



**College of Education and Human Development
Division of Special Education and disAbility Research**

Fall 2018

EDCI 790 651: Internship in Education

CRN: 83561, 1 – Credit

Instructor: Dr. Margaret Weiss	Meeting Dates: 9/13/2018 – 12/19/2018
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Office Location: Finley 213	Other Phone: 540.558.9755

*Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s): None

Co-requisite(s): None

Course Description

Intensive, supervised clinical experience for full semester in accredited school. Students must register for appropriate section. Offered by [Graduate School of Education](#). May be repeated within the term for a maximum 6 credits.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Have you met with an advisor? All students should make an appointment to meet with an advisor to outline a plan for completing coursework and non-course requirements such as testing. To make an appointment by phone or in person, go to <http://gse.gmu.edu/special-education/advising/>.

Course Instructional Method

This is an internship course that will focus on your work in the classroom. Therefore, we will communicate via our Blackboard course, face to face meetings, and virtually. The purpose is to provide coaching and support as you begin your teaching of students with disabilities who access the general curriculum. To participate students must be registered in EDSE 540 651, be a member of Loudoun County Public Schools cohort and submit an application for internship (by the end of the course).

Course Delivery Method

Learning activities include the following:

1. Application activities
2. Video and other media supports
3. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of the course, teacher candidates/students will be able to:

1. Demonstrate understanding of development and the ability to plan and execute curriculum appropriate to the chronological ages, developmental and functional levels of the students being taught.
2. Demonstrate the integration of the theoretical methodology with the practical applications in the field.
3. Demonstrate the ability to be lead teacher by overseeing the entire classroom while also meeting the individual needs of students, directing/teaming with assistants, and monitoring the ongoing activities and tone of the class. If working with students on an individual basis, demonstrate the ability to plan for that child based on goals and objectives and provide on-going assessment for both the child and the intervention sessions.
4. Monitor and analyze teaching performance.
5. Demonstrate additional competencies contained in personal goals statement or delineated by university supervisor.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include InTASC Standard 1 (Learner Development), InTASC Standard 2 (Learning Differences), and InTASC Standard 9 (Professional Learning and Ethical Practice).

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for

beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to characteristics of students with mild disabilities, etiology of mild disabilities, inclusionary practices. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Required Textbooks

None

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources

Access to Blackboard.

Additional Readings

Optional. Posted on Blackboard

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

All students in the Students with Disabilities who Access the General Curriculum program must complete several performance-based assessments across the 3 one-credit hour internships. In this course, students will complete activities to show evidence of Standards 1, 2, and 9 of the internship rubric.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

Completion of items under Standards 1, 2, and 9 on the Internship Rubric are required. The entire rubric (to be completed over all three one-credit hour courses) is attached in Appendix A. The items for this course are in italics.

College Wide Common Assessment (TK20 submission required)

None

Performance-based Common Assignments (No Tk20 submission required)

None

Other Assignments

The following assignments are **REQUIRED** to complete this one-credit internship (all information related to the assignments is posted in Blackboard):

1. Teaching/goal setting statement
2. Three learning modules (with one assignment in each module)
3. Teaching log of hours

The following assignments are **OPTIONAL** for this one-credit internship (all information related to the assignments is posted in Blackboard):

1. Blog posts
2. Online “coffee chats”
3. Journal entries
4. Wiki materials sharing

Attendance/Participation

This one-credit internship course is an opportunity for teacher candidates to use the information they are learning in their EDSE 540 course in their classrooms with feedback and support. The expectation is that the teacher candidate will complete all assignments in the course by the end of the semester. Two of the learning modules on Blackboard require the teacher candidate to schedule virtual or face-to-face coaching sessions with the instructor. All teacher candidates are expected to (1) provide information related to those appointments (e.g., lesson plans) 24 hours before the appointment, (2) keep the appointment, and (3) connect with the instructor for a debrief within 48 hours after the appointment. This may be via email, phone call, or other means. Cancellation of an appointment must occur 24 hours in advance unless it is due to an emergency. If school is cancelled for some reason, the appointment is automatically cancelled.

Late Work

All assignments for this course must be satisfactorily completed by the end of the semester (December 18) in order to earn a Satisfactory grade. Please see the schedule on page 5 for guidelines. Please do not hesitate to contact me if you need additional information or time to complete your assignments. Do not wait until the last minute to do this! We will check in frequently during the semester—this course is meant to support your learning in your first semester of teaching, not add to the stress.

Other Requirements

Teacher candidates must complete their first aid, VCLA, and Praxis testing requirements before a grade can be assigned. If these requirements are not met, the teacher candidate will receive an IP (in progress) until testing requirements are met.

Grading Scale

Grades for the internship are:

- **S** Satisfactory: Teacher Candidate successfully completes all assignments of the one-credit internship.
- **NC** No Credit: Teacher Candidate does not successfully complete all assignments of the one-credit internship. This may require the teacher candidate to repeat the internship.
- **IP** In Progress: The Teacher Candidate's performance cannot be evaluated at the end of the grading period due to extenuating circumstances (medical or family emergency, etc.) or incomplete testing requirements. IP grade can be changed to S or NC upon completion of requirements.

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>.

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

REQUIRED ASSIGNMENTS

Blackboard Location	Assignment		Due Date
Journal	Teaching statement with goals		Before Sept. 30
Course Content	Module A	Review lessons; Complete two coaching sessions	Before Oct. 30
	Module B	Review lessons; Complete two BIE coaching sessions	Before Nov. 30

	Module C	Review lessons; Complete one video analysis	Before Dec. 18
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OPTIONAL ACTIVITIES

Blackboard Location	Assignment		Due Date
Blog	Posting any questions you have to faculty and peers		Anytime during the semester
Collaborate	Weekly online “coffee chats” with faculty	Share successes; talk about challenges	Anytime during the semester
Wiki	Share materials/lesson plans with faculty and peers		Anytime during the semester

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.



**Internship Rubric
for Candidates in Initial Individualized General Curriculum Licensure Program**

Candidate's Name

Mentor Teacher

University Supervisor

School		School Division	
Subject Area		Grade Level	
Year		Semester	
Date of Observations			

Date of Conference		Mid-Point _____ Final _____	
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Signature Indicating Participation in Review/Conference Process:

Mentor Teacher

Date

University Supervisor

Date

Candidate

Date

Purpose and Instructions

Consistent with the College of Education and Human Development's conceptual framework, the purpose of the Internship Rubric is to prepare candidates to reflect on their practice and to provide a system for Candidates, Mentor Teachers, and University Supervisors to assess a candidate's growth over time. The Rubric is designed to assess a candidate's growth during the internship. The Rubric consists of Interstate Teacher Assessment and Support Consortium (InTASC) and Council for Exceptional Children (CEC) standards, each with a series of key elements. The first column indicates key elements of the InTASC standards, and the second column indicates key elements of the CEC standards (i.e., the Specialized Professional Association [SPA] for special education programs). The candidate is assessed on each element across the rubric.

The University Supervisor and Mentor Teacher will complete the Rubric with the Candidate at the end of each internship. The University Supervisor and Mentor Teacher should evaluate every item on the Rubric, whether by observation or by other documentation. The University Supervisor submits the final, completed Rubric to the Educator Preparation Office (EPO) and the Candidate uploads a copy of the Rubric (including signature page and all rubric pages) to Tk20.

Scoring Guidelines

4-Exceeds Standard: Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.

3-Meets Standard: This is the **TARGET** score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.

2-Approaching Standard: Candidates receive this score when their understanding and effort does not meet the Target but shows basic understanding of the content being assessed. Do not score CEC Key Element items as a 2.

1-Does not meet standard: Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program. For CEC Key Element items, a 1 is used to score any item in which the candidate does not meet the Target.

Note: CEC Key Element items are only scored as a **1, 3, or 4**; do **not** rate any CEC Key Element items as a **2**.

InTASC 1 Learner Development

The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences that include the use of technology.

<i>InTASC Key Element</i>	<i>CEC Key Element</i>	<i>1 Does Not Meet</i>	<i>2 Approaching</i>	<i>3 Meets</i>	<i>4 Exceeds</i>	<i>Evidence</i>
<i>1.1</i> The candidate applies appropriate learning theories recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. <i>VDOE 1</i>		<i>Candidate displays little or no knowledge of the developmental characteristics of the age group.</i>	<i>Candidate displays partial knowledge of the broad developmental characteristics of the age group.</i>	<i>Candidate displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns across the cognitive, linguistic, social, emotional, and physical areas.</i>	<i>In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, the candidate displays knowledge that individual learner development varies within and across the cognitive, linguistic, social, emotional, and physical areas.</i>	

<p><i>1.2 The candidate designs and implements developmentally appropriate and challenging learning experiences that include the use of technology.</i></p> <p>VDOE 2</p> <p>Technology</p>  <p>Diversity</p> 		<p><i>Candidate lacks understanding how learners learn and does not seek information about developmentally appropriate learning experiences nor uses technology as an instructional tool.</i></p>	<p><i>Candidate recognizes the value of understanding how learners learn, but their knowledge is limited or outdated. Technology is not used as an instructional tool or the technology used is not appropriate for the task or developmental characteristics of the age group.</i></p>	<p><i>Candidate's knowledge of how learners learn is accurate and current. Candidate designs and implements technology enhanced, developmentally appropriate and challenging learning experiences for both the class as a whole and individual learner.</i></p>	<p><i>Candidate demonstrates extensive and subtle understanding of how learners learn and applies this knowledge to the classroom community. The candidate implements a range of developmentally appropriate and challenging learning experiences for the class as a whole, small groups, and individual learners. Appropriate technologies are used to enhance learning, collaboration, and high order thinking.</i></p>	
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InTASC 1 Learner Development

The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences that include the use of technology.

<i>InTASC Key Element</i>	<i>CEC Key Element</i>	<i>1 Does Not Meet</i>	<i>2 Approaching</i>	<i>3 Meets</i>	<i>4 Exceeds</i>	<i>Evidence</i>

InTASC 2 Learning Differences

The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.

<i>InTASC Key Element</i>	<i>CEC Key Element</i>	<i>1 Does Not Meet</i>	<i>2 Approaching</i>	<i>3 Meets</i>	<i>4 Exceeds</i>	<i>Evidence</i>
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<p><i>2.1 Candidate creates an environment that values individual differences and diverse cultures, and communities.</i></p> <p>VDOE 1</p> <p>Diversity</p> 		<p><i>The candidate's plans and practice display little understanding of the relevance of individual differences to learning. The candidate provides minimal information to families about individual learners, or the communication is inappropriate to the cultures of the families. Candidate does not respond, or responds insensitively, to family or community concerns about learners.</i></p>	<p><i>Candidate's plans and practice indicate some awareness of how to address individual differences to learning, although such knowledge may be inaccurate or incomplete.</i></p> <p><i>Candidate adheres to required school procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.</i></p>	<p><i>Candidate's plans and practice address individual learning differences. Candidate communicates with families about learners' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.</i></p>	<p><i>Candidate's plans and practice consistently exhibit a variety of ways to meet individual differences to learning. Candidate frequently provides information to families related to learner progress, with learners contributing to the design of the system. Response to family concerns is handled with professional and cultural sensitivity.</i></p>	
	<p><i>2c. Organizes, develops, and sustains a safe, equitable, positive and supportive learning</i></p>	<p><i>Candidate organizes, develops, and sustains a safe, equitable, positive and supportive learning</i></p>	<p>DO NOT USE</p>	<p><i>Candidate organizes, develops, and sustains a safe, equitable, positive and supportive learning</i></p>	<p><i>Candidate solicits student input and provides opportunities for choice making in order to organize, develop and sustain</i></p>	

InTASC 2 Learning Differences

The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.

<i>InTASC Key Element</i>	<i>CEC Key Element</i>	<i>1 Does Not Meet</i>	<i>2 Approaching</i>	<i>3 Meets</i>	<i>4 Exceeds</i>	<i>Evidence</i>
	<i>environment in which diversities are valued.</i>	<i>environment but fails to demonstrate that diversities are valued.</i>		<i>environment in which diversities are valued.</i>	<i>a safe, equitable, positive and supportive learning environment. Candidate analyzes students' linguistic and cultural background and considers the class diversity while establishing the learning environment.</i>	

InTASC 2 Learning Differences

The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.

<i>InTASC Key Element</i>	<i>CEC Key Element</i>	<i>1 Does Not Meet</i>	<i>2 Approaching</i>	<i>3 Meets</i>	<i>4 Exceeds</i>	<i>Evidence</i>
<p>2.2 Candidate ensures inclusive learning by addressing the needs of diverse learners.</p> <p>VDOE 1</p> <p>Diversity</p> 		<p>Candidate does not monitor learning. Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some learners.</p>	<p>Candidate monitors the progress of the class as a whole but elicits no diagnostic information. Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for learning and achievement.</p>	<p>Candidate monitors the progress of groups of learners in the curriculum, making use of diagnostic prompts to elicit information. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for learners.</p>	<p>Candidate actively and systematically gathers and uses diagnostic information from individual learners and monitors their progress, Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all learners.</p>	

InTASC 3. Learning Environments

The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
<p>3.1 Candidate organizes and manages create face-to-face and virtual environments that support individual and collaborative learning.</p> <p>VDOE 5</p> <p>Technology </p> <p>College-and-Career- Ready </p>		<p>There is little, if any, evidence of routines, procedures, or proactive actions to establish a climate for learning.</p>	<p>Candidate recognizes the value of a learner-centered classroom but the application of these tenets are not applied in all management situations.</p>	<p>The classroom is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.</p>	<p>The classroom conveys a safe, positive, and inclusive environment that is learner-centered, supports individual and collaborative learning and meets the needs of both the group and individual learners.</p>	

InTASC 3. Learning Environments

The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	2d. Designs learning environments that encourage active participation in individual and group activities and encourage student independence.	Candidate fails to design learning environments that encourage participation in individual and group activities or to encourage student independence.	DO NOT USE	Candidate designs learning environments that encourage active participation in individual and group activities and encourage increased independence.	Candidate integrates social skills instruction and strategies for enhancing motivation for each individual student and the group as a whole as they design learning environments that encourage active participation in individual and group activities and encourage student independence.	

InTASC 3. Learning Environments

The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
<p>3.2 Teacher Candidate encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>VDOE 5</p> <p>College-and-Career-Ready</p> 		<p>The classroom is a teacher-centered environment. Activities and assignments are inappropriate for learners' age or background. Learners are not engaged in learning.</p>	<p>The classroom is a teacher-centered environment. Candidate attempts to accommodate learners' questions or interests.</p> <p>Activities and assignments are appropriate to some learners and engage them mentally, but other learners are not engaged or self-motivated.</p>	<p>The classroom is a learner-centered environment. Candidate successfully accommodates learners' questions or interests.</p> <p>Activities and assignments are appropriate to learners, and learners are cognitively engaged in exploring content. Learners are self-motivated.</p>	<p>Candidate seizes every opportunity to enhance learning, building on learner interests or a spontaneous event.</p> <p>All learners are cognitively engaged in the activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance their understanding.</p>	

InTASC 3. Learning Environments

The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	2a. Creates an orderly and supportive environment by designing and managing routines.	Candidate fails to design and manage classroom routines thereby fails to create an orderly and supportive environment.	DO NOT USE	Candidate creates an orderly and supportive environment by establishing consistent classroom routines.	Candidate actively analyzes the needs of the learners with exceptionalities in order to create an orderly and supportive environment. Candidate manages classroom routines and is responsive to the changing needs of an individual with an exceptionality.	
	2b. Teaches individuals with exceptionalities to give and receive meaningful feedback from peers and adults.	Candidate allows students to give inappropriate feedback to peers and adults OR candidate fails to provide instruction in how to appropriately receive meaningful feedback from peers and adults.	DO NOT USE	Candidate explicitly teaches individuals with exceptionalities to give and receive meaningful feedback from peers and adults.	Candidate explicitly teaches individuals with exceptionalities to give and receive meaningful feedback from peers and adults. Candidate provides multiple opportunities for practice of these skills.	

InTASC 3. Learning Environments

The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	2e. Modifies the learning environment to manage behaviors, time, space, and materials to keep students with mild to moderate exceptionalities productively involved in learning.	Candidate fails to modify the learning environment to manage behaviors to keep learners with exceptionalities productively involved in learning.	DO NOT USE	Candidate modifies the learning environment to manage behaviors, time, and space to keep learners with exceptionalities productively involved in learning. Candidate establishes clear classroom procedures.	Candidate modifies the learning environment to manage behaviors, time, space, and materials to keep learners with exceptionalities productively involved in learning. Candidate establishes clear classroom procedures, discourages disruptions, and promotes interaction with learners with exceptionalities.	

InTASC 3. Learning Environments

The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	2f. Demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each.	Candidate demonstrates the ability to manage two or more classroom activities simultaneously but fails to provide attention to each.	DO NOT USE	Candidate demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each.	Candidate demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each. Candidate moves efficiently between and among activities, making adaptations as necessary to promote student success.	

InTASC 3. Learning Environments

The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	2g. Uses effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.	Candidate is ineffective in using behavior management strategies to handle disruptive or destructive behavior.	DO NOT USE	Candidate uses effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.	Candidate plans and implements individualized behavior plans, which include effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.	

InTASC 3. Learning Environments

The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	2h. Promotes appropriate behavior through clear communication of realistic expectations while respecting and valuing individual differences and cultural diversity.	Candidate fails to communicate high expectations for all learners with exceptionalities.	DO NOT USE	Candidate promotes appropriate student behavior through clear communication of realistic expectations for personal and social behavior.	Candidate promotes appropriate student behavior through clear communication of realistic expectations for personal and social behavior. Candidate describes an awareness of student behavior within the context of student background and cultural diversity.	

InTASC 3. Learning Environments

The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	2i. Uses the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities.	Candidate uses behavior management strategies that do not meet the needs of the individual with exceptionalities.	DO NOT USE	Candidate uses the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities and implements the strategy with fidelity.	Candidate gathers background information on the individual with exceptionalities and uses this information in order to determine the most appropriate least intensive behavior management strategy. Candidate implements this strategy with fidelity, makes modifications as needed, and examines the efficacy of the strategy following the intervention.	

InTASC 3. Learning Environments

The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	2j. Establishes and maintains rapport with individuals with and without exceptional learning needs.	Candidate fails to establish caring, friendly interactions or a rapport with individuals with and without exceptionalities.	DO NOT USE	Candidate establishes and maintains rapport with individuals with and without exceptionalities.	Candidate consistently establishes caring, friendly interactions and a positive rapport with individuals with and without exceptionalities.	
Comments/Goals:						

InTASC 4. Content Knowledge

The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
<p>4.1 Candidate understands the tools of inquiry and structures of the discipline,</p> <p><i>(NOTE: Tools of inquiry and structures of the discipline are content specific strategies for instruction, e. g. manipulatives in math, inquiry in science, primary sources in social studies, and personal narrative to English.)</i></p> <p>VDOE 1</p>		<p>In planning and practice, candidate makes content errors or does not correct errors made by learners.</p> <p>Candidate’s plans and practice display little understanding of the tools of inquiry and structures of the discipline.</p>	<p>Candidate is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.</p> <p>Candidate’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p>	<p>Candidate displays solid knowledge of the important concepts in the discipline and how concepts relate to one another.</p> <p>Candidate’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p>	<p>Candidate displays extensive knowledge of the important concepts in the discipline and how concepts relate both to one another and to other disciplines.</p> <p>Candidate’s plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by learners to ensure understanding.</p>	

InTASC 4. Content Knowledge

The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
<p>4.2 Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery.</p> <p>VDOE 3</p> <p>Diversity</p> 		<p>Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.</p>	<p>Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners.</p> <p>Candidate accepts responsibility for the success of learning but has only a limited repertoire of instructional strategies.</p>	<p>Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.</p>	<p>Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.</p>	

InTASC 5. Content Application

The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
<p>5.1 Candidate connects concepts and uses different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving.</p> <p>VDOE 2</p> <p>College-and-Career-Ready</p> 		<p>Candidate does not connect concepts, address different perspectives or digital resources to engage learners in higher-level learning.</p>	<p>Candidate connect concepts, addresses different perspectives or digital resources to engage learners but at a basic level of learning and recall.</p>	<p>Candidate connects concepts, addresses different perspectives and digital resources to engage learners higher-level learning in at least one of these higher-order skills: critical thinking, creativity, and collaborative problem solving.</p>	<p>Candidate creates multi-disciplinary and a range of multiple perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.</p>	

InTASC 5. Content Application

The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
<p>5.2 Candidate plans rigorous, sequenced instruction related to authentic local and global issues.</p> <p>VDOE 5</p> <p>Diversity</p>  <p>College-and-Career-Ready</p> 		<p>Outcomes represent low expectations for learners and lack of rigor. Lesson plans do not reflect a sequence of learning and have no connection to authentic local and global issues.</p>	<p>Outcomes represent moderately high expectations and rigor. Some plans reflect important learning in the discipline and at least some connection to a sequence of learning but have little connection to authentic local and global issues.</p>	<p>Outcomes represent high expectations and rigor and important learning in the discipline. Plans exhibit a sequence of learning with connection to authentic local and global issues.</p>	<p>All outcomes represent high expectations and rigor and important learning in the discipline. Plans connect to a consistent sequence of learning both in the discipline and in related disciplines. Connection to authentic local and global issues is consistently found in lessons.</p>	
<p>Comments/Goals:</p>						

InTASC 6. Assessment

The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
<p>6.1 Candidate uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.</p> <p>VDOE 4</p> <p>Technology</p>  <p>College-and-Career-Ready</p> 		<p>Assessment procedures are not congruent with instructional outcomes.</p>	<p>Some instructional outcomes are assessed through the planned lesson, but many are not.</p>	<p>All the instructional outcomes are assessed through multiple methods of assessment. Assessment methodologies monitor learner progress, and guide teacher and learner decision making.</p>	<p>The candidate's approach to assessment is fully aligned with the instructional outcomes for both content and process are assessed through multiple methods. Assessment methodologies have been adapted for individual learners, and guide teacher and learner decision making.</p>	

InTASC 6. Assessment

The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	4a. Develops or modifies individualized assessment strategies.	Candidate develops assessment strategies that are not individualized.	DO NOT USE	Candidate develops or modifies individualized assessment strategies and can articulate the purpose of each assessment.	Candidate develops or modifies individualized assessment strategies, can articulate the purpose of each assessment, and states links to student characteristics.	

InTASC 6. Assessment

The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	4c. Conducts formal and informal assessments using appropriate technologies as supports.	Candidate fails to conduct formal and informal assessments using appropriate technologies as supports.	DO NOT USE	Candidate administers formal and informal assessments using appropriate technologies as supports.	Candidate conducts formal and informal assessments using appropriate technologies as supports. Candidate demonstrates understanding of measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Candidate demonstrates understanding of the appropriate use and limitations of various types of assessments.	

InTASC 6. Assessment

The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	4d. Keeps records of students' progress and problems and uses data from multiple sources to assess student learning.	Candidate fails to keep records of students' progress or does not use student assessment data to make instructional decisions.	DO NOT USE	Candidate creates and maintains records of students' progress and problems and uses data from multiple sources to assess student learning.	Candidate maintains records of students' progress and analyzes assessment outcomes for individual and group learning to determine appropriateness of methods, design of assessment tools, clarity of criteria, and/or need for additional data.	

InTASC 6. Assessment

The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
6.2 Candidate uses formative assessment to monitor and adjust instruction and to guide the learner decision making. VDOE 4		Candidate does not incorporate formative assessment in the lesson or unit.	The candidate's approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes and does not involve the learner in decision making.	The candidate's approach to using formative assessment to monitor and adjust instruction and includes a process where the learner, as well as teacher, uses information from the assessments.	Candidate has a well-developed formative assessment plan that uses formative assessment to monitor and adjust instruction. The Teacher Candidate has designed particular approaches to be used and actively involved the learner in decision making.	

InTASC 6. Assessment

The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	4b. Regularly monitors student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work.	Candidate fails to monitor student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work.	DO NOT USE	Candidate regularly evaluates instruction and monitors progress of individuals with exceptionalities through observation and evaluation of student work.	Candidate plans and implements ongoing assessments to check for understanding and mastery of concepts through observation of students' performance and evaluation of their work and clearly communicates their assessment findings to the individual with exceptionalities and other key stakeholders.	

InTASC 6. Assessment

The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	4e. Analyzes, evaluates and reflects on student assessment data and instruction to make eligibility, program, and placement decisions.	Candidate reviews assessment data and identifies links to current instructional plans but fails to analyze student assessment data or use the data in making eligibility, program, and placement decisions.	DO NOT USE	Candidate analyzes, evaluates and reflects on student assessment data in making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds.	Candidate uses individual and group progress data to identify specific adjustments needed to improve eligibility, program, and placement decisions for individuals with exceptionalities.	

InTASC 7. Planning for Instruction

The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
<p>7.1 Candidate plans instruction to support every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy.</p> <p><i>(NOTE: Planning must include evidence of use of Virginia's Standards of Learning and College- and Career-Ready standards, and technology)</i></p> <p>VDOE 2</p> <p>Technology </p> <p>College-and-Career-Ready </p>		<p>Outcomes represent low expectations for learners and lack of rigor. Lesson plans do not reflect important learning in the discipline or a connection to a sequence of learning or effective pedagogy.</p>	<p>Outcomes represent limited levels of expectations and rigor. Some plans reflect important learning in the discipline and at least some connection to a sequence of learning drawing upon knowledge of several of the following areas: digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, but the application is ineffective at increasing learning.</p>	<p>Outcomes represent high expectations and rigor and important learning in the discipline. Plans exhibit a sequence of learning with strong connections to digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. Instruction is effective at increasing learning.</p>	<p>All outcomes represent high expectations and rigor and important learning across disciplines. Plans connect to a consistent sequence of learning. There is a strong connection to digital- age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy. Instruction is effective at increasing learning for all learners.</p>	

InTASC 7. Planning for Instruction

The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	5a. Selects and implements a variety of research-supported methods for academic and nonacademic instruction.	Candidate selects and implements a variety of practices but fails to use research-supported methods.	DO NOT USE	Candidate selects and implements research-supported methods for academic and nonacademic instruction of individuals with exceptionalities.	Candidate consistently selects, adapts, and implements a variety of research-supported practices, using multiple methods, and embedding technology to differentiate academic and nonacademic instruction for individuals with exceptionalities.	
	5d. Identifies and teaches essential concepts, vocabulary, and content across the general curriculum.	Candidate to identify OR explicitly teach essential concepts, vocabulary, and content across the general curriculum.	DO NOT USE	Candidate identifies and teaches essential concepts, vocabulary, and content across the general curriculum.	Candidate consistently identifies and explicitly teaches essential concepts, vocabulary, and content across the general curriculum.	

InTASC 7. Planning for Instruction

The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	5j. Prepares lesson plans to meet learning objectives and organizes material to implement these lesson plans.	Candidate develops lesson plan that does not meet specific learning objectives OR candidates fails to develop a lesson plan OR candidate fails to organize materials to implement the lesson plan.	DO NOT USE	Candidate prepares lesson plans to meet specific learning objectives and organizes material to implement these lesson plans.	Candidate uses a wide variety of research-based educational practices and curriculum guidelines to develop lesson plans that meet the learning objective of learners with exceptionalities. Candidate organizes materials to implement these lesson plans.	
	5k. Plans a sequence of activities, which are focused on achievement of the instructional objective(s).	Candidate plans a sequence of activities that is not focused on the achievement of the instructional objective(s).	DO NOT USE	Candidate plans a sequence of activities, which are focused on achievement of the instructional objective(s) and which use instructional time effectively.	Candidate plans a sequence of activities that is focused on achievement of the instructional objective(s) and builds off of students' prior knowledge, life experiences and interests.	

InTASC 7. Planning for Instruction

The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
<p>7.2 Candidates effectively plans instruction based on knowledge of learners and the community context.</p> <p>VDOE 2</p> <p>Diversity</p> 		<p>Candidate lessons do not reflect an understanding of learners, how they learn, and the context of the community.</p>	<p>Candidate lessons reflect a basic understanding of the learners, how they learn, and the context of the community, but the lesson addresses only a limited knowledge of specific learners and their community.</p>	<p>Candidate lessons reflect an understanding of their learners, how they learn, and the context of the specific communities represented in the classroom.</p>	<p>Candidate lessons reflect a deep understanding of their learners, how they learn, and the context of the specific communities represented in the classroom. Lessons are tailored to represent the context and needs of learners and their communities.</p>	

InTASC 7. Planning for Instruction

The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	5b. Candidate is responsive to student needs by selecting, adapting, and using instructional strategies and materials according to characteristics of individuals with exceptionalities.	Candidate fails to select and adapt the teaching methods and materials for individuals with exceptionalities.	DO NOT USE	Candidate selects, adapts, and uses instructional strategies and materials according to characteristics of the individual with exceptionalities.	Candidate consistently responds to student needs by adapting the pace, teaching methods, materials, and uses feedback (including data) from individuals with exceptionalities.	
	5i. Uses task analysis to sequence, implement, and evaluate individualized learning objectives.	Candidate develops instructional plans for learners with exceptionalities without the use of task analysis.	DO NOT USE	Candidate uses task analysis to sequence, implement, and evaluate individualized learning objectives.	Candidate uses task analysis to sequence, implement, and evaluate individualized learning objectives. Candidate also uses the task analysis to communicate student needs to other professionals.	

InTASC 7. Planning for Instruction

The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	5n. Provides opportunities for learners with mild to moderate exceptionalities to participate actively and successfully in classroom environment.	Candidate provides only one level of instruction for the entire class.	DO NOT USE	Candidate provides opportunities for learners with exceptionalities to participate actively and successfully in classroom environment.	Candidate evaluates assessment data to develop individual and group profiles that reflect progress of all students with exceptionalities and uses these profiles to design and provide opportunities for learners with exceptionalities to participate actively and successfully at different levels.	

InTASC 8. Instructional Strategies

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in contemporary meaningful ways.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
<p>8.1 The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.</p> <p>VDOE 3</p>		<p>Candidate displays little or no understanding of the range of pedagogical approaches suitable to address the specific learning needs related to the content.</p>	<p>Candidate's uses a limited range of instructional strategies or pedagogical approaches that are not suitable to the discipline or to the learners.</p>	<p>Candidate's applies a wide range of effective pedagogical approaches in the discipline that encourage learners to develop deep understanding of content areas and their connections.</p>	<p>Candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, The candidate encourages learners to develop deep understanding of content areas and anticipate learner misconceptions.</p>	

InTASC 8. Instructional Strategies

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in contemporary meaningful ways.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	5c. Uses responses and errors to guide instructional decisions and provide feedback to learners.	Candidate fails to use responses and errors to guide instructional decisions and does not provide (or provides limited) feedback to learners.	DO NOT USE	Candidate uses responses and errors to guide instructional decisions and provide feedback to learners.	Candidate uses responses and errors to guide instructional decisions, provides formative feedback to learners with exceptionalities, and provides opportunities for student self-assessment.	
	5e. Demonstrates competence in using technology to achieve instructional objectives.	Candidate fails to demonstrate competence in using technology that is available to teach students.	DO NOT USE	Candidate demonstrates competence in incorporating and implementing instructional and assistive technology into the educational program.	Candidate demonstrates an exceptional level of skill in using technology to teach students and seeks out opportunities to enhance his/her technology competence (e.g., PD training, contacts Assistive technology support).	

InTASC 8. Instructional Strategies

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in contemporary meaningful ways.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	5f. Implements systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.	Candidate fails to implement systematic instruction OR fails to teach accuracy OR fluency OR comprehension in content area reading and written language.	DO NOT USE	Candidate implements systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.	Candidate uses multiple opportunities within a lesson to systematically teach accuracy, fluency, or comprehension in content area reading and written language.	
	5g. Uses specialized instructional strategies.	Candidate uses strategies that are not specialized for individuals with exceptionalities.	DO NOT USE	Candidate selects and uses specialized instructional strategies appropriate to the abilities and needs of the individual.	Candidate selects and uses specialized instructional strategies appropriate to the abilities and needs of the individual AND uses these strategies to facilitate integration into various settings.	

InTASC 8. Instructional Strategies

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in contemporary meaningful ways.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	5h. Uses communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	Candidate uses limited strategies to individualize the curriculum to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	DO NOT USE	Candidate uses communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	Candidate uses evidence based communication strategies, appropriate technology, collaboration with ELL teachers, and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	
	5m. Presents content accurately and instructions clearly.	Candidate presents content inaccurately and instructions in an unclear manner.	DO NOT USE	Candidate presents content accurately and instructions clearly.	Candidate presents content accurately and instructions clearly using a variety of presentation modalities.	

InTASC 8. Instructional Strategies

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in contemporary meaningful ways.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	51. Makes responsive adjustments to instruction based on continual observations and ongoing assessment data.	Candidate carries out lesson and unit plans without making adjustments based on student performance.	DO NOT USE	Candidate makes responsive adjustments to instruction based on continual observations and ongoing assessment data.	Candidate analyzes the effectiveness of student interactions and performance during learning experiences and incorporates immediate instructional changes as well as articulates changes for future instruction.	

<p>8. 2 Candidates build skills to apply knowledge in contemporary meaningful ways.</p> <p><i>(NOTE: “Contemporary meaningful ways” is evidenced in making connections to content of current interest to the learners and includes the use of current, appropriate technologies.)</i></p> <p>VDOE 3</p> <p>Technology  College-and-Career-Ready </p>		Candidate does not apply pedagogical content knowledge in contemporary or meaningful ways.	Candidate uses knowledge of instruction in ways that are outdated or ineffective.	Candidate applies knowledge of appropriate content instruction in contemporary meaningful ways.	Candidate uses contemporary knowledge of appropriate instruction across a range of content areas to make learning meaningful.	
<p>Comments/Goals:</p>						

InTASC 9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

<i>InTASC Key Element</i>	<i>CEC Key Element</i>	<i>1 Does Not Meet</i>	<i>2 Approaching</i>	<i>3 Meets</i>	<i>4 Exceeds</i>	<i>Evidence</i>
<i>9.1 Candidate engages in ongoing professional learning.</i> <i>VDOE 6</i>		<i>The candidate engages in no professional development activities to enhance knowledge or skill.</i>	<i>The candidate participates in professional activities to a limited extent when they are convenient or required by others.</i>	<i>The candidate engages in ongoing opportunities for professional development to enhance content knowledge and pedagogical skill.</i>	<i>The candidate seeks out opportunities for professional development that addresses personal goals and a systematic approach to continual learning.</i>	

InTASC 9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

<i>InTASC Key Element</i>	<i>CEC Key Element</i>	<i>1 Does Not Meet</i>	<i>2 Approaching</i>	<i>3 Meets</i>	<i>4 Exceeds</i>	<i>Evidence</i>
	<i>6h. Engages in professional activities that benefit individuals with exceptionalities, their families, and his/her colleagues.</i>	<i>Candidate fails to demonstrate concept of oneself as a lifelong learner OR does not actively plan and engage in professional activities that foster professional growth OR does not keep current with evidence-based best practices.</i>	<i>DO NOT USE</i>	<i>Candidate engages in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues. Candidate actively plans and engages in professional activities that foster professional growth.</i>	<i>Candidate demonstrates concept of oneself as a lifelong learner by actively planning and engaging in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues AND keeps current with evidence-based best practices, AND shares new information with colleagues in a collaborative manner.</i>	

InTASC 9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

<i>InTASC Key Element</i>	<i>CEC Key Element</i>	<i>1 Does Not Meet</i>	<i>2 Approaching</i>	<i>3 Meets</i>	<i>4 Exceeds</i>	<i>Evidence</i>
<p>9.2 <i>Candidate uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community).</i></p> <p>VDOE 6</p> <p>Diversity</p> 		<p><i>Candidate has no suggestions for how a lesson could be improved if taught again.</i></p>	<p><i>Candidate makes general suggestions about how a lesson could be improved but does not address how their choices and actions affect others.</i></p>	<p><i>The candidate evaluates his/her practice and identifies revisions to the lesson for future use. Evaluation includes reflecting upon how the learners, families, other professionals, and the community affect teacher choices and actions.</i></p>	<p><i>The candidate evaluates his/her practice and identifies specific revisions to the lesson for future use. Evaluation draws upon an extensive repertoire of skills. The candidate offers specific alternative actions that include the probable success of different courses of action and how the actions affect learners, families, other professionals, and the community.</i></p>	

InTASC 9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

<i>InTASC Key Element</i>	<i>CEC Key Element</i>	<i>1 Does Not Meet</i>	<i>2 Approaching</i>	<i>3 Meets</i>	<i>4 Exceeds</i>	<i>Evidence</i>
	<i>6c. Reflects on his/her professional practice.</i>	<i>Candidate displays no evidence of the ability or willingness to reflect on effectiveness, is unaware of effectiveness or student learning.</i>	<i>DO NOT USE</i>	<i>Candidate shows evidence of reflecting on his/her professional practice.</i>	<i>Candidate reflects upon, interprets, and communicates evidence of one's own effectiveness as a teacher, including evidence of success in fostering student progress in learning. Candidate uses evidence of effectiveness in planning for further instruction.</i>	
	<i>6g. Demonstrates commitment to engage in research-supported practices.</i>	<i>Candidate fails to use research-supported practices in instruction.</i>	<i>DO NOT USE</i>	<i>Candidate demonstrates commitment to the use of research-supported practices in instruction.</i>	<i>Candidate demonstrates a commitment to the use of research-supported practices AND can articulate a clear rationale for doing so.</i>	

InTASC 9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

<i>InTASC Key Element</i>	<i>CEC Key Element</i>	<i>1 Does Not Meet</i>	<i>2 Approaching</i>	<i>3 Meets</i>	<i>4 Exceeds</i>	<i>Evidence</i>
<i>9.3 Candidate adapts practice to meet the needs of each learner in an ethical and responsible manner.</i> <i>VDOE 6</i>		<i>Candidate is not honest in interactions with colleagues, learners, and the public.</i>	<i>Candidate is honest in interactions with colleagues, and classroom instruction.</i>	<i>Candidate displays high standards of honesty, integrity, and confidentiality in instructional planning and interactions with colleagues, learners, and the public.</i>	<i>Candidate consistently exhibits the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues to uphold ethical practices.</i>	
	<i>6a. Exhibits a commitment to practice within the CEC Code of Ethics.</i>	<i>Candidate provides examples of how his/her practice adheres to CEC Code of Ethics.</i>	<i>DO NOT USE</i>	<i>Candidate can describe and provide examples of his/her commitment to practice within the CEC Code of Ethics.</i>	<i>Candidate can describe and provide examples of his/her commitment to practice within the CEC Code of Ethics. Candidate can describe the value of adhering to professional standards.</i>	

InTASC 9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

<i>InTASC Key Element</i>	<i>CEC Key Element</i>	<i>1 Does Not Meet</i>	<i>2 Approaching</i>	<i>3 Meets</i>	<i>4 Exceeds</i>	<i>Evidence</i>
	<i>6b. Demonstrates commitment to developing educational and quality of life potential of individuals with exceptionalities.</i>	<i>Candidate fails to articulate how his/her instruction links to the development of educational and quality life potential of individuals with exceptionalities.</i>	<i>DO NOT USE</i>	<i>Candidate demonstrates, through instruction and rapport with students, a commitment to developing educational and quality of life potential of individuals with exceptionalities.</i>	<i>Candidate demonstrates, through instruction and rapport with students, a commitment to developing educational and quality of life potential of individuals with exceptionalities. Candidate can articulate accurate ideas of link between instruction and education and quality of life potential for individuals with exceptionalities.</i>	
	<i>6d. Observes school policies and procedures.</i>	<i>Candidate violates school policies and procedures.</i>	<i>DO NOT USE</i>	<i>Candidate observes school policies and procedures.</i>	<i>Candidate consistently observes and enforces school policies and procedures.</i>	

InTASC 9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

<i>InTASC Key Element</i>	<i>CEC Key Element</i>	<i>1 Does Not Meet</i>	<i>2 Approaching</i>	<i>3 Meets</i>	<i>4 Exceeds</i>	<i>Evidence</i>
	<i>6e. Demonstrates effective oral communication skills.</i>	<i>Candidate's oral communication is difficult to understand or follow, making it ineffective.</i>	<i>DO NOT USE</i>	<i>Candidate demonstrates effective oral communication skills.</i>	<i>Candidate demonstrates highly effective oral communication skills making material presented verbally easy to understand and follow.</i>	
	<i>6f. Demonstrates effective written communication skills.</i>	<i>Candidate's written communication is difficult to understand or follow, making it ineffective.</i>	<i>DO NOT USE</i>	<i>Candidate demonstrates effective written communication skills.</i>	<i>Candidate demonstrates highly effective written communication skills making material presented in writing easy to understand and follow.</i>	

InTASC 10. Leadership and Collaboration

The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.

InTASC Key Element	<i>CEC Key Element</i>	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
<p>10.1 Candidates seeks appropriate leadership roles and opportunities to take responsibility for learning.</p> <p>VDOE 6</p>		<p>Candidate engages in no professional development activities to enhance knowledge or skill.</p>	<p>Candidate participates in leadership activities to a limited extent when they are convenient. Instructional leadership may or may not be focused on learning.</p>	<p>Candidate accepts leadership roles that enhance learning and focus on meeting learner needs.</p>	<p>Candidate seeks out opportunities for leadership roles that enhance content knowledge and pedagogical skill and focus on meeting learning needs.</p>	

<p>10. 2 Candidate collaborates with learners, families, colleagues, other school professionals, and community members (using digital tools and resources) to ensure learner growth and to advance the profession.</p> <p>VDOE 6</p> <p>Technology </p> <p>Diversity </p> <p>College-and-Career-Ready </p>		Candidate’s relationships with colleagues, families, school professionals and the learner are negative or self-serving.	Candidate maintains relationships with colleagues and the community to fulfill responsibilities required by the school or district.	The candidate uses digital tools and resources to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.	The candidate takes initiative and collaborates with learners, families, colleagues, other school professionals, and the community. Candidate takes leadership among faculty to support the use of digital tools and resources to ensure learner growth and to advance the profession.	
	7a. Communicates regularly with parents and involves them in problem	Candidate fails to provide evidence of planning to collaborate with parents.	DO NOT USE	Candidate communicates regularly with parents and involves them in problem solving	Candidate communicates regularly with family members and collaborates in order to increase	

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InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	solving and learning activities.			and learning activities.	student learning through and to engage additional support when needed.	
	7b. Engages in productive relationships with other educators, service providers, and personnel from community agencies.	Candidate fails to provide evidence of engaging in productive relationships with other educators, service providers, and personnel from community agencies.	DO NOT USE	Candidate engages in productive relationships with other educators, service providers, and personnel from community agencies.	Candidate examines, interprets, and communicates evidence of one's own effectiveness as a collaborator. Candidate demonstrates an ability to work with others as equals.	

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The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	7c. Maintains confidential communication about students with mild to moderate exceptional learning needs.	Candidate shares confidential information about students with exceptional learning needs with outside parties.	DO NOT USE	Candidate maintains confidential communication about students with exceptional learning needs.	Candidate maintains confidential communication about students with exceptional learning needs and is observed stressing the importance of confidentiality with other stakeholders including paraprofessionals.	
	7d. Fosters respectful and beneficial relationships between families and professionals.	Candidate is disrespectful when dealing with families and professionals.	DO NOT USE	Candidate fosters respectful and beneficial relationships between families and professionals.	Candidate fosters respectful and beneficial relationships between families and professionals and uses clinical judgment in order to continuously improve communication and collaboration efforts.	

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The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	7e. Collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.	Candidate shows no evidence of collaborating with school personnel and community members in integrating individuals with exceptional learning needs into various settings.	DO NOT USE	Candidate collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.	Candidate examines, interprets, and communicates evidence of one's own effectiveness as a collaborator. Candidate demonstrates the ability to successfully integrate individuals with exceptional learning needs into various settings and analyzes the efficacy of these integration approaches.	

InTASC 10. Leadership and Collaboration

The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	7f. Observes, evaluates, and provides feedback to paraeducators.	Candidate fails to observe, evaluate and provide feedback to paraeducators.	DO NOT USE	Candidate observes, evaluates, and provides feedback to paraeducators.	Candidate observes, evaluates, and provides feedback to paraeducators in a proactive manner, and works actively for the betterment of teaching and learning in the classroom.	
	7g. Communicates effectively with school personnel and families about the characteristics and needs of individuals with exceptionalities.	Candidate does not communicate with families OR Candidate fails to establish an appropriate rapport with families and/or colleagues.	DO NOT USE	Candidate communicates effectively with school personnel and families about the characteristics and needs of individuals with exceptionalities.	Candidate communicates effectively with school personnel, families, and other related stakeholders about the characteristics and needs of individuals with exceptionalities.	
Comments/Goals:						