

## **ASSESSMENT #4: Evaluation of Student Teaching**

**1) Description:** Candidates are evaluated during student teaching using the TxBESS (Texas Beginning Educator Support System) for preparing and licensing new teachers. The standards describe what every beginning education professional should know and be able to do. The TxBESS Performance Standards are grouped into these four clusters:

1. Planning for Learner-centered Instruction;
2. A Classroom Environment That Promotes Equity, Excellence, and Learning;
3. Instruction and Communication; and
4. Professionalism.

The clusters are designed to promote professional practice that results in high levels of student learning. Each cluster consists of performance standards that further elaborate on the desired teaching practices. The description of each standard is accompanied by a developmental continuum that progresses through the following four levels:

- Performances described as developing do not yet reflect the standard of performance expected of a beginning teacher.
- Performances described as beginning competent reflect the expected level of performance at the end of student teaching or early in the first year of teaching.
- Performances described as advanced competent reflect the expected level of performance for first-year teachers who have received support from a trained mentor and support team.
- Performances described as proficient reflect the high goals that beginning teachers strive to attain as they become accomplished members of the educational community.

The TxBESS Framework defines the act of teaching and introduces teachers to the components of effective practice. The TxBESS Activity Profile provides a structure for reflection in which mentors and other support team members guide beginning teachers to reflect on their own teaching practice. The TxBESS Performance Standards are the basis for the TxBESS Activity Profile (TAP), a case study of beginning teaching. The performance standards and the accompanying developmental continuum are based on four years of piloting the TAP and reflect the range of beginning teacher performances derived from approximately 7,000 profiles. Analysis of these profiles has shown that the performance of a beginning teacher varies from standard to standard as a normal part of the developmental process.

Additionally, because TxBESS beginning teachers typically undertake the TAP self-study during the first semester of their teaching experience, it is expected that performance on some standards may be at the developing level. Identifying these challenge areas early in a teacher's career provides the basis for the action plan and targeted professional development for the beginning teacher. To use the developmental continuum as a tool for reflection, beginning teachers can use a highlighter to identify those aspects of each description in the continuum that best fit their teaching practice at that point in time. This self-assessment can help the beginning teacher and mentor determine areas that are their priorities for the beginning teacher's professional development. At a later time, beginning teachers can use another color to highlight updated descriptions of their current practice, illustrating professional growth over time and possibly necessitating a revision to the beginning teacher's professional development plan.

Additionally, the performance standards and developmental continuum serve as useful tools to support coaching and mentoring relationships. The framework provides a common vocabulary for such professional discourse. The TxBESS Framework and the TAP complement the Professional Development and Appraisal System (PDAS) by providing standards and a formative assessment designed especially for beginning teachers who will later undergo evaluation using the PDAS or a similar appraisal system. Beginning teachers report feeling very prepared for the PDAS after participating in the TAP, since they have already had an opportunity to reflect critically on their teaching practice. Though the framework was developed as part of the Texas Beginning Educator Support System (TxBESS), pre-service educator preparation program faculty may also find the framework to be helpful.

The performance standards in the framework mirror the standards for the Pedagogy and Professional Responsibilities (PPR) test in the Texas Examinations of Educator Standards (TExES). Teacher preparation programs that are aligned with the framework can help ensure that beginning teachers meet certification testing requirements and enter the classroom prepared for their first year on the job. The framework and the TAP are appropriate for all teachers, including those who may be employed on temporary credentials or waivers. Additionally, teachers who have been away from the profession for a significant amount of time can benefit from an induction program based on the framework and the TAP, since they provide opportunities to self assess teaching practices and consider recent changes in the profession. Veteran teachers new to a district, campus, or assignment may also benefit from the TxBESS Framework and TAP.

The support, respect, and professional collegiality gained from participation in TxBESS benefit both beginning teachers and mentors. Membership in such a professional community positively impacts the retention and effectiveness of beginning teachers. The TxBESS Framework and the TAP are tools for establishing lasting commitments to the teaching profession for beginning teachers and mentors. In 1999, the Texas State Board for Educator Certification (SBEC), a committee of Texas educators, and the Educational Testing Service developed the TxBESS Performance Standards. The framework reflects the research-based standards of teaching described in Charlotte Danielson's *Enhancing Professional Practice*:

Structure of the TxBESS Framework consists of four clusters, twenty-two performance standards, and multiple elements that comprise each standard. Each cluster is important both individually and in relation to the other clusters. For example, thorough planning (Cluster 1) encourages a positive classroom atmosphere (Cluster 2) and effective instruction and classroom communication (Cluster 3). Following instruction, reflection and other professional interactions (Cluster 4) improve future planning, creating a cyclical approach to improved planning and instruction (back to Clusters 1, 2, and 3). The framework provides a comprehensive look at teaching, addressing activities that occur outside of the classroom as well as activities that occur inside the classroom. Teaching activities associated with Clusters 1 and 4 take place outside of instruction. Cluster 1 encompasses the many aspects of planning required for providing learner-centered instruction. Cluster 4 involves the reflection, communication, and professional development that improve future planning and instruction. Clusters 2 and 3 describe behaviors that are most readily observable in the classroom—the environment a teacher establishes and the instructional sequences a teacher implements. Teachers know that the knowledge and skills described in all four clusters are necessary for successful teaching and learning. Thus, what

happens outside the classroom (Clusters 1 and 4) is as important as what happens in actual instruction (Clusters 2 and 3).

Both formative and summative data are collected from candidates at decision points (benchmark conferences) throughout their student teaching experience. The TxBESS clusters (standards) are the guiding force behind these assessments. While observing the candidate teaching, the cooperating teacher and the university supervisor use rubrics to describe actual levels of performance. The rubric descriptors (distinguished, proficient, basic, and unsatisfactory) provide for consistency and standardization in expectations for all student teachers regardless of their placement or circumstances.

#### **ASSESSMENT 4 - Student Teaching**

**1) Description:** Candidates are evaluated during student teaching using the TxBESS (Texas Beginning Educator Support System) for preparing and licensing new teachers. The standards describe what every beginning education professional should know and be able to do. The TxBESS Performance Standards are grouped into these four clusters:

1. Planning for Learner-centered Instruction;
2. A Classroom Environment That Promotes Equity, Excellence, and Learning;
3. Instruction and Communication; and
4. Professionalism.

The clusters are designed to promote professional practice that results in high levels of student learning. Each cluster consists of performance standards that further elaborate on the desired teaching practices. The description of each standard is accompanied by a developmental continuum that progresses through the following four levels:

- **Performances described as developing do not yet reflect the standard of performance expected of a beginning teacher.**
- **Performances described as beginning competent reflect the expected level of performance at the end of student teaching or early in the first year of teaching.**
- **Performances described as advanced competent reflect the expected level of performance for first-year teachers who have received support from a trained mentor and support team.**
- **Performances described as proficient reflect the high goals that beginning teachers strive to attain as they become accomplished members of the educational community.**

**The TxBESS standards (and corresponding CEC ICC Standards) are:**

<b>TxBESS</b>	<b>CEC - ICC</b>
<b>Standard 1a: The candidate demonstrates knowledge of content and pedagogy.</b>	<ul style="list-style-type: none"> <li>• <b>ICC4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments</b></li> <li>• <b>ICC4S5 Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem</b></li> <li>• <b>IGC4S2 Use strategies from multiple theoretical approaches for individuals with exceptional learning needs</b></li> <li>• <b>ICC5K1 Demands of learning environments</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>ICC7K1 Theories and research that form the basis of curriculum development and instructional practice</b></li> <li>• <b>ICC7K2 Scope and sequences of general and special curricula</b></li> <li>• <b>ICC7K3 National, state or provincial, and local curricula standards</b></li> <li>• <b>ICC7K4 Technology for planning and managing the teaching and learning environment</b></li> </ul>
<b>Standard 1b: The candidate demonstrates knowledge of students.</b>	<ul style="list-style-type: none"> <li>• <b>ICC4S2 Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs</b></li> <li>• <b>ICC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs</b></li> <li>• <b>IGC7K4 Relationships among exceptional learning needs and reading instruction</b></li> <li>• <b>IGC7K3 Interventions and services for children who may be at risk for learning exceptional learning needs</b></li> <li>• <b>ICC7S3 Involve the individual and family in setting instructional goals and monitoring progress</b></li> <li>• <b>IGC7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual</b></li> </ul>
<b>Standard 1c: The candidate selects key knowledge and skills.</b>	<ul style="list-style-type: none"> <li>• <b>IGC4S3 Teach learning strategies and study skills to acquire academic content</b></li> <li>• <b>IGC4S4 Use reading methods appropriate to individuals with exceptional learning needs</b></li> <li>• <b>IGC4S5 Use methods to teach mathematics appropriate to the individuals with exceptional learning needs</b></li> <li>• <b>IGC4S13 Identify and teach essential concepts, vocabulary, and content across the general curriculum</b></li> <li>• <b>IGC4S14 Implement systematic instruction in teaching reading comprehension and monitoring strategies</b></li> <li>• <b>IGC4S15 Teach strategies for organizing and composing written products</b></li> </ul>
<b>Standard 1d: The candidate has knowledge of and makes use of materials, resources, and technology.</b>	<ul style="list-style-type: none"> <li>• <b>IGC4S7 Use appropriate adaptations and technology for all individuals with exceptional learning needs</b></li> <li>• <b>IGC4S16 Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language</b></li> <li>• <b>IGC4S6 Modify pace of instruction and provide organizational cures</b></li> <li>• <b>IGC5S2 Use and maintain assistive technologies</b></li> <li>• <b>ICC7K5 Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service</b></li> <li>• <b>ICC7S9 Incorporate and implement instructional and assistive technology into the educational program</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>IGC7S4 Select, design, and use technology, materials and resources required to educate individuals whose exceptional learning needs interfere with communication</b></li> </ul>
<b>Standard 1e:</b> The candidate designs activities that promote student learning.	<ul style="list-style-type: none"> <li>• <b>IGC4S1 Use research-supported methods for academic and nonacademic instruction of individuals with exceptional learning needs</b></li> <li>• <b>IGC4S9 Use a variety of no aversive techniques to control targeted behavior and maintain attention of individuals with exceptional learning needs</b></li> <li>• <b>IGC4S10 Identify and teach basic structures and relationships within and across curricula</b></li> <li>• <b>IGC4S11 Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval</b></li> <li>• <b>IGC4S12 Use responses and errors to guide instructional decisions and provide feedback to learners</b></li> <li>• <b>IGC5K3 Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings</b></li> </ul>
<b>Standard 1f.</b> The candidate plans to assess student learning.	<ul style="list-style-type: none"> <li>• <b>IGC4S8 Resources, and techniques used to transition individuals with exceptional learning needs into and out of school and post school environments</b></li> <li>• <b>ICC4S1 Use strategies to facilitate integration into various settings</b></li> <li>• <b>ICC4S6 Use strategies that promote successful transitions for individuals with exceptional learning needs</b></li> <li>• <b>ICC7S10 Prepare lesson plans</b></li> <li>• <b>ICC7S11 Prepare and organize materials to implement daily lesson plans</b></li> </ul>
<b>Standard 2a:</b> The candidate creates and environment of rapport and respect.	<ul style="list-style-type: none"> <li>• <b>ICC5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued</b></li> <li>• <b>ICC5S2 Identify realistic expectations for personal and social behavior in various settings</b></li> <li>• <b>ICC5S3 Identify supports needed for integration into various program placements</b></li> <li>• <b>ICC5S4 Design learning environments that encourage active participation in individual and group activities</b></li> <li>• <b>IGC7S3 Plan and implement age and ability appropriate instruction for individuals with exceptional learning needs</b></li> <li>• <b>IGC7S5 Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans</b></li> </ul>
<b>Standard 2b:</b> The candidate establishes a culture for	<ul style="list-style-type: none"> <li>• <b>ICC5K7 Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world</b></li> <li>• <b>ICC5K8 Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language</b></li> </ul>

<p><b>learning.</b></p>	<p><b>and cultural heritage</b></p> <ul style="list-style-type: none"> <li>• <b>ICC5K9 Ways specific cultures are negatively stereotyped</b></li> <li>• <b>ICC5K10 Strategies used by diverse populations to cope with a legacy of former and continuing racism</b></li> <li>• <b>ICC5S8 Teach self-advocacy</b></li> <li>• <b>ICC5S9 Create an environment that encourages self-advocacy and increased independence</b></li> <li>• <b>IGC5S4 Teach individuals with exceptional learning needs to give and receive meaningful feedback from peers and adults</b></li> <li>• <b>IGC5S5 Use skills in problem-solving and conflict resolution</b></li> <li>• <b>ICC7S8 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences</b></li> </ul>
<p><b>Standard 2c: The candidate manages classroom procedures.</b></p>	<ul style="list-style-type: none"> <li>• <b>ICC5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs</b></li> <li>• <b>ICC5K3 Effective management of teaching and learning</b></li> <li>• <b>ICC5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs</b></li> <li>• <b>ICC5K5 Social skills needed for educational and other environments</b></li> <li>• <b>ICC5K6 Strategies for crisis prevention and intervention</b></li> <li>• <b>IGC5K1 Barriers to accessibility and acceptance of individuals with exceptional learning needs</b></li> <li>• <b>IGC5K2 Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptional learning needs</b></li> <li>• <b>ICC5S7 Establish and maintain rapport with individuals with and without exceptional learning needs</b></li> <li>• <b>ICC7S12 Use instructional time effectively</b></li> <li>• <b>ICC7S13 Make responsive adjustments to instruction based on continual observations</b></li> </ul>
<p><b>Standard 2d: The candidate manages student behavior.</b></p>	<ul style="list-style-type: none"> <li>• <b>ICC5S13 Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences</b></li> <li>• <b>ICC5S14 Mediate controversial intercultural issues among individuals with exceptional learning needs within the learning environment in ways that enhance any culture, group, or person</b></li> <li>• <b>ICC5S15 Structure, direct, and support the activities of paraeducators, volunteers, and tutors</b></li> <li>• <b>ICC5S16 Use universal precautions</b></li> <li>• <b>IGC5S6 Establish a consistent classroom routine for individuals with exceptional learning needs</b></li> <li>• <b>ICC5S10 Use effective and varied behavior management strategies</b></li> <li>• <b>ICC5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs</b></li> <li>• <b>ICC7S14 Prepare individuals to exhibit self-enhancing behavior in</b></li> </ul>

	<p>response to societal attitudes and actions</p> <ul style="list-style-type: none"> <li>• IGC7S1 Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior</li> </ul>
Standard 2e: The candidate organizes physical space.	<ul style="list-style-type: none"> <li>• ICC5S12 Design and manage daily routines</li> <li>• ICC5S5 Modify the learning environment to manage behaviors</li> <li>• IGC5S1 Provide instruction in community-based settings</li> <li>• IGC5S3 Plan instruction in a variety of educational settings</li> <li>• ICC7S7 Integrate affective, social, and life skills with academic curricula</li> </ul>
Standard 3a: The candidate communicates clearly and accurately	<ul style="list-style-type: none"> <li>• ICC9S8 Use verbal, nonverbal, and written language effectively</li> <li>• </li> </ul>
Standard 3b: The candidate uses questioning and discussion techniques.	<ul style="list-style-type: none"> <li>• IGC4S12 Use responses and errors to guide instructional decisions and provide feedback to learners</li> </ul>
Standard 3c: The candidate engages students in learning.	<ul style="list-style-type: none"> <li>• ICC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments</li> <li>• IGC7S8 Design, implement, and evaluate instructional programs that enhance social participation across environments</li> </ul>
Standard 3d: The candidate assesses student learning.	<ul style="list-style-type: none"> <li>• ICC7S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs</li> <li>• ICC7S2 Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members</li> </ul>
Standard 3e: The candidate demonstrates flexibility and responsiveness.	<ul style="list-style-type: none"> <li>• IGC7S6 Design and implement instructional programs that address independent living and career education for individuals</li> <li>• IGC7S7 Design and implement curriculum and instructional strategies for medical self-management procedures</li> </ul>
Standard 4a: The candidate reflects on teaching.	<ul style="list-style-type: none"> <li>• ICC7S15 Evaluate and modify instructional practices in response to ongoing assessment data</li> <li>• ICC9S11 Reflect on one's practice to improve instruction and guide professional growth</li> </ul>
Standard 4b: The candidate	<ul style="list-style-type: none"> <li>• ICC7S4 Use functional assessments to develop intervention plans</li> <li>• ICC7S5 Use task analysis</li> </ul>

<b>maintains accurate records.</b>	<ul style="list-style-type: none"> <li>• <b>ICC7S6 Sequence, implement, and evaluate individualized learning objectives</b></li> </ul>
<b>Standard 4c: The candidate communicates with families/caregivers.</b>	<ul style="list-style-type: none"> <li>• <b>ICC10K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program</b></li> <li>• <b>ICC10K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns</b></li> <li>• <b>ICC10S1 Maintain confidential communication about individuals with exceptional learning needs</b></li> <li>• <b>ICC10S2 Collaborate with families and others in assessment of individuals with exceptional learning needs</b></li> <li>• <b>ICC10S3 Foster respectful and beneficial relationships between families and professionals</b></li> <li>• <b>ICC10S4 Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team</b></li> <li>• <b>ICC10S5 Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families</b></li> <li>• <b>IGC10S2 Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with exceptional learning needs</b></li> <li>• <b>IGC10S3 Teach parents to use appropriate behavior management and counseling techniques</b></li> <li>• <b>IGC10S4 Collaborate with team members to plan transition to adulthood that encourages full community participation</b></li> <li>• <b>ICC10S11 Observe, evaluate, and provide feedback to paraeducators</b></li> </ul>
<b>Standard 4d: The candidate contributes to the school.</b>	<ul style="list-style-type: none"> <li>• <b>IGC9S1 Participate in the activities of professional organizations relevant to individuals with exceptional learning needs</b></li> <li>• <b>ICC10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members</b></li> <li>• <b>IGC10K1 Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with exceptional learning needs</b></li> <li>• <b>IGC10K2 Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with exceptional learning needs</b></li> <li>• <b>IGC10K3 Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with exceptional learning needs</b></li> <li>• <b>IGC10K4 Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning exceptional learning needs</b></li> <li>• <b>ICC10K1 Models and strategies of consultation and collaboration</b></li> <li>• <b>ICC10S7 Use group problem-solving skills to develop, implement, and</b></li> </ul>



	<p>evaluate collaborative activities</p> <ul style="list-style-type: none"> <li>• ICC10S8 Model techniques and coach others in the use of instructional methods and accommodations</li> <li>• ICC10S9 Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs</li> <li>• ICC10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.</li> </ul>
<p><b>Standard 4e:</b> The candidate grows and develops professionally.</p>	<ul style="list-style-type: none"> <li>• ICC9K1 Personal cultural biases and differences that affect one's teaching</li> <li>• ICC9K2 Importance of the teacher serving as a model for individuals with exceptional learning needs</li> <li>• ICC9K3 Continuum of lifelong professional development</li> <li>• ICC9K4 Methods to remain current regarding research-validated practice</li> <li>• IGC9K1 Sources of unique services, networks, and organizations for individuals with exceptional learning needs</li> <li>• IGC9K2 Organizations and publications relevant to individuals with exceptional learning needs</li> <li>• ICC9S1 Practice within the CEC Code of Ethics and other standards of the profession</li> <li>• ICC9S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession</li> <li>• ICC9S3 Act ethically in advocating for appropriate service</li> <li>• ICC9S4 Conduct professional activities in compliance with applicable laws and policies</li> <li>• ICC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs</li> <li>• ICC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals</li> <li>• ICC9S7 Practice within one's skill limits and obtain assistance as needed</li> <li>• ICC9S9 Conduct self-evaluation of instruction</li> <li>• ICC9S10 Access information on exceptionalities</li> <li>• ICC9S11 Reflect on one's practice to improve instruction and guide professional growth</li> <li>• ICC9S12 Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues</li> <li>• ICC9S13 Demonstrate commitment to engage in evidence-based practices</li> </ul>
<p><b>Standard 4f:</b> The candidate</p>	<ul style="list-style-type: none"> <li>• IGC9S2 Ethical responsibility to advocate for appropriate services for individuals with exceptional learning needs</li> </ul>

serves as an advocate for students.	<ul style="list-style-type: none"> <li>• IGC7K1 Integrate academic instruction and behavior management for individuals and groups with exceptional learning needs</li> <li>• IGC7K2 Model career, vocational, and transition programs for individuals with exceptional learning needs</li> </ul>
-------------------------------------	--

The CEC ICC Standards and the corresponding TxBESS standards are:

<b>CEC - ICC</b>	<b>TxBESS</b>
<b>CEC standard 4</b>	<p><b>Standard 1a: The candidate demonstrates knowledge of content and pedagogy.</b></p> <p><b>Standard 1b: The candidate demonstrates knowledge of students.</b></p> <p><b>Standard 1c: The candidate selects key knowledge and skills.</b></p> <p><b>Standard 1d: The candidate has knowledge of and makes use of materials, resources, and technology.</b></p> <p><b>Standard 1e: The candidate designs activities that promote student learning.</b></p> <p><b>Standard 1f. The candidate plans to assess student learning.</b></p> <p><b>Standard 3b: The candidate uses questioning and discussion techniques.</b></p>
<b>CEC standard 5</b>	<p><b>Standard 1e: The candidate designs activities that promote student learning.</b></p> <p><b>Standard 2a: The candidate creates and environment of rapport and respect.</b></p> <p><b>Standard 2b: The candidate establishes a culture for learning.</b></p> <p><b>Standard 2c: The candidate manages classroom procedures.</b></p> <p><b>Standard 2d: The candidate manages student behavior.</b></p> <p><b>Standard 2e: The candidate organizes physical space.</b></p> <p><b>Standard 3c: The candidate engages students in learning.</b></p>
<b>CEC standard 7</b>	<p><b>Standard 1a: The candidate demonstrates knowledge of content and pedagogy.</b></p> <p><b>Standard 1b: The candidate demonstrates knowledge of students.</b></p> <p><b>Standard 1d: The candidate has knowledge of and makes use of materials, resources, and technology.</b></p> <p><b>Standard 1f. The candidate plans to assess student learning.</b></p> <p><b>Standard 2a: The candidate creates and environment of rapport and respect.</b></p> <p><b>Standard 2c: The candidate manages classroom procedures.</b></p> <p><b>Standard 2d: The candidate manages student behavior.</b></p> <p><b>Standard 2e: The candidate organizes physical space.</b></p> <p><b>Standard 3c: The candidate engages students in learning.</b></p> <p><b>Standard 3d: The candidate assesses student learning.</b></p> <p><b>Standard 3e: The candidate demonstrates flexibility and responsiveness.</b></p> <p><b>Standard 4a: The candidate reflects on teaching.</b></p> <p><b>Standard 4b: The candidate maintains accurate records.</b></p> <p><b>Standard 4f: The candidate serves as an advocate for students.</b></p>
<b>CEC standard 9</b>	<b>Standard 3a: The candidate communicates clearly and accurately</b>

	<b>Standard 4a: The candidate reflects on teaching.</b> <b>Standard 4d: The candidate contributes to the school.</b> <b>Standard 4e: The candidate grows and develops professionally.</b> <b>Standard 4f: The candidate serves as an advocate for students.</b>
<b>CEC standard 10</b>	<b>Standard 4c: The candidate communicates with families/caregivers.</b> <b>Standard 4d: The candidate contributes to the school.</b>

Both formative and summative data are collected from candidates at decision points (benchmark conferences) throughout their student teaching experience. The TxBESS standards are the guiding force behind these assessments. While observing the candidate teaching, the cooperating teacher and the university supervisor use rubrics to describe actual levels of performance. The rubric descriptors (distinguished, proficient, basic, and unsatisfactory) provide for consistency and standardization in expectations for all student teachers regardless of their placement or circumstances.

## Angelo State University

### College of Education

#### Student Teaching Assessment Summary

Date \_\_\_\_\_

Student's Name \_\_\_\_\_

University Supervisor's Name \_\_\_\_\_

Subject/Grade \_\_\_\_\_

Teacher 1 Name \_\_\_\_\_ Level \_\_\_\_\_

Subject/Grade \_\_\_\_\_

Teacher 2 Name \_\_\_\_\_ Level \_\_\_\_\_

Semester \_\_\_\_\_

Levels: **U** = Unsatisfactory **B** = Basic **P** = Proficient **D** = Distinguished

#### **TxBESS Rubric**

	Unsatisfactory 0 points	Basic 1	Proficient 2	Distinguished 3	Score/ Level
Standard 1a: The Candidate demonstrates knowledge of content and pedagogy.		Candidate displays lack of understanding of the content, structure of the discipline, and/or content specific pedagogy, resulting in shallow learning or misconceptions.	Candidate displays a general knowledge of content and content specific pedagogy and may occasionally make errors in content or choose ineffective strategies that lead to difficulty in learning for some students.	Candidate displays a thorough understanding of content and content specific pedagogy. Most students gain a deeper understanding of the content as well as the structure of the discipline.	
Standard 1b: The Candidate demonstrates knowledge of students.		Plans are not aligned with the background of the class and do not reflect knowledge of students' skills, levels of development, varied approaches to learning, interests, and/or cultural heritages	Plans are somewhat aligned with the background of the class though they may lack relevance to individual students. Candidate makes minimal provisions for varying student skills, approaches to learning, interests, and cultural heritages.	Plans are aligned with the background of the class, and students see the relevance of the learning activities. Candidate provides for varying student skills, approaches to learning, interests, and cultural heritages.	
Standard 1c: The candidate selects key		Candidate selects key knowledge and skills that are	Candidate selects key knowledge and skills that result	Candidate selects key knowledge and skills that	

knowledge and skills.		trivial, representing low expectations for students, or requiring little or now conceptual understanding; key knowledge and skills are not discernible; or they are not aligned with students' needs.	in no more than superficial learning for most students.	will cause students to apply and/or analyze new learning.	
Standard 1d: The candidate has knowledge of makes use of materials, resources, and technology.		Candidate's plans do not indicate an awareness of school or district resources that would assist in teaching and in student learning or the teacher inappropriately uses materials, resources, or technology.	Candidate plans to use some school and district resources to enhance learning for some students.	Candidate strategically plans to use school, district and community resources in ways that enhance learning for students.	
Standard 1e: The candidate designs activities that promote student learning.		The planned activities do not support key knowledge and skills, or they lack coherence. The planned activities do not include meaningful groupings of students, or they have no defined structure or an illogical sequence.	The planned activities generally support key knowledge or skills, but are not individualized and do not vary for students' different approaches to learning. The lesson is generally coherent, has a defined structure, and may result in meaningful learning for some students.	The candidate plans a variety of activities based on consideration of the needs of all learners. The planned activities support the key knowledge and skills and engage students in meaningful learning. The lesson is coherent and has a clear structure.	
Standard 1f: The candidate plans to assess student learning.		The content identified for assessment, the assessment methodology, and/or criteria for evaluation are not aligned with key knowledge, skills, and activities; or little or no evidence of assessment plans are present.	The content identified for assess, the assessment methodology, and the criteria for evaluation are loosely aligned with the identified instructional knowledge, skills, and activities, creating confusion for students between what is taught and what is assessed.	The content identified for assessment, the assessment methodology, and the criteria for evaluation are tightly aligned with the identified instructional knowledge, skills, and activities, assessment criteria have been taught to students.	
Standard 2a: The candidate creates and environment of rapport and respect.		Interactions, both between the candidate and students and/or among students, are disrespectful or inappropriate (e.g., sarcasm, putdowns, inappropriate physical contact, conflict).	Interactions, both between the candidate and students and/or among students, are generally polite and respectful. However, teacher and students pay minimal attention to cultural and developmental differences among groups of students.	Interactions reflect warmth and caring and are respectful of individual, cultural, and developmental differences among groups of students.	
Standard 2b: The candidate establishes a culture for learning.		Candidate demonstrates a low level of commitment to the content and/or low expectations for student achievement. Student products are not evident or do not reflect relevant learning of the content	Candidate demonstrates a commitment to learning through the content taught. The candidate's expectations for student achievement may not be aligned with students' strengths and needs, and/or students are sometimes unclear about the teacher's expectations or the importance of the content.	Candidate's commitment to learning focuses students on relevant interactions with the content. Expectations for achievement are realistic and result in pride and accomplishment for students.	
Standard 2c: The candidate manages classroom procedures.		Classroom routines and procedures, including transitions, materials and supplies, and those involving volunteers and paraprofessionals, are haphazard, inefficient, or	Classroom routines and procedures, including those involving volunteers and paraprofessionals, have been established, but are not followed consistently, resulting in loss of instructional time and	Classroom routines and procedures, including those involving volunteers and paraprofessionals, are seamless and function smoothly with little loss of instructional time. Students	

		nonexistent, resulting in loss of instructional time.	occasional confusion among students.	confidently follow routines and procedures.	
Standard 2d: The candidate manages student behavior.		Students often exhibit inappropriate behavior. Student behavior reflects teacher's lack of monitoring of student behavior, and/or inappropriate response to student behavior, resulting in loss of learning time.	Students occasionally exhibit inappropriate behavior. Candidate is generally aware of student behavior and has established standards of conduct, but responds inconsistently or inappropriately to student misbehavior.	Most student behavior is appropriate. Candidate is aware of student behavior, has established clear standards of conduct, and responds consistently and appropriately to student misbehavior in ways that are respectful of the students.	
Standard 2e: The candidate organizes physical space.		The classroom's physical arrangement does not support the lesson. Teacher fails to use standard safety procedures in the physical environment, resulting in unsafe or inaccessible conditions for some students.	The classroom's physical arrangement generally supports the learning activities. Candidate inconsistently uses standard safety procedures, resulting in careless actions on the part of the teacher or students and/or inaccessible or difficult learning conditions for some students.	The classroom's physical arrangement supports the learning activities. Candidate consistently uses standard safety procedures in the physical environment, resulting in students' abilities to complete activities without risk of physical harm. Learning is accessible to all students.	
Standard 3a: The Candidate communicates clearly and accurately		Candidate's oral and/or written communication and directions contain errors, are unclear, and/or are inappropriate for students. Candidate's communication does not facilitate appropriate candidate to student or student to student exchanges.	Candidate's oral and/or written communication is generally clear and accurate. Occasionally, students must ask for clarification. Candidate directs most of the formal classroom exchange.	Candidate's oral and/or written communication is clear and expressive, establishing an environment for the exchange of questions and ideas.	
Standard 3b: The candidate uses questioning and discussion techniques.		Candidate asks lowlevel questions, though most are open-ended and require only a rote response. Most questions are answered by only a small number of students.	Candidate asks some questions, though most are open-ended and require only a rote response. Most questions are answered by only a small number of students.	Candidate asks higherlevel questions, probing for the thinking that underlies students' initial responses. Most students participate in the discussion, asking questions of the candidate and of one another.	
Standard 3c: The candidate engages students in learning.		Many students are not engaged in significant learning as a result of inappropriate activities or materials, poor representation of content, lack of lesson structure, and/or inappropriate sequencing or pacing, allowing no time for student-student interaction to promote learning.	Some students are engaged in learning, but activities, materials, content, lesson structure, sequencing, and pacing are not always aligned, appropriate , or relevant, leaving little time for student-student interaction.	Most students are cognitively engaged throughout the lesson with appropriate and relevant activities, materials, content, lesson structure, sequencing, and pacing that result in student-student interaction and learning.	
Standard 3d: The candidate assesses student learning.		Assessment is not aligned with the lesson, or assessment results are not used to plan future instructions. The students do not use the candidate's feedback, if and when given.	Assessment is somewhat aligned with the lesson, though the candidate does not consistently use the data to plan instruction or to help students monitor their own learning.	Assessment is aligned with the lesson, and candidate uses the data to plan instruction and to help students monitor their own learning.	
Standard 3e: The Candidate demonstrates flexibility and		Candidate adheres to the instructional plan in spite of a lack of student understanding	Candidate occasionally modifies instructional plan but sometimes misses opportunities	Candidate is flexible in seeking ways to promote successful learning	

responsiveness.		or interest and/or ignores student's questions. Candidate assumes little or no responsibility for students' failure to understand.	to build on student interest and questions.	for students, making adjustments as needed.	
Standard 4a: The candidate reflects on teaching.		Candidate does not know whether a lesson was effective or achieved its purpose, misjudges the success of a lesson, and/or does not suggest how a lesson can be improved in the future.	Candidate's reflection centers on the pace and content of the lesson and/or is based only on a general understanding of what occurred. Candidate cites a few general suggestions on how the lesson could be improved.	Candidate's reflection accurately describes the impact of the lesson on student learning. Candidate cites specific examples of student interaction with the content and makes substantive suggestions about how the lesson might be improved.	
Standard 4b: The candidate maintains accurate records.		Candidate has no system or a haphazard system for maintaining academic and noninstructional records resulting in errors and confusion.	Candidate has a system for maintaining accurate academic and noninstructional records, but uses it inconsistently.	Candidate's system for maintaining accurate records is effective and up-to-date.	
Standard 4c: The candidate communicates with families/caregivers.		Candidate provides little or no information about students to families/caregivers and makes few or no attempts to initiate communication in regard to the instructional program and/or classroom activities.	Candidate has a plan for communication with families/caregivers about students and attempts to engage families/caregivers in the instructional program. Implementation is not systematic and is not evidenced by documentation.	Candidate implements a systematic plan for communication with families /caregivers about students. Candidate initiates the engagement of families/ caregivers in the instructional program and documents family responses.	
Standard 4d: The candidate contributes to the school.		Candidate maintains minimal relationships with colleagues and/or does not consistently fulfill contractual and/or professional obligations.	Candidate attempts to build professional relationships with colleagues and administrators. Candidate fulfills contractual and professional obligations, though external duties may detract from Instructional responsibilities.	Candidate's instruction is impacted positively through participation in school projects and professional relationships with colleagues and administrators.	
Standard 4e: The candidate grows and develops professionally.		Candidate does not participate in professional development activities or in activities designed for beginning candidate support.	Candidate participates in required district or campus professional development activities and support activities.	Candidate has a plan for professional development and makes purposeful selections of professional development activities that support the candidate's growth in relation to the school improvement plan.	
Standard 4f: The candidate serves as an advocate for students.		Candidate does not use critical data to identify necessary actions to support student growth or meet individual student needs. The candidate does not take action once a need is identified.	Candidate uses databased problem solving to make others aware of students' needs and to enhance student opportunities for success in school.	In collaboration with others, candidate follows through on the use of academic, professional, and social resources and procedures that will enhance student success in and out of school.	

**Finding:** Overall student performance has been stable in the area of student teaching evaluation. This includes in the past three years all the areas except CEC Standard/ TxBESS clusters and standards. Based on the average performance scores, over the past two years there are several areas that are still lower than faculty would prefer.

**Interpretation of data:** Over the past 2 years, supervisors have adjusted to the new instrument but we are not satisfied to accept these scores of 2.4 even though they fall within the acceptable range (Proficient). We are in the process of looking at adjusting several of our courses to meet the needs of at least the lowest performing standard which is Standard 1f. The candidate plans to assess student learning.

To address of weakness additional components and assessments have been added to SPED 3360 (Example: Behavior Management Project – Key assessment # 6) and a collaborative & co-teaching paper (Key assessment #8). The addition of the assignment and paper should help improve verbal and nonverbal communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom. We have also added an additional assignment and assessment (Case Study Project in SPED 3365) which will allow candidates to develop their skills in using formal and informal assessments. We expect this new assessment to improve scores in these Principles over the next two years.

EC-6 With SPED (ASSESSMENT #4: Evaluation of Student Teaching)		2008-09	2009-10	Fall 2010	Average
CEC	TxBESS	N = 22	N = 14	N = 8	14.7
<ul style="list-style-type: none"> <li>• ICC4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments</li> <li>• ICC4S5 Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem</li> <li>• IGC4S2 Use strategies from multiple theoretical approaches for individuals with exceptional learning needs</li> <li>• ICC5K1 Demands of learning environments</li> <li>• ICC7K1 Theories and research that form the basis of curriculum development and instructional practice</li> <li>• ICC7K2 Scope and sequences of general and special curricula</li> <li>• ICC7K3 National, state or provincial, and local curricula standards</li> <li>• ICC7K4 Technology for planning and managing the teaching and learning environment</li> </ul>	Standard 1a: The Candidate demonstrates knowledge of content and pedagogy.	2.6	2.2	2.4	2.4
<ul style="list-style-type: none"> <li>• ICC4S2 Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs</li> <li>• ICC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs</li> <li>• IGC7K4 Relationships among exceptional learning needs and reading instruction</li> <li>• IGC7K3 Interventions and services for children who may be at risk for learning exceptional learning needs</li> <li>• ICC7S3 Involve the individual and family in setting instructional goals and monitoring progress</li> <li>• IGC7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual</li> </ul>	Standard 1b: The Candidate demonstrates knowledge of students.	2.6	2.5	2.6	2.6
<ul style="list-style-type: none"> <li>• IGC4S3 Teach learning strategies and study skills to acquire academic content</li> <li>• IGC4S4 Use reading methods appropriate to individuals with exceptional learning needs</li> </ul>	Standard 1c: The candidate selects key knowledge and skills.	2.6	2.2	2.4	2.4

<ul style="list-style-type: none"> <li>IGC4S5 Use methods to teach mathematics appropriate to the individuals with exceptional learning needs</li> <li>IGC4S13 Identify and teach essential concepts, vocabulary, and content across the general curriculum</li> <li>IGC4S14 Implement systematic instruction in teaching reading comprehension and monitoring strategies</li> <li>IGC4S15 Teach strategies for organizing and composing written products</li> </ul>					
<ul style="list-style-type: none"> <li>IGC4S7 Use appropriate adaptations and technology for all individuals with exceptional learning needs</li> <li>IGC4S16 Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language</li> <li>IGC4S6 Modify pace of instruction and provide organizational cues</li> <li>IGC5S2 Use and maintain assistive technologies</li> <li>ICC7K5 Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service</li> <li>ICC7S9 Incorporate and implement instructional and assistive technology into the educational program</li> <li>IGC7S4 Select, design, and use technology, materials and resources required to educate individuals whose exceptional learning needs interfere with communication</li> </ul>	Standard 1d: The candidate has knowledge of makes use of materials, resources, and technology.	2.6	2.2	2.4	2.4
<ul style="list-style-type: none"> <li>IGC4S1 Use research-supported methods for academic and nonacademic instruction of individuals with exceptional learning needs</li> <li>IGC4S9 Use a variety of no aversive techniques to control targeted behavior and maintain attention of individuals with exceptional learning needs</li> <li>IGC4S10 Identify and teach basic structures and relationships within and across curricula</li> <li>IGC4S11 Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval</li> <li>IGC4S12 Use responses and errors to guide instructional decisions and provide feedback to learners</li> <li>IGC5K3 Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings</li> </ul>	Standard 1e: The candidate designs activities that promote student learning.	2.6	2.2	2.5	2.4
<ul style="list-style-type: none"> <li>IGC4S8 Resources, and techniques used to transition individuals with exceptional learning needs into and out of school and post school environments</li> <li>ICC4S1 Use strategies to facilitate integration into various settings</li> <li>ICC4S6 Use strategies that promote successful transitions for individuals with exceptional learning needs</li> <li>ICC7S10 Prepare lesson plans</li> <li>ICC7S11 Prepare and organize materials to implement daily lesson plans</li> </ul>	Standard 1f: The candidate plans to assess student learning.	2.5	2.1	2.2	2.3
<ul style="list-style-type: none"> <li>ICC5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued</li> <li>ICC5S2 Identify realistic expectations for personal and social behavior in various settings</li> <li>ICC5S3 Identify supports needed for integration into various program placements</li> <li>ICC5S4 Design learning environments that encourage active participation in individual and group activities</li> <li>IGC7S3 Plan and implement age and ability appropriate instruction for individuals with exceptional learning needs</li> <li>IGC7S5 Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans</li> </ul>	Standard 2a: The candidate creates and environment of rapport and respect.	2.8	2.6	2.9	2.7
<ul style="list-style-type: none"> <li>ICC5K7 Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world</li> <li>ICC5K8 Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage</li> <li>ICC5K9 Ways specific cultures are negatively stereotyped</li> <li>ICC5K10 Strategies used by diverse populations to cope with a legacy of former and continuing racism</li> </ul>	Standard 2b: The candidate establishes a culture for learning.	2.6	2.2	2.4	2.5



<ul style="list-style-type: none"> <li>• ICC5S8 Teach self-advocacy</li> <li>• ICC5S9 Create an environment that encourages self-advocacy and increased independence</li> <li>• IGC5S4 Teach individuals with exceptional learning needs to give and receive meaningful feedback from peers and adults</li> <li>• IGC5S5 Use skills in problem-solving and conflict resolution</li> <li>• ICC7S8 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences</li> </ul>					
<ul style="list-style-type: none"> <li>• ICC5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs</li> <li>• ICC5K3 Effective management of teaching and learning</li> <li>• ICC5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs</li> <li>• ICC5K5 Social skills needed for educational and other environments</li> <li>• ICC5K6 Strategies for crisis prevention and intervention</li> <li>• IGC5K1 Barriers to accessibility and acceptance of individuals with exceptional learning needs</li> <li>• IGC5K2 Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptional learning needs</li> <li>• ICC5S7 Establish and maintain rapport with individuals with and without exceptional learning needs</li> <li>• ICC7S12 Use instructional time effectively</li> <li>• ICC7S13 Make responsive adjustments to instruction based on continual observations</li> </ul>	Standard 2c: The candidate manages classroom procedures.	2.5	2.5	2.6	2.6
<ul style="list-style-type: none"> <li>• ICC5S13 Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences</li> <li>• ICC5S14 Mediate controversial intercultural issues among individuals with exceptional learning needs within the learning environment in ways that enhance any culture, group, or person</li> <li>• ICC5S15 Structure, direct, and support the activities of paraeducators, volunteers, and tutors</li> <li>• ICC5S16 Use universal precautions</li> <li>• IGC5S6 Establish a consistent classroom routine for individuals with exceptional learning needs</li> <li>• ICC5S10 Use effective and varied behavior management strategies</li> <li>• ICC5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs</li> <li>• ICC7S14 Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions</li> <li>• IGC7S1 Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior</li> </ul>	Standard 2d: The candidate manages student behavior.	2.6	2.5	2.6	2.5
<ul style="list-style-type: none"> <li>• ICC5S12 Design and manage daily routines</li> <li>• ICC5S5 Modify the learning environment to manage behaviors</li> <li>• IGC5S1 Provide instruction in community-based settings</li> <li>• IGC5S3 Plan instruction in a variety of educational settings</li> <li>• ICC7S7 Integrate affective, social, and life skills with academic curricula</li> </ul>	Standard 2e: The candidate organizes physical space.	2.7	2.6	2.6	2.7
<ul style="list-style-type: none"> <li>• ICC9S8 Use verbal, nonverbal, and written language effectively</li> <li>•</li> </ul>	Standard 3a: The Candidate communicates clearly and accurately	2.6	2.5	2.4	2.5
<ul style="list-style-type: none"> <li>• IGC4S12 Use responses and errors to guide instructional decisions and provide feedback to learners</li> </ul>	Standard 3b: The candidate uses questioning and discussion techniques.	2.5	2.2	2.4	2.4
<ul style="list-style-type: none"> <li>• ICC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments</li> <li>• IGC7S8 Design, implement, and evaluate instructional programs that</li> </ul>	Standard 3c: The candidate engages students in learning.	2.6	2.2	2.6	2.5

enhance social participation across environments					
<ul style="list-style-type: none"> <li>• ICC7S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs</li> <li>• ICC7S2 Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members</li> </ul>	Standard 3d: The candidate assesses student learning.	2.4	2.5	2.4	2.4
<ul style="list-style-type: none"> <li>• IGC7S6 Design and implement instructional programs that address independent living and career education for individuals</li> <li>• IGC7S7 Design and implement curriculum and instructional strategies for medical self-management procedures</li> </ul>	Standard 3e: The Candidate demonstrates flexibility and responsiveness.	2.7	2.5	2.6	2.6
<ul style="list-style-type: none"> <li>• ICC7S15 Evaluate and modify instructional practices in response to ongoing assessment data</li> <li>• ICC9S11 Reflect on one's practice to improve instruction and guide professional growth</li> </ul>	Standard 4a: The candidate reflects on teaching.	2.6	2.5	2.7	2.6
<ul style="list-style-type: none"> <li>• ICC7S4 Use functional assessments to develop intervention plans</li> <li>• ICC7S5 Use task analysis</li> <li>• ICC7S6 Sequence, implement, and evaluate individualized learning objectives</li> </ul>	Standard 4b: The candidate maintains accurate records.	2.7	2.4	2.4	2.5
<ul style="list-style-type: none"> <li>• ICC10K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program</li> <li>• ICC10K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns</li> <li>• ICC10S1 Maintain confidential communication about individuals with exceptional learning needs</li> <li>• ICC10S2 Collaborate with families and others in assessment of individuals with exceptional learning needs</li> <li>• ICC10S3 Foster respectful and beneficial relationships between families and professionals</li> <li>• ICC10S4 Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team</li> <li>• ICC10S5 Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families</li> <li>• IGC10S2 Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with exceptional learning needs</li> <li>• IGC10S3 Teach parents to use appropriate behavior management and counseling techniques</li> <li>• IGC10S4 Collaborate with team members to plan transition to adulthood that encourages full community participation</li> <li>• ICC10S11 Observe, evaluate, and provide feedback to paraeducators</li> </ul>	Standard 4c: The candidate communicates with families/caregivers.	2.4	2.1	2.5	2.3
<ul style="list-style-type: none"> <li>• IGC9S1 Participate in the activities of professional organizations relevant to individuals with exceptional learning needs</li> <li>• ICC10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members</li> <li>• IGC10K1 Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with exceptional learning needs</li> <li>• IGC10K2 Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with exceptional learning needs</li> <li>• IGC10K3 Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with exceptional learning needs</li> <li>• IGC10K4 Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning exceptional learning needs</li> <li>• ICC10K1 Models and strategies of consultation and collaboration</li> <li>• ICC10S7 Use group problem-solving skills to develop, implement, and evaluate collaborative activities</li> <li>• ICC10S8 Model techniques and coach others in the use of instructional methods and accommodations</li> </ul>	Standard 4d: The candidate contributes to the school.	2.5	2.4	2.8	2.6

<ul style="list-style-type: none"> <li>• ICC10S9 Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs</li> <li>• ICC10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.</li> </ul>					
<ul style="list-style-type: none"> <li>• ICC9K1 Personal cultural biases and differences that affect one's teaching</li> <li>• ICC9K2 Importance of the teacher serving as a model for individuals with exceptional learning needs</li> <li>• ICC9K3 Continuum of lifelong professional development</li> <li>• ICC9K4 Methods to remain current regarding research-validated practice</li> <li>• IGC9K1 Sources of unique services, networks, and organizations for individuals with exceptional learning needs</li> <li>• IGC9K2 Organizations and publications relevant to individuals with exceptional learning needs</li> <li>• ICC9S1 Practice within the CEC Code of Ethics and other standards of the profession</li> <li>• ICC9S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession</li> <li>• ICC9S3 Act ethically in advocating for appropriate service</li> <li>• ICC9S4 Conduct professional activities in compliance with applicable laws and policies</li> <li>• ICC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs</li> <li>• ICC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals</li> <li>• ICC9S7 Practice within one's skill limits and obtain assistance as needed</li> <li>• ICC9S9 Conduct self-evaluation of instruction</li> <li>• ICC9S10 Access information on exceptionalities</li> <li>• ICC9S11 Reflect on one's practice to improve instruction and guide professional growth</li> <li>• ICC9S12 Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues</li> <li>• ICC9S13 Demonstrate commitment to engage in evidence-based practices</li> </ul>	Standard 4e: The candidate grows and develops professionally.	2.5	2.2	2.5	2.4
<ul style="list-style-type: none"> <li>• IGC9S2 Ethical responsibility to advocate for appropriate services for individuals with exceptional learning needs</li> <li>• IGC7K1 Integrate academic instruction and behavior management for individuals and groups with exceptional learning needs</li> <li>• IGC7K2 Model career, vocational, and transition programs for individuals with exceptional learning needs</li> </ul>	Standard 4f: The candidate serves as an advocate for students.	2.6	2.4	2.6	2.6
		2.6	2.5	2.6	