

Name \_\_\_\_\_

## A. SCHOOL CULTURE & DIVERSITY (K505)

### THEORY, LEGAL, and SOCIAL ISSUES in SPECIAL EDUCATION

4 = Excellent (clear, convincing, and consistent evidence)

3 = Quite Satisfactory (clear and convincing evidence)

2 = Needs Revision (limited evidence)

1 = Unacceptable (little or no evidence)

<b>Theoretical Frameworks</b>	<b>Score</b>
a) Demonstrates an understanding of the models, theories, and philosophies that form the basis for special education practice	
b) Gives a strong rationale for pedagogical decisions	
<b>Legal Issues</b>	
a) Engages in reflective thinking about the laws, policies, and ethics regarding the definition and identification of individuals with exceptional learning needs	
b) Illustrates the rights related to assessment, eligibility, and placement	
c) Understands the continuum of services	
<b>Socio-political</b>	
a) Explains the importance of the role of families as it relates to special education	
b) Explains the potential impact of differences in values, languages, and culture between the home and school	

Artifacts must also pass *IU Northwest Writing Competency* standards.

See Web: <http://www.iun.edu/~writenw/competencies.shtml>

**SCHOOL CULTURE AND DIVERSITY SCORE** \_\_\_\_\_

**Instructor's Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

Name \_\_\_\_\_

## B. ASSESSMENT AND EVALUATION (P519)

### ASSESSMENT of EXCEPTIONAL CHILDREN

4 = Excellent (clear, convincing, and consistent evidence)

3 = Quite Satisfactory (clear and convincing evidence)

2 = Needs Revision (limited evidence)

1 = Unacceptable (little or no evidence)

<b>Legal and Ethical Issues</b>	<b>Score</b>
a) Demonstrates an understanding of measurement theory as it pertains to referral, eligibility, program planning, instruction and placement of individuals with ELN.	
b) Demonstrates an understanding of the statistical aspects of measurement theory necessary to ensure proper placement (e.g., reliability, norms, bias)	
<b>Appropriate and Relevant Instrumentation</b>	
a) Identifies pertinent formal and informal instrumentation necessary to determine individuals with ELN, including those from culturally and/or linguistically diverse background.	
b) Administers appropriate formal and informal instruments to aid in the identification of individuals with ELN.	
c) Describes the strengths and limitations of formal instruments.	
<b>Educational and/or Emotional Adaptation</b>	
a) Designs appropriate informal assessment based on strengths and needs of the student.	
b) Administers formal and informal instruments, scores, and interprets results.	
c) Interprets information from formal and informal assessment and utilizes information to plan programs and instruction for individuals with exceptional learning needs, including those leading to inclusion in least restrictive settings.	

Artifacts must also pass *IU Northwest Writing Competency* standards.

See Web: <http://www.iun.edu/~writenw/competencies.shtml>

**ASSESSMENT AND EVALUATION SCORE** \_\_\_\_\_

**Instructor's Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

Name \_\_\_\_\_

## C. HIGHER ORDER THINKING SKILLS (K555)

### HIGHER ORDER THINKING in SPECIAL EDUCATION

4 = Excellent (clear, convincing, and consistent evidence)

3 = Quite Satisfactory (clear and convincing evidence)

2 = Needs Revision (limited evidence)

1 = Unacceptable (little or no evidence)

<b>Relating learning to prior experiences</b>	<b>Score</b>
a) Explains or demonstrates how to relate new learning to the student's prior experiences and knowledge.	
b) Utilizes the general education curriculum as the basis for student instruction	
c) Adapts subject matter to build upon the learners' intellectual, physical, and emotional abilities	
d) Values the knowledge and experiences individuals bring into the classroom	
e) Plans for generalization of learning to the learner's current and future life.	
<b>Language</b>	
a) Describes the impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities.	
b) Demonstrates familiarity with communication and social interaction alternatives for individuals who are nonspeaking.	
<b>Assessment and Instruction</b>	
a) Demonstrates research-validated methods in reading and language assessment	
b) Demonstrates research-validated methods in reading and language instruction including vocabulary development and spelling instruction	
c) Demonstrates research-validated methods in oral and written language, reading comprehension, and written expression.	

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**HIGHER ORDER THINKING IN SPECIAL EDUCATION SCORE** \_\_\_\_\_

**Instructor's Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

Name \_\_\_\_\_

## D. LEARNING AND DEVELOPMENT (K525)

### LEARNING AND DEVELOPMENT in SPECIAL EDUCATION

4 = Excellent (clear, convincing, and consistent evidence)

3 = Quite Satisfactory (clear and convincing evidence)

2 = Needs Revision (limited evidence)

1 = Unacceptable (little or no evidence)

<b>Similarities And Differences In Human Development</b>	<b>Score</b>
a) Describes development and characteristics of individuals with and without exceptional learning needs	
b) Describes psychological and social-emotional characteristics of individuals with disabilities	
c) Explains etiologies and medical aspects of conditions affecting individuals with disabilities	
d) Accurately uses assessment information in identifying learning and developmental levels of students with exceptional needs	
<b>Educational Implications Of Various Exceptionalities</b>	
a) Describes the impact of disabilities on auditory and information processing skills	
b) Describes the academic and behavioral implications of exceptional conditions, including sensory, cognitive, communication, physical, behavioral, emotional, and health impairments.	
c) Respects the diverse talents of all learners.	
<b>The Impact of Language and Culture on Exceptionalities</b>	
a) Explains how primary language, culture, and familial backgrounds interact with the individual's exceptional condition	
b) Uses information about learning differences to plan for individualized instruction and relates levels of support to the needs of the individual	

Artifacts must also pass *IU Northwest Writing Competency* standards.

See Web: <http://www.iun.edu/~writenw/competencies.shtml>

**LEARNING AND DEVELOPMENT SCORE** \_\_\_\_\_

**Instructor's Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

Name \_\_\_\_\_

## E. INSTRUCTIONAL DESIGN AND DELIVERY (K535)

### PLANNING and INSTRUCTION in SPECIAL EDUCATION

4 = Excellent (clear, convincing, and consistent evidence)

3 = Quite Satisfactory (clear and convincing evidence)

2 = Needs Revision (limited evidence)

1 = Unacceptable (little or no evidence)

<b>Program and Instructional Planning</b>	<b>Score</b>
a) Develops comprehensive individualized programs with sequenced learning objectives	
b) Uses authentic and functional assessments to develop intervention plans	
c) Integrates affective, social, and life skills with academic curricula	
d) Plans a safe and challenging environment in which children are active learners	
e) Plans instruction of learning strategies and study skills to acquire academic content	
f) Designs lesson plans that include measurable objectives and clear and appropriate procedures for engaging students	
<b>Instructional Delivery</b>	
a) Uses instructional strategies and materials based on characteristics of the individual.	
b) Uses methods appropriate for individuals with disabilities to teach academics	
c) Uses appropriate methods to teach affective, social, and life skills	
d) Utilizes innovative and unique strategies to enhance instruction	
e) Creates opportunities for active student engagement	

Artifacts must also pass *IU Northwest Writing Competency* standards.

See Web: <http://www.iun.edu/~writenw/competencies.shtml>

**INSTRUCTIONAL DESIGN AND DELIVERY SCORE** \_\_\_\_\_

**Instructor's Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

## F. COMMUNICATION SKILLS (K520)

### WRITING, SPEAKING & COLLABORATING in SPECIAL EDUCATION

4 = Excellent (clear, convincing, and consistent evidence)

3 = Quite Satisfactory (clear and convincing evidence)

2 = Needs Revision (limited evidence)

1 = Unacceptable (little or no evidence)

Writing	Score
a) Writes with clear focus (precise, no redundancy, clear points )	
b) Writes with logical organization (structure, flow, continuity)	
c) Writes with proper style (spelling, grammar, punctuation, etc.)	
d) Writes with appropriate voice (consistent verb tense, active vs passive, pronoun clarity, smoothness vs awkwardness, etc.)	
e) Uses, synthesizes, and integrates professional articles to support conclusions and ideas	
f) Uses professional vocabulary and language	
g) Citations and references are in APA format.	
Speaking	
a) Speaks with clear focus and style	
b) Uses professional vocabulary and language	
Collaborating	
a) Collaborates with families and colleagues in the assessment of individuals with exceptional learning needs	
b) Co-plans for accommodations, adaptations, and instruction	

Artifacts must also pass *IU Northwest Writing Competency* standards.

See Web: <http://www.iun.edu/~writenw/competencies.shtml>

**COMMUNICATION SKILLS SCORE** \_\_\_\_\_

**Instructor's Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

Name \_\_\_\_\_

## G. CLASSROOM MANAGEMENT (K543)

### CLASSROOM MANAGEMENT in SPECIAL EDUCATION

4 = Excellent (clear, convincing, and consistent evidence)

3 = Quite Satisfactory (clear and convincing evidence)

2 = Needs Revision (limited evidence)

1 = Unacceptable (little or no evidence)

<b>Positive Relationships</b>	<b>Score</b>
a) Creates and maintains a safe, equitable, positive, and supportive learning environment	
b) Values diversities	
c) Establishes rapport with students	
d) Demonstrates enthusiasm about content and learning	
<b>Relevant and Meaningful Curricula</b>	
a) Designs positive behavior intervention plans	
b) Integrates social skills into the curriculum	
c) Uses active learning activities	
<b>Appropriate Teacher Behaviors</b>	
a) Establishes a consistent classroom routine	
b) Modifies the learning environment to manage behaviors	
c) Uses effective and varied behavior management strategies	
d) Uses praise and reinforcement	
<b>Response to Disruptions and Student Behaviors</b>	
a) Selects the least intrusive intervention consistent with learner's needs.	
b) Demonstrates strategies for crisis prevention and intervention	

Artifacts must also pass *IU Northwest Writing Competency* standards.

See Web: <http://www.iun.edu/~writenw/competencies.shtml>

**CLASSROOM MANAGEMENT SCORE** \_\_\_\_\_

**Instructor's Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

Name \_\_\_\_\_

## H. TECHNOLOGY IN SPECIAL EDUCATION (K501)

### INSTRUCTION & ADAPTIVE TECHNOLOGY in SPECIAL EDUCATION

4 = Excellent (clear, convincing, and consistent evidence)

3 = Quite Satisfactory (clear and convincing evidence)

2 = Needs Revision (limited evidence)

1 = Unacceptable (little or no evidence)

Performances	Score
a) Designs instructional experiences which are consistent with principles of learning theory.	
b) Creates activities which enable students to develop intellectual curiosity and become problem solvers and lifelong learners.	
c) Modifies motivational and instructional strategies based on continuous assessment and task analysis.	
d) Selects and uses appropriate technologies to accomplish instructional objectives	
e) Prepares and organizes materials to facilitate the learning experiences	
<b>Knowledge</b>	
a) Demonstrates knowledge of research-based best practices for learners with a multiplicity of abilities	
b) Demonstrates knowledge of a variety of techniques and methods to modify materials, strategies, and learning environments.	
c) Demonstrates knowledge of augmentative, alternative, and assistive technologies to support and enhance communication.	
d) Demonstrates knowledge of how to use a variety of instructional and remedial methods in individual, small group, and whole group settings.	
<b>Dispositions</b>	
a) Believes multiple strategies are necessary to address the unique needs of learners	
b) Recognizes and appreciates the developmental nature of learning	

Artifacts must also pass *IU Northwest Writing Competency* standards.

See Web: <http://www.iun.edu/~writenw/competencies.shtml>

**TECHNOLOGY IN SPECIAL EDUCATION SCORE** \_\_\_\_\_

**Instructor's Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

Name \_\_\_\_\_

## I. PROFESSIONAL DEVELOPMENT (K536)

### AWARENESS and COMMITMENT in SPECIAL EDUCATION

4 = Excellent (clear, convincing, and consistent evidence)

3 = Quite Satisfactory (clear and convincing evidence)

2 = Needs Revision (limited evidence)

1 = Unacceptable (little or no evidence)

<b>Professional Learning</b>	<b>Score</b>
a) Values the importance of research in improving the practice of teaching	
b) Demonstrates up to date innovations and research-validated methods	
c) Engages in research-validated practice	
<b>Professional and Ethical Practice</b>	
a) Practices within the CEC Code of Ethics and professional standards	
b) Reflects on one's practice to improve instruction	
<b>Professional Association</b>	
a) Demonstrates an awareness of community resources to enhance the lives and transition of students with disabilities	
b) Joins professional organizations	
c) Attends and/or participates in professional organization activities	

Artifacts must also pass *IU Northwest Writing Competency* standards.

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**PROFESSIONAL DEVELOPMENT SCORE** \_\_\_\_\_

**Instructor's Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_