

MSED Special Education Childhood  
STUDENT TEACHING ASSESSMENT  
SPE 591

|                            |                        |
|----------------------------|------------------------|
| Student Teacher Name _____ | School _____           |
| Cooperating Teacher _____  | Date _____ †Mid †Final |
| Supervisor: _____          |                        |

Please indicate your assessment of your student teacher's special education content knowledge by completing the following checklist. Check the answer that most frequently describes your student teacher's ability in each area. **Please Comment On Specific Ratings.** Please use the following scale:

- 0 = Indicators Not Met  
 1 = Indicators Not Met, But Some are Emerging – See Comments  
 2 = Indicators Met, But Some Developing – See Comments  
 3 = Indicators Met at Appropriate Level for Beginning Special Educator

| CEC STANDARDS   | PERFORMANCE INDICATORS  |  |
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| <p><b>1. Foundations</b> Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.</p> <p>(SOCIAL JUSTICE, KNOWLEDGE, PRACTICE, COLLABORATION)</p> | <ul style="list-style-type: none"> <li>Understands and can explain rights of students with disabilities and their parents,</li> <li>Understands and can explain roles and responsibilities of teachers and other professionals and staff related to serving students with disabilities,</li> <li>Performance is consistent with current special education laws, policies and ethical practices.</li> <li>Respects privacy and confidentiality of students and families.</li> <li>Establishes respectful and productive relationships with all parents and guardians.</li> <li>Understands impact of language and culture on identification and services for students with disabilities and their families.</li> </ul> | <p><b>Foundations</b></p> <p style="text-align: center;">             __3__2__1__0<br/>             Met Not Met           </p> <p><u>Comments:</u></p> |

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| <p><b>2. Development and Characteristics of Learners</b></p> <p>Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN)<sup>1</sup>. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.</p> <p>(AUTHENTIC LEARNING, KNOWLEDGE)</p>   | <ul style="list-style-type: none"> <li>• Candidate's performance reflects knowledge of individual learner profiles related to human development, individual learner strengths and impact of disabilities.</li> <li>• Interprets individual's current learning holistically, based on performance across a wide range of settings and activities.</li> <li>• Demonstrates an understanding of how individual disability characteristics impact learning and participation.</li> </ul>   | <p><b>Development and Characteristics of Learners</b></p> <p>__3__ __2__ __1__ __0__<br/>Met Not Met</p> <p><u>Comments:</u></p> |
| <p><b>3. Individual Learning Differences</b></p> <p>Special educators understand the effects that an exceptional condition<sup>2</sup> can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.</p> <p>(SOCIAL JUSTICE, AUTHENTIC LEARNING, PRACTICE).</p> | <ul style="list-style-type: none"> <li>• Individualized decision making for instruction and support considers the full range of learner characteristics, including nature and impact of individual's disability, culture, language and family values.</li> <li>• Seeks information and takes action to prevent inappropriate disability assessment and identification of students based on characteristics (e.g., culture, ethnicity, language)</li> <li>• Demonstrates cultural sensitivity/openness regarding family perceptions/expectations for their child who has a disability.</li> </ul> | <p><b>Individual Learning Differences</b></p> <p>__3__ __2__ __1__ __0__<br/>Met Not Met</p> <p><u>Comments:</u></p>             |

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| <p><b>4. Instructional Strategies</b></p> <p>Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula<sup>3</sup> and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.</p> <p>(PRACTICE, AUTHENTIC LEARNING, EDUCATIONAL TECHNOLOGY).</p>  | <ul style="list-style-type: none"> <li>Plans/co-plans and implements/shares specialized instructional strategies to address individual goals in general education classes and school routines.</li> <li>Uses on-going assessment to provide appropriate individualized instruction and support in: <ul style="list-style-type: none"> <li>Literacy Instruction</li> <li>Math Instruction</li> <li>Behavior/participation</li> <li>IEP goals (strategies, functional skills)</li> </ul> </li> <li>Monitors student progress and adjusts teaching to facilitate maintenance and generalization of skills.</li> <li>Provides consultation and technical assistance (for professionals and families).</li> <li>Leads team proactive problem solving with professional teams and families.</li> <li>Locates, evaluates and use current evidence-based instructional practices and appropriate materials (including assistive technology) for students with disabilities.</li> </ul> | <p><b>Instructional Strategies</b></p> <p>__3 __2 __1 __0<br/>Met Not Met</p> <p><u>Comments:</u></p>                      |
| <p><b>5. Learning Environments and Social Interactions</b></p> <p>Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN; foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world; shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN; help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions; use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis; coordinate and provide guidance and direction to paraeducators and others,. (SOCIAL JUSTICE, COLLABORATION &amp;</p> | <ul style="list-style-type: none"> <li>Models and shares effective strategies for facilitating relationships between students with various characteristics (e.g., disability, culture, language, gender)</li> <li>Co-plans and implements class routines and flexible groups using accessible curriculum materials for diverse learners.</li> <li>Uses and shares multiple effective strategies to build community and promote positive behaviors and relationships.</li> <li>Co-plans for appropriate individualized expectations and supports to maximize motivation and minimize frustration.</li> <li>Facilitates team problem solving and implementation of individual proactive plans for students with challenging behaviors.</li> </ul>  | <p><b>Learning Environments and Social Interactions</b></p> <p>__3 __2 __1 __0<br/>Met Not Met</p> <p><u>Comments:</u></p> |

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| LEADERSHIP, AUTHENTIC LEARNING).   |  |  |
| <p><b>6. LANGUAGE</b></p> <p>Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.</p> <p>(PRACTICE, SOCIAL JUSTICE, COLLABORATION)</p> | <ul style="list-style-type: none"> <li>• Planning and decision-making reflects thorough understanding of individual student abilities and characteristics in language and literacy, including primary language and culture.</li> <li>• Collaborates with speech and language therapists and other professionals to assess, plan and implement strategies that foster language and communication development of students with disabilities.</li> <li>• Accesses specialists and advocates for augmentative, alternative, and assistive technology to support and enhance communication of individuals with limited verbal abilities.</li> </ul> | <p><b>Language</b></p> <p>__3 __2 __1 __0</p> <p>Met Not Met</p> <p><u>Comments:</u></p> |

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| <p><b>7. Instructional Planning</b></p> <p>Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.</p> <p>(PRACTICE, KNOWLEDGE, SOCIAL JUSTICE, COLLABORATION)</p> | <p><u>Program Planning</u></p> <ul style="list-style-type: none"> <li>• Uses New York State Learning Standards to plan instruction in the general education curriculum.</li> <li>• Leads team development of IEPs.</li> <li>• Actively involves students, families and professional teammates to develop individual education programs.</li> <li>• Supports and monitors IEP implementation across school routines and settings.</li> <li>• Plans and develops expanded curriculum (e.g., life skills, communication skills) for individual learners within the typical classroom and school routines.</li> <li>• Develops student-centered instructional plans including regular education and special education</li> </ul> <p><u>Instructional Planning</u></p> <ul style="list-style-type: none"> <li>• Co-plans and implements adaptations &amp; supports for general Ed curriculum.</li> <li>• Utilizes technology and assistive technology to support learning.</li> <li>• Assesses, plans and implements individualized plans in developmental literacy or other foundation skills, which augment and support regular education programming.</li> <li>• Assesses, plans and implements proactive behavior support plans which focus on instruction.</li> <li>• Assesses, plans and implements individualized instruction in nonacademic skills/routines.</li> </ul> | <p><b>Instructional Planning</b></p> <p>__3 __2 __1 __0<br/>Met Not Met</p> <p><u>Comments::</u></p> |
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| <p><b>8. Assessment</b></p> <p>Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.</p> <p>(PRACTICE, KNOWLEDGE, REFLECTION, SOCIAL JUSTICE, COLLABORATION)</p> | <ul style="list-style-type: none"> <li>• Selects appropriate measures, administers, scores, interprets and reports on formal and informal assessments for identification, eligibility, program development and instructional planning (e.g., standardized achievement tests, functional behavior assessments, curriculum based assessments, individual reading inventories, ecological inventories, structured observations).</li> <li>• Communicates assessment results in a variety of formats to multiple audiences (e.g., families, IEP teams).</li> <li>• Involves families as partners when planning assessments.</li> <li>• Initiates, contacts and collaborates with other professionals for identification and program planning.</li> <li>• Gathers multiple perspectives on student's abilities and needs (e.g., family, general educator)</li> <li>• Guards against over- and under-identification of disabilities related to cultural, ethnic, gender and linguistic diversity.</li> <li>• Ensures that students with disabilities participate in district and statewide assessments.</li> <li>• Provides and documents use of accommodations or alternate assessments.</li> <li>• Monitors progress in general ed curriculum and IEP.</li> </ul> | <p><b>Assessment</b></p> <p>___3___2___1___0<br/>Met Not Met</p> <p><u>Comments:</u></p> |
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| <p><b>9. Professional &amp; Ethical Practice</b></p> <p>Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.</p> <p>(REFLECTION, COLLABORATION &amp; LEADERSHIP, SOCIAL JUSTICE).</p> | <ul style="list-style-type: none"> <li>• Verbal and written communication reflects professional standards.</li> <li>• Performs duties in a manner that is consistent with sound ethical and professional practices and legal requirements of the field.</li> <li>• Continually reflects on and adjusts practice.</li> <li>• Seeks opportunities to participate in learning communities for professional growth to benefit all students and their families</li> <li>• Continually reflect on personal biases and the influence of these biases on instruction of students and interactions with other personnel, families and the community (e.g., open to new evidence-based approaches and strategies)</li> <li>• Leads, manages and fulfills full range of responsibilities in special educator role.</li> </ul> | <p><b>Professional &amp; Ethical Practice</b></p> <p>__3__2__1__0<br/>Met Not Met</p> <p><u>Comments:</u></p> |
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| <p><b>10. Collaboration</b><br/> Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.</p> <p>(COLLABORATION &amp; LEADERSHIP, SOCIAL JUSTICE).</p> | <ul style="list-style-type: none"> <li>• Provides team leadership and facilitation to accomplish goals of students' instructional programs</li> <li>• Uses appropriate formats to share student information in positive and educationally relevant ways with team members (teachers, related service staff, parents)</li> <li>• Advocates for students and supports family advocacy in culturally responsive ways.</li> <li>• Collaborates with families around IEP development, family support and community services</li> <li>• Facilitates families' participation and involvement in the students' instructional program</li> <li>• Co-plans and co- teaches with general education team members to support educational program for students</li> <li>• Collaborates with related service providers in design and implementation of instructional plans, integrating therapy services to support students educational programs)</li> <li>• Participates in various building level student planning teams</li> <li>• Leads on-going team problem-solving to address programmatic challenges.</li> </ul> | <p><b>Collaboration</b></p> <p>__3__2__1__0<br/> Met Not Met</p> <p><u>Comments:</u></p>                     |
| <p>OSWEGO # 11<br/> <b>Paraeducator Training and Support</b></p> <p>Special educators understand and assume leadership to ensure appropriate roles and responsibilities for paraeducators as members of the instructional team.</p> <p>(COLLABORATION, LEADERSHIP)</p>   | <ul style="list-style-type: none"> <li>• Determines roles and responsibilities of paraeducator(s) within the instructional team.</li> <li>• Trains and monitors paraeducators for specific contexts and students they serve.</li> <li>• Co-plans and clarifies paraeducators's roles and responsibilities within the professional team (e.g., general educators, special area teachers).</li> <li>• Guards against misuse of paraeducators and unintended outcomes (e.g., paraeducator support replacing special education teacher instruction, fostering dependence, limiting peer opportunities).</li> </ul>   | <p><b>Paraeducator Training and Support</b></p> <p>__3__2__1__0<br/> Met Not Met</p> <p><u>Comments:</u></p> |