The student is able to create and maintain records 78 – 92% of the time.	The student is unable to create and maintain records 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC8S1 The student is able to implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptional learning needs 94 – 100% of the time.	The student is able to implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptional learning needs 78 – 92% of the time.	The student is unable to implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC8S2 The student is able to use exceptionality	The student is able to use exceptionality	The student is unable to use exceptionality

specific assessment instruments with individuals with exceptional learning needs 94 – 100% of the time.	specific assessment instruments with individuals with exceptional learning needs 78 – 92% of the time.	specific assessment instruments with individuals with exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC8S3 The student is able to select, adapt, and modify assessments to accommodate the unique abilities and needs of individuals with exceptional learning needs 94 – 100% of the time.	The student is able to select, adapt, and modify assessment to accommodate the unique abilities and needs of individuals with exceptional learning needs 78 – 92% of the time.	The student is unable to select, adapt, and modify assessment to accommodate the unique abilities and needs of individuals with exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC8S4 The student is able to assess reliable method(s) of response of individuals who lack typical communication and performance abilities 94 – 100% of the time.	The student is able to assess reliable method(s) of response of individuals who lack typical communication and performance abilities 78 – 92% of the time.	The student is unable to assess reliable method(s) of response of individuals who lack typical communication and performance abilities 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC8S5 The student is able to monitor intragroup behavior changes across subjects and activities 94 – 100% of the time.	The student is able to monitor intragroup behavior changes across subjects and activities 78 – 92% of the time.	The student is unable to monitor intragroup behavior changes across subjects and activities 77% or less of the time.

☐ No opportunity to model or observe

COMMENTS:

TARGET	ACCEPTABLE	UNACCEPTABLE
4.0 (94 – 100%)	3.5 (92 – 93%) 2.5 (84 – 85%) 2.0 (78 – 83%)	1.5 1.0 .5 (77% and below)

## STANDARD 9 – PROFESSIONAL AND ETHICAL PRACTICE KNOWLEDGE

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9K1 The student is able to verbalize personal cultural biases and differences that affect one's teaching 94 – 100% of the time.	The student is able to verbalize personal cultural biases and differences that affect one's teaching 78 - 92% of the time.	The student is unable to verbalize personal cultural biases and differences that affect one's teaching 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9K2 The student will be able to demonstrate the importance of the teacher serving as a model for individuals with exceptional learning needs 94 – 100% of the time	The student will be able to demonstrate the importance of the teacher serving as a model for individuals with exceptional learning needs 78 - 92% of the time	The student will be unable to demonstrate the importance of the teacher serving as a model for individuals with exceptional learning needs 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9K3 The student will be able to demonstrate the continuum of lifelong professional development 94 – 100% of the time.	The student will be able to demonstrate the continuum of lifelong professional development 78 - 92% of the time.	The student will be unable to demonstrate the continuum of lifelong professional development 77% or less of the time.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9K4 The student will be able to demonstrate the methods to remain current regarding research-validated practice 94 – 100% of the time.	The student will be able to demonstrate the methods to remain current regarding research-validated practice 78 – 92% of the time.	The student is unable to demonstrate the methods to remain current regarding research-validated practice 77% of the time or less.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC9K1 The student is able to locate sources of unique services, networks, and organizations for individuals with exceptional learning needs 94 – 100% of the time.	The student is able to locate sources of unique services, networks, and organizations for individuals with exceptional learning needs 78 – 92% of the time.	The student is unable to locate sources of unique services, networks, and organizations for individuals with exceptional learning needs 77% of the time or less.

TARGET	ACCEPTABLE	UNACCEPTABLE
IGC9K2 The student is able to locate organizations and publications relevant to individuals with exceptional learning needs 94 – 100% of the time.	The student is able to locate organizations and publications relevant to individuals with exceptional learning needs 78 - 92% of the time	The student is unable to locate organizations and publications relevant to individuals with exceptional learning needs 77% of the time or less.

## SKILLS

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S1 The student is able to practice within the CEC Code of Ethics and other standards of the profession 94 – 100% of the time.	The student is able to practice within the CEC Code of Ethics and other standards of the profession 78 - 92% of the time.	The student is unable to practice within the CEC Code of Ethics and other standards of the profession 77% of the time or less

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S2 The student is able to uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession 94 – 100% of the time.	The student is able to uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession 78 - 92% of the time.	The student is unable to uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession 77% of the time or less.

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S3 The student is able to act ethically in advocating for appropriate services 94 – 100% of the time.	The student is able to act ethically in advocating for appropriate services 78 – 92% of the time.	The student is unable to act ethically in advocating for appropriate services 77% of the time or less.

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S4 The student is able to conduct professional activities in compliance with applicable laws and policies 94 – 100% of the time.	The student is able to conduct professional activities in compliance with applicable laws and policies 78 - 92% of the time.	The student is unable to conduct professional activities in compliance with applicable laws and policies 77% of the time or less.

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S5 The student is able to demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs 94 – 100% of the time.	The student is able to demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs 78 – 92% of the time.	The student is unable to demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs 77% of the time or less.

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S6 The student is able to demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals 94 – 100% of the time.	The student is able to demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals 78 - 92% of the time.	The student is unable to demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals 77% of the time or less.

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S7 The student is able to practice within one's skills limits and obtain assistance as needed 94 – 100% of the time.	The student is able to practice within one's skills limits and obtain assistance as needed 78 - 92% of the time.	The student is unable to practice within one's skills limits and obtain assistance as needed 77% of the time or less.

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S8 The student is able to use verbal, nonverbal, and written language effectively 94 – 100% of the time.	The student is able to use verbal, nonverbal, and written language effectively 78 - 92% of the time.	The student is unable to use verbal, nonverbal, and written language effectively 77% of the time or less.

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S9 The student is able to conduct self-evaluation of instruction 94 – 100% of the time.	The student is able to conduct self-evaluation of instruction 78 - 92% of the time.	The student is unable to conduct self-evaluation of instruction 77% of the time or less.

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S10 The student is able to assess information on exceptionalities 94 – 100% of the time.	The student is able to assess information on exceptionalities 78 - 92% of the time.	The student is unable to assess information on exceptionalities 77% of the time or less.

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S11 The student is able to reflect on one's practice to improve instruction and guide professional growth 94 – 100% of the time.	The student is able to reflect on one's practice to improve instruction and guide professional growth 78 - 92% of the time.	The student is unable to reflect on one's practice to improve instruction and guide professional growth 77% of the time or less.

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S12 The student is able to engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues 94 – 100% of the time.	The student is able to reflect on one's practice to improve instruction and guide professional growth 78 - 92% of the time.	The student is unable to reflect on one's practice to improve instruction and guide professional growth 77% of the time or less.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC9S13 The student is able to demonstrate commitment to engage in evidence-based practices 94 – 100% of the time.	The student is able to demonstrate commitment to engage in evidence-based practices 78 - 92% of the time.	The student is unable to demonstrate commitment to engage in evidence-based practices 77% of the time or less.
IGC9S1 The student is able to participate in the activities of professional organizations relevant to individuals with exceptional learning needs 94 – 100% of the time.	The student is able to participate in the activities of professional organizations relevant to individuals with exceptional learning needs 78 - 92% of the time.	The student is unable to participate in the activities of professional organizations relevant to individuals with exceptional learning needs 77% of the time or less.
TARGET	ACCEPTABLE	UNACCEPTABLE
IGC9S2 The student is able to demonstrate ethical responsibility to advocate for appropriate services for individuals with exceptional learning needs 94 – 100% of the time.	The student is able to demonstrate ethical responsibility to advocate for appropriate services for individuals with exceptional learning needs 78 - 92% of the time.	The student is unable to demonstrate ethical responsibility to advocate for appropriate services for individuals with exceptional learning needs 77% of the time or less.

☐ No opportunity to model or observe

COMMENTS: \_\_\_\_\_  
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## STANDARD 10 – COLLABORATION

TARGET	ACCEPTABLE	UNACCEPTABLE
4.0 (94 – 100%)	3.5 (92 – 93%)    3.0 (86 – 91%)    2.5 (84 – 85%)    2.0 (78 – 83%)	1.5    1.0    .5 (77% and below)

## KNOWLEDGE

TARGET	ACCEPTABLE	UNACCEPTABLE
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## SKILLS

TARGET	ACCEPTABLE	UNACCEPTABLE
ICC10S1 The student is able to maintain confidential communication about individuals with exceptional learning needs 94 – 100% of the time.	The student is able to maintain confidential communication about individuals with exceptional learning needs 78 - 92% of the time.	The student is unable to maintain confidential communication about individuals with exceptional learning needs 77% of the time or less.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC10S2 The student is able to collaborate with families and others in assessment of individuals with exceptional learning needs 94 – 100% of the time.	The student is able to collaborate with families and others in assessment of individuals with exceptional learning needs 78 - 92% of the time.	The student is unable to collaborate with families and others in assessment of individuals with exceptional learning needs 77% of the time or less.
TARGET	ACCEPTABLE	UNACCEPTABLE
ICC10S3 The student is able to foster respectful and beneficial relationships between families and professionals 94 – 100% of the time.	The student is able to foster respectful and beneficial relationships between families and professionals 78 - 92% of the time.	The student is unable to foster respectful and beneficial relationships between families and professionals 77% of the time or less.



TARGET	ACCEPTABLE	UNACCEPTABLE
The student is able to collaborate with team members to plan transition to adulthood that encourages full community participation 94 – 100% of the time.	The student is able to collaborate with team members to plan transition to adulthood that encourages full community participation 78 – 92% of the time.	The student is unable to collaborate with team members to plan transition to adulthood that encourages full community participation 77% of the time or less.

☐ No opportunity to model or observe

COMMENTS:

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## OUTCOME 11 – IGNATIAN/JESUIT CHARISMS

TARGET	ACCEPTABLE	UNACCEPTABLE
4.0 (94 – 100%)	3.5 (92 – 93%)    3.0 (86 – 91%)    2.5 (84 – 85%)    2.0 (78 – 83%)	1.5    1.0    .5 (77% and below)

## CURA PERSONALIS

### KNOWLEDGE

TARGET	ACCEPTABLE	UNACCEPTABLE
The student is able to articulate the charism of <i>cura personalis</i> 94 – 100% of the time.	The student is able to articulate the charism of <i>cura personalis</i> 78 - 92% of the time.	The student is unable to articulate the charism of <i>cura personalis</i> 77% of the time or less.

### SKILLS

TARGET	ACCEPTABLE	UNACCEPTABLE
The student is able to display and responds to a personal concern for the individual; demonstrates an ethic of care and dignity; realizes that education occurs within a context of caring relationships 94 – 100% of the time.	The student is able to display and responds to a personal concern for the individual; demonstrates an ethic of care and dignity; realizes that education occurs within a context of caring relationships 94 – 100% of the time.	The student is unable to display and responds to a personal concern for the individual; demonstrates an ethic of care and dignity; realizes that education occurs within a context of caring relationships 77% of the time or less.

☐ No opportunity to model or observe

COMMENTS:

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## Magis

### KNOWLEDGE

TARGET	ACCEPTABLE	UNACCEPTABLE
The student is able to articulate the charism of <i>Magis</i> 94 – 100% of the time.	The student is able to articulate the charism of <i>Magis</i> 78 - 92% of the time.	The student is unable to articulate the charism of <i>Magis</i> 77% of the time or less.

### SKILLS

TARGET	ACCEPTABLE	UNACCEPTABLE
The student strives toward excellence; sets high expectations of oneself; demonstrates potential by personal, spiritual and professional development activities 94 – 100% of the time.	The student strives toward excellence; sets high expectations of oneself; demonstrates potential by personal, spiritual and professional development activities 78 – 92% of the time.	The student does not strive toward excellence; sets high expectations of oneself; demonstrates potential by personal, spiritual and professional development activities 77% of the time or less

☐ No opportunity to model or observe

### COMMENTS:

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## MEN AND WOMEN FOR AND WITH OTHERS

### KNOWLEDGE

TARGET	ACCEPTABLE	UNACCEPTABLE
The student is able to articulate the charism of <i>men and women for and with others</i> 94 – 100% of the time.	The student is able to articulate the charism of <i>men and women for and with others</i> 94 – 100% of the time.	The student is unable to articulate the charism of <i>men and women for and with others</i> 77% of the time or less.

### SKILLS

TARGET	ACCEPTABLE	UNACCEPTABLE
The student commits to sharing gifts and building an inclusive society; fosters respect and dignity; service/stewardship and education for social justice 94 – 100% of the time.	The student commits to sharing gifts and building an inclusive society; fosters respect and dignity; service/stewardship and education for social justice 78 – 92% of the time.	The student is unable to commit to sharing gifts and building an inclusive society; fosters respect and dignity; service/stewardship and education for social justice 77% of the time or less.

☐ No opportunity to model or observe

### COMMENTS:

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## CONTEMPLATION IN ACTION

### KNOWLEDGE

TARGET	ACCEPTABLE	UNACCEPTABLE
The student is able to articulate the charism of <i>contemplation in action</i> 94 – 100% of the time.	The student is able to articulate the charism of <i>contemplation in action</i> 78 – 94% of the time.	The student is unable to articulate the charism of <i>contemplation in action</i> 77% of the time or less.

## SKILLS

TARGET	ACCEPTABLE	UNACCEPTABLE
The student is able to utilize ethical, reflective decision making; examines beliefs and actions; advocates action and empowers others 94 – 100% of the time.	The student is able to utilize ethical, reflective decision making; examines beliefs and actions; advocates action and empowers others 78 - 92% of the time.	The student is unable to utilize ethical, reflective decision making; examines beliefs and actions; advocates action and empowers others 77% of the time or less.

☐ No opportunity to model or observe

## COMMENTS:

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TARGET	ACCEPTABLE	UNACCEPTABLE
4.0 (94 – 100%)	3.5 (92 – 93%)    3.0 (86 – 91%)    2.5 (84 – 85%)    2.0 (78 – 83%)	1.5    1.0    .5 (77% and below)

## OUTCOME 12 - TECHNOLOGY

### KNOWLEDGE

TARGET	ACCEPTABLE	UNACCEPTABLE

### SKILLS

TARGET	ACCEPTABLE	UNACCEPTABLE
The student is able to consistently use appropriate technology; IEP Planning; grading, assessment, and teaching via software appropriate for students with exceptionalities 94 – 100% of the time.	The student is able to consistently use appropriate technology; IEP Planning; grading, assessment, and teaching via software appropriate for students with exceptionalities 78 – 94% of the time.	The student is unable to consistently use appropriate technology; IEP Planning; grading, assessment, and teaching via software appropriate for students with exceptionalities 77% of the time or less.

☐ No opportunity to model or observe

## COMMENTS:

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