

## **Assessment 8 – An additional assessment addresses CEC standards 10 (Collaboration) and 9 (Professional and Ethical Practice) - Student collaborative & co-teaching Paper**

**Description:** This project will require the beginning special educator candidates to demonstrate their ability to collaborate with peers, general education teachers and paraprofessionals. After receiving a classroom and teacher assignment, candidates will work in collaborative teams planning a co-teaching activity. Throughout this process, at least two Angelo State University practicum candidates and the general education teacher will work together to develop at least a 30-45 minute co-teaching lesson and a paper that describes the process. Candidates will identify the appropriate state benchmarks for the subject related to student's needs. Candidates will spend time discussing the benchmark(s) with team members.

Special education candidates know and **demonstrate respect** for their students first as unique human beings and understand the **similarities and differences in human development** and the characteristics between and among individuals with and without exceptional learning needs. Moreover, special educators understand how **exceptional conditions** can **interact** with the domains of human development and they **use this knowledge to respond to the varying abilities and behaviors**. Candidates will determine the extent to which all members understand the co-teaching concept and possible ways to teach the lesson. Activities will be selected for the chosen concept or lesson and activities must be designed for grade level of the students being taught. Candidates must make sure they can adapt the lesson and activities to work within the assigned co-teaching activity.

During the process of developing and teaching the co-teaching lesson practicum, candidates will draft a paper that reflects on the collaborative process of developing and teaching the co-taught lesson. Discussion will include individualized decision-making and instruction around **long-range individualized instructional plans** anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected **shorter-range goals and objectives** taking into consideration individuals' abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.

Plans emphasize **explicit modeling** and **efficient guided practice** to assure acquisition and fluency through maintenance and generalization. Instructional plans should discuss any needs for modification **based on ongoing analysis of the individual's learning progress**. Moreover, special educators facilitate this instructional planning in a **collaborative context**. Collaborative teams should also discuss **individualized transition plans**, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts and the using of **appropriate technologies** to support instructional planning and individualized instruction.

Special educators must routinely and effectively know how to collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. Collaboration helps to assure that the needs of individuals with

special needs are addressed. Special educators must embrace their role as advocates for individuals with special needs by working with a myriad of people who actively seek their collaboration to effectively include general education teachers. Special educators must be noted as a resource to their colleagues in understanding the laws and policies that are relevant to individuals with special needs. Special educators use collaboration to facilitate the successful transitions of individualized services across settings and services.

This project is a written narrative of the Candidate's (your) initiation and development of a collaborative (co teaching) project. The paper will record the dialog with you and your co-teacher in the planning of your co-teaching activity, the brainstorming of the concept to be taught, the assessment method, the development of the written lesson plan, the instructional strategies and individualize instruction for all individuals and who will provide them, and a reflection on how the lesson went and how you would like to improve the co-teaching experience next time. This paper will require you to demonstrate your ability to collaborate with peers, general education teachers and paraprofessionals. After receiving a classroom and teacher assignment, you will work in collaborative teams planning a co-teaching activity. Throughout this process, you and a general education teacher will work together to develop at least a 30-45 minute co-teaching lesson. This paper describes this entire process. You will identify the appropriate state benchmarks for the subject related to student's needs and you must have discussing the benchmark(s) with team members. All these areas and activities must be documented in the paper and validated by all members of the team. Validation of accuracy will be provided by each member of the team signing the cover page of the final paper.

The paper will be composed of four parts:

PART I: CONCEPT DEVELOPMENT  
(*CEC Standard 1, 8, & 10*)

PART II: WRITING THE LESSON  
(*CEC Standard 7*)

PART III: TEACHING  
(*CEC Standard 4*)

PART IV: REFLECTION  
(*CEC Standard 9*)

**Co-Teaching Paper**

This project is a written narrative of the Candidate's initiation and development of a collaborative (co teaching) project. The paper will record the dialog between the Candidate and the co-teacher in the planning of the co-teaching activity, the brainstorming of the concept to be taught, the assessment method, the development of the written lesson plan, the instructional strategies and individualize instruction for all individuals and who will provide them, and a reflection on how the lesson went and how you would like to improve the co-teaching experience next time. This paper will require the candidate to demonstrate the ability to collaborate with peers, general education teachers and paraprofessionals. After receiving a classroom and teacher assignment, the candidate will work in collaborative teams planning a co-teaching lesson. Throughout this process, the candidate and a general education teacher will work together to develop at least a 30-45 minute co-teaching lesson. This paper describes this entire process. Candidates will identify the appropriate state benchmarks for the subject related to student's needs and must have discussing the benchmark(s) with all team members. All these areas and activities must be documented in the paper and validated by all members of the team. Validation of accuracy will be provided by each member of the team signing the cover page of the final paper.

## **PART I: CONCEPT AND CONTENT DEVELOPMENT**

### ***Content & Collaboration - (CEC Standard 10)***

After you have received your classroom and teacher assignment, get together with your team to begin planning your co-teaching activity. Throughout this process, keep in mind that your activity and wrap-up discussion should last 30- 45 minutes. Find the appropriate state benchmarks for the subject relate to your students needs. Spend some time discussing the benchmark(s) with your team so that you can determine the extent to which all of you understand the concept and possible ways to teach it. Next, decide on an activity that can be used to teach your chosen concept or lesson. Please limit yourself to those activities that are designed for your grade level students. Read through the activity to make sure can be adapted for your co-teach activity, and consult with the supervisor or instructor to ensure that the materials needed for the activity are available. Remember to consider: 1) individualized decision-making and instruction, 2) long-range individualized instructional plans anchored in both general and special curricula, 3) shorter-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors, 4) instructional plans that emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization, 5) all individuals' exceptional condition that will guide the selection, adaptation, and creation of materials, 6) instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate, and 7) using appropriate technologies to support instructional planning and individualized instruction.

### ***Brainstorming for Concept Understanding (CEC Standard 10)***

As a team, decide which part(s) of the activity you will do with the class, and how to distribute the workload. Come up with at least five discussion questions for the team to explore after you have finished the activity. You should have questions for your team in the area of both content and pedagogy. Your questions should be designed to promote discussion amongst your team in the areas of

understand the field as an evolving and changing discipline, evidence-based principles and theories, relevant laws and LEA policies, and issues that have historically influenced and continue to influence the field of special education and the education and treatment of all individuals. Explore the influence professional practice, including assessment, instructional planning, implementation, program evaluation, and how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of services. Your goal is to facilitate the formation of a sophisticated understanding of the concept and how to teach it.

### ***Assessment Method (CEC Standard 8)***

Design a method of assessing the degree to which your peers have met your chosen standard. Make sure that your assessment is appropriate both for measuring the standard itself, and it should be appropriate for the level at which you are learning. Candidates should insure that assessment is an integral part of the decision-making and teaching process where and educators use multiple types of assessment information for a variety of educational decisions making processes. Candidates should use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Candidates must include the discussion that includes measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results and consider the use of formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with and without special needs. Candidates should remember to monitor the progress of all individuals in general and special curricula and when appropriate use technologies to support these assessments. Candidates will need to provide answers for the assessment as well; if you choose to assess using essay and/ or short answer questions, this means including a rubric that can be used to score responses. I may use parts or all of your assessment for formative or summative assessments. After your assessment item(s) and grading key; include a thoughtful justification for why you feel the standard is best measured by your assessment.

NOTE: Don't be fooled into thinking multiple-choice items will necessarily be easier! The reality is that it's pretty difficult to write a good multiple-choice question. Good multiple-choice questions will include choices that reflect common misconceptions about the concept, or almost-understandings. In addition, you need to be careful not to be ambiguous in the question itself. I am not trying to imply you shouldn't use multiple-choice questions, because sometimes they are the most appropriate way to assess an outcome, and like it or not, students need to learn how to answer them. Just be aware that they're not easy to write

## **PART II: WRITING THE LESSON (CEC Standard 7)**

Describing your co-teaching experience in this section as if you are tell the process to someone who has never taught and who is unfamiliar with your activity or with co-teaching. Describe the lesson, activities and the assessment and include a description of the grading key and/or rubric. Use details to enhance your description of the co-teaching planning process and what will happen during

the process. Give examples to illustrate your strengths and weaknesses when you teach and what will be the key things to watch during the lesson. Individualized decision-making and instruction are at the center of special education candidate's long-range individualized instructional plans which are anchored in both general and special curricula. Candidates should systematically translate individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Understanding of these factors will assist with the implications of adaptation, creation of materials, the use of powerful instructional variables, and ongoing analysis of the individual's learning progress.

Describe how you worked to improve. Include the written lesson plan as Appendix item A.

### **Basic Lesson Plan Format:**

**Grade/Class**

**Title/Topic/Theme/Unit**

**Length of Lesson**

**Co-Teaching Model Being Used**

**TEKS or Pre-K Curriculum Guidelines** – List the TEKS or PreK Guidelines that are addressed in the lesson. Please list the subject area(s), number(s) and write a brief description of the TEKS/Guidelines incorporated in the lesson

**Objectives** – Describe in terms of observable behavior, precisely what you want students to achieve. (For example: At the end of the lesson the student will be able to \_\_\_ with 95% accuracy)

**Assessment** – Each lesson must include at least, but preferably more than, one strategy for determining the extent to which students are achieving the lesson's objectives

**Accommodations/Modifications/Enrichment**

Accommodations – changing the “how” of your instruction- any changes except

changes to the curriculum

Modifications – changing the curriculum based on students' IEPs

Enrichment – enhancing the curriculum

**Materials** – List all the materials the teacher needs to teach the lesson and all the materials needed by the student to complete the activities

**Resources** – Cite where information used to plan this lesson was found (e. g., textbook, teacher’s guide, instructional magazines, educational websites) or credit the person whose original ideas were used

**Body of the Lesson** - Procedures will vary according to the design/purpose of lesson – brief outline of information covered by the lesson be sure to list what each member of the co-teaching team will be doing

**Introduction Statement** – List the first couple of sentences you utter when you start the lesson – then briefly discuss the activity you will use to focus and motivate students, a statement of lesson objective or rationale for lesson (e. g., bell-ringer, sponge activity, and warm-up)

A. Modeling/Demonstration/Direct Instruction – teacher models skills

**OR**

B. Inquiry/Independent Practice/Research – students use these skills to gain knowledge

**Procedures** – teacher explains what students will be doing - Shared and/or Guided Practice – students, with or without aid of teacher, practice. Explain what the students have seen the teacher model

**Closure** – brief review of lesson and student reflections on what they learned - List the first couple of sentences you utter when you start to close the lesson

### **PART III: TEACHING & INSTRUCTIONAL STRATEGIES (CEC Standard 4)**

Candidates should possess a repertoire of evidence-based **instructional strategies to individualize instruction** for all individuals.

Candidates should be able to select, adapt, and use these instructional strategies to promote **positive learning results in general and special curricula** and to appropriately **modify learning environments** for individuals with special needs. Candidates should be able to enhance the **learning of critical thinking, problem solving, and performance skills** of individuals, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem of all students which includes the **development, maintenance, and generalization** of knowledge and skills across environments, settings, and the lifespan.

Discuss these above topics and include when and how much time you spent on practicing your activity/lesson before you teach the class. Explain how the teaching activity had to change after you practiced it. Consider asking a team member to write observations about the other members while the other team member is “in charge.” This will help you as you get ready to reflect on your experience.

#### **PART IV: REFLECTION (CEC Standard 9)**

Candidates are guided by the profession's ethical and professional practice standards to practice in multiple roles and complex situations across wide age and developmental ranges in order to better view themselves as **lifelong learners** and regularly reflect on and adjust their practice. These reflections should include ongoing attention to **legal matters** along with serious professional and **ethical considerations** and how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Candidates should include actively planning and engaging in activities that foster their professional growth and keep them current with evidence-based best practices without ignoring their own limits.

Describe how the lesson went and how you would like to improve the co-teaching experience next time. Discuss how it felt to collaborate with your team members and the supervisors and what would have made the experience better. Discuss what went right with the lesson or how the lesson might be altered if presented again. Come up with examples and evidence that support your conclusions! What would you change if you were to co-teach with these team members again?

#### **Basic Reflection Format**

- A. How did your actual lesson differ from your plans? Describe the changes you made and explain why you made them. Be thorough and specific in your description.*
- B. How did your actual co-teaching activities work? Did it differ from your plans? Describe the changes that were made and explain why they were made. Be thorough and specific in your description.*
- C. Based on your plan for assessing learning and the data you collected, evaluate the success of the activity. Be thorough in your description. Cite multiple examples of student behavior and language that document your conclusions.*
- D. Based on this experience, what changes would you make if you were to present this activity again? Why? Cite at least one way you could incorporate developmentally appropriate practice in a better or more thorough way.*
- E. What did you learn from this experience? (About co-teaching, collaboration, children, teaching, and yourself)*
- F. Identify two things you learned about teaching as a result of planning and conducting this activity. Describe how you will apply this new knowledge to upcoming opportunities for developing learning experiences for children.*
- G. Identify one thing you learned about yourself as a result of planning and conducting this activity.*

Student Name: \_\_\_\_\_

## Co-Teaching Project Rubric

Dimension	Unsatisfactory Does not meet standards. 0 Points	Basic Meets minimal standards. 1 Points	Proficient Consistently meets standards. 2 Points	Distinguished Consistently exceeds standards. 3 Points	score
<u>Content of Paper:</u> Factual information presented in the paper. <b>Standard 1-</b> ICC1K5, ICC1K9, ICC1K10, IGC1K1, IIC1K1, IIC1K4, IGC1K5, ICC1S1, IIC1K7, IGC1K7 <b>Standard 9-</b>	Much of the content provided in the paper is inaccurate.	Content provided in the paper covers accurate information about identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds	The content provided in the paper covers models, theories, philosophies, and research methods that form the basis for special education practice including rights and responsibilities of individuals with exceptional learning needs. Including information about identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds	The content provided in the paper is accurate and uses recent sources that cover models, theories, philosophies, and research methods that form the basis for special education practice including rights and responsibilities of individuals with exceptional learning needs. Including information about identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds	
<u>Co-teaching:</u> A model of co-teaching is demonstrated. <b>Standard 10 - ICC10K1,</b> ICC10K2, ICC10K3, ICC10K4, IGC10K1, IGC10K2, IGC10K3, IGC10K4, ICC10S5, ICC10S6, ICC10S7, ICC10S8, ICC10S9, IIC10K2, IIC10K3, ICC10S1, ICC10S2, ICC10S3, ICC10S4, ICC10S5, ICC10S6, ICC10S7, ICC10S8, ICC10S9	The co-teaching model is demonstrated inaccurately or not at all.	The co-teaching model is demonstrated in some detail and includes models considered and strategies that were discussed for collaboration and fostering respectful.	The co-teaching model accurately uses group problem-solving skills to develop, implement, and evaluate collaborative activities is discussed. It uses collaboration to assure that the needs of all individuals are addressed and to promote and advocate the learning and well being of individuals with special needs across a wide range of settings and a range of different learning experiences. Discussion also included beneficial relationships between families and/or professionals.	The co-teaching model is demonstrated accurately with the use of resource discussed to assist colleagues in understanding the laws and policies relevant to individuals with special needs. It uses collaboration to assure that the needs of all individuals are addressed and to promote and advocate the learning and well being of individuals with special needs across a wide range of settings and a range of different learning experiences. Discussion also included beneficial relationships between families and/or professionals.	
<u>Audience:</u> The lesson is appropriate for the students for which it is intended. <b>Standard 2-</b> ICC2K1, ICC2K2, ICC2K3, ICC2K4, ICC2K5, ICC2K6, ICC2K7, IGC2K1, IGC2K2, IGC2K3, IGC2K4, IGC2K5, IGC2K6, IIC2K1, IIC2K2, IIC2K3, IIC2K4, IIC2K5	The lesson is not appropriate for the college student audience for which it is intended.	The lesson meets the needs of the college student audience for which it is intended with some lapses.	The lesson is appropriate to demonstrate respect for students as unique human beings and explores the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs. The lesson demonstrates an understanding of how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals. The lesson supports the understanding that special educators have an impact on the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.	The lesson is exceedingly appropriate to in fully demonstrating respect for students as unique human beings and explores the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs. The lesson demonstrates an understanding of how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals. The lesson supports the understanding that special educators have an impact on the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.	
<u>Co-Taught Plan:</u> The lesson incorporates a co-teaching model. <b>Standard 10 - ICC10K1, ICC10K2, ICC10K3, ICC10K4,</b>	The paper is poorly written and does not	The paper has some writing errors but can be understood. It incorporates the co-teaching model	The paper discusses the co-teaching model coherently and the special educator as specialists who can collaborate effectively to include and teach all individuals. Special educators are a	The paper is well-written and incorporates the co-teaching model coherently, including names and times. It discusses the special educator as specialists who can collaborate effectively to include and teach	



<b>IGC10K1, IGC10K2, IGC10K3, IGC10K4, ICC10S5, ICC10S6, ICC10S7, ICC10S8, ICC10S9, IIC10K2, IIC10K3, ICC10S1, ICC10S2, ICC10S3, ICC10S4, ICC10S5, ICC10S6, ICC10S7, ICC10S8, ICC10S9</b>	describe the co-teaching model coherently.	coherently but the discussion includes only limited points about the educators as a resource or the beneficial relationships needed between families and/or professionals.	resource to their colleagues in the laws and policies relevant to Individuals with special needs and serve as facilitators of successful transitions for individuals with special needs across settings and services.	all individuals. Special educators are a resource to their colleagues in the laws and policies relevant to Individuals with special needs and serve as facilitators of successful transitions for individuals with special needs across settings and services.	
<u>Assistive and Instructional Technology</u> : Technology is integrated into the lesson and describe in the paper. <b>Standard 3, 4, &amp; 7- IGC3S1, IIC3S1, ICC7K4, ICC7S9, ICC8S3, IGC4S7, IGC7S4, IIC8S5, IIC4S2, IIC8S5, IIC4S2</b>	Technology is not used to enhance or inhibits learning for many students.	Technology is used to enhance learning for some students but is not clear why.	Technology is used appropriate in the lesson as an adaptation for individuals with exceptional learning needs and it enhance learning for students and is <b>clearly</b> described in the paper.	Technology is used appropriate in the lesson as an adaptation for individuals with exceptional learning needs and it enhance learning for students and is <b>fully</b> described in the paper.	
<u>Effects of cultural and linguistic differences</u> : The paper discusses cultural and linguistic differences. <b>Standard 6 - ICC6K1, ICC6K2, ICC6K3, ICC6K4, IGC6K1, IGC6K2, IGC6K3, ICC6S1, ICC6S2, IGC6S1, IGC6S2, IGC6S3, IGC6S4, IGC6S5, IIC6K1, IIC6K2, ICC6S1, ICC6S2, IIC6S1, IIC6S2, IIC6S3</b>	The paper does not go over cultural and linguistic differences	The paper slightly goes over cultural and linguistic differences. The paper does not provide a discussion of effective language models or communication strategies or resources to facilitate understanding of subject matter for individuals with special needs or whose primary language is not English.	The paper clearly covers cultural and linguistic differences and includes the discussion of augmentative & assistive communication strategies and other communication methods to an individual's language proficiency and cultural and linguistic differences. In addition the paper provides effective language models and communication strategies and resources to facilitate understanding of subject matter for individuals with special needs including individuals whose primary language is not English.	The paper completely covers cultural and linguistic differences and issues are well-developed and include the discussion of augmentative & assistive communication strategies. Included in the paper is the discussion of other communication methods to an individual's language proficiency and cultural and linguistic differences. In addition the paper provides effective language models and communication strategies and resources to facilitate understanding of subject matter for individuals with special needs including individuals whose primary language is not English.	
Handouts: Supplemental materials to be used in the learning experience. <b>Standards 7 - ICC7S11, ICC7S12, ICC7S13, ICC7S14, ICC7S8, ICC7S9, ICC7S10, ICC7S11, ICC7S12, ICC7S13</b>	Student materials are poorly developed or not provided at all.	Materials are mostly well-developed, but some have questionable usefulness or readability.	All materials are well-developed and emphasize individualized instructional plans with explicit use for modeling and guided practice to assure acquisition and fluency, maintenance, and generalization. The materials reflect an understanding of these factors and guide the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables.	All materials are well-developed and enhance application of the knowledge learned. All materials emphasize individualized instructional plans with explicit use for modeling and guided practice to assure acquisition and fluency, maintenance, and generalization. The material reflects an understanding of these factors and guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables.	
<u>Literature Resources</u> : Reliable resources from reputable sources. <b>Standards 1, 4, 7, &amp; 9 - ICC1K1, IGC4S1, ICC7K1, ICC9K4, IIC4S1</b>	Zero reputable sources are provided.	Less than five reputable literature- or web-based sources are provided.	At least seven reputable literature-based sources are provided that support research-validated practices.	More than 10 reputable literature-based sources are provided that support research-validated practices including models, theories, philosophies of SPED.	
<u>Assessment of Student Learning</u> : Activities in the paper noted that measure student learning of concepts. <b>Standards 8 -</b>	The co-teachers do not measure	The co-teachers attempt to measure whether the students needs to learned or has learned the	The co-teachers knows and demonstrates that the assessment is integral to the decision-making and teaching of special needs students and use multiple types of assessment information for a variety of	The co-teachers measure whether the students learned the concepts of the lesson and discuss it in the paper the basic terminology and the limitations of assessment instruments. They provided feedback to	

<b><i>ICC8K1, ICC8K2, ICC8K3, ICC8K4, ICC8K5, IGC8K1, IGC8K2, IGC8K3, IGC8K4, ICC8S1, ICC8S2, ICC8S3, ICC8S4, ICC8S5, ICC8S6, ICC8S7, ICC8S8, ICC8S9, IGC8S1, IGC8S2, IGC8S3, IGC8S4, IGC8S5, IIC8K1, IIC8K2, IIC8K3, IIC8S1, IIC8S2, IIC8S3, IIC8S4, IIC8S5, IIC8S6, IIC8S7</i></b>	whether the students learned the concepts.	concepts in the lesson.	educational decisions. The co-teachers use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. In addition measure whether the students learned the concepts of the lesson and discuss it in the paper the basic terminology and the limitations of assessment instruments.	the students and noted in the paper. The co-teachers demonstrates that the assessment is integral to the decision-making and teaching of special needs students and use multiple types of assessment information for a variety of educational decisions. The co-teachers use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. In addition measure whether the students learned the concepts of the lesson and discuss it in the paper the basic terminology and the limitations of assessment instruments.	
<u>Teamwork</u> : How the co-teachers work together to complete the assignment. <b><i>Standard 10 - ICC10K1, ICC10K2, ICC10K3, ICC10K4, IGC10K1, IGC10K2, IGC10K3, IGC10K4, ICC10S5, ICC10S6, ICC10S7, ICC10S8, ICC10S9, IIC10K2, IIC10K3, ICC10S1, ICC10S2, ICC10S3, ICC10S4, ICC10S5, ICC10S6, ICC10S7, ICC10S8, ICC10S9</i></b>	All members of the co-teacher team do not contribute to both the preparation and teaching.	Only one of the co-teacher team members contribute significantly to both the preparation and teaching of the lesson.	Each co-teacher contributes to the preparation and teaching of the lesson and includes factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, or community members. The paper notes that the special educator is a resource to their colleagues in the laws and policies relevant to Individuals with special needs and serves as facilitators of successful transitions for individuals with special needs across settings and services.	Each co-teacher contributes to the preparation and teaching of the lesson and includes factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, or community members. Candidates note collaboration with others in assessment of individuals with exceptional learning needs The paper notes that the special educator is a resource to their colleagues in the laws and policies relevant to Individuals with special needs and serve as facilitators of successful transitions for individuals with special needs across settings and services.	
<u>Creativity</u> : The imagination that the team uses to put the lesson together.	The written lesson does not reflect that the lesson was fun or interesting enough to enhance student engagement	The written lesson attempts to make the lesson fun or interesting enough to enhance a few students' engagement.	The written lesson reflects that the instructors make the paper fun and interesting and encourages student engagement.	The written lesson reflects that the instructors make the paper fun and interesting to enhance student engagement and participation.	
<u>Enthusiasm</u> : The energy that the team creates for the subject inspires the audience.	The co-teachers show little or no interest for the subject that they have been assigned.	The co-teachers show some interest in the subject that they have been assigned.	The co-teachers show passion for the subject that they have been assigned.	The co-teachers show passion for the subject that they have been assigned and elicit questions from the audience.	
Response to Feedback: How the	Few or	Some team members	The team respectfully listens to feedback and	The team respectfully listens to feedback and makes	

team responds to feedback after the lesson, during the paper, and when working with students. <b><i>Standards 4, 5, &amp; 10 - ICC10S11, IGC4S12, IGC5S4, IIC4S6, IIC5S5</i></b>	none of the team members respectfully listen to feedback or provide written feedback to students.	respectfully listen to feedback and note written feedback to students..	provides written or oral feedback to students and it is reflected in the paper. The team uses feedback on personal errors to guide instructional decisions and provide feedback to learners and teaches individuals with exceptional learning needs to give and receive meaningful feedback from peers and adults.	recommended adjustments to the lesson and reflects it in the paper and provides written feedback to students and it is reflected in the paper. The team uses feedback on personal errors to guide and model instructional decision making and as a way to provide feedback to learners with exceptional learning needs and model how to receive meaningful feedback from peers and adults.	
<b>Collaboration Process:</b> How the team worked together to develop the lesson. <b><i>Standard 10 - ICC10K1, ICC10K2, ICC10K3, ICC10K4, IGC10K1, IGC10K2, IGC10K3, IGC10K4, ICC10S5, ICC10S6, ICC10S7, ICC10S8, ICC10S9, IIC10K2, IIC10K3, ICC10S1, ICC10S2,</i></b>	Few or none of the team members respectfully collaborate d	Some team members collaborated and the paper reflects on the collaboration process.	All team members collaborated in the lesson plan process and/or the paper reflects on what was wrong with the collaboration process. All members observed, evaluated, and provided feedback to the team as well as using group problem-solving skills to develop, implement, and evaluate collaborative activities.	All team members were respectful and collaborated in the lesson plan process and the paper reflects on the collaboration process. All members observed, evaluated, and provided feedback to the team as well as using group problem-solving skills to develop, implement, and evaluate collaborative activities.	
<b>Reflection:</b> How the lesson went. <b><i>Standard 9 - ICC9K1, ICC9K2, ICC9K3, ICC9K4, IGC9K1, IGC9K2, ICC9S1, ICC9S2, ICC9S3, ICC9S4, ICC9S5, ICC9S6, ICC9S7, ICC9S8, ICC9S9, ICC9S10, ICC9S11, ICC9S12, ICC9S13, IGC9S1, IGC9S2, IIC9K1, IIC9K2, IIC9S1, IIC9S2, IIC9S3</i></b>	Fails to reflect on lesson	Mentions parts of the Basic Reflection items but fails to clearly connect with the lesson to principles items	Relates experience to developmentally appropriate practice and requires, of themselves personal ongoing attention to legal matters along with serious professional and ethical considerations. The team engaged in professional activities and participate that benefit individuals with special needs, and their own professional growth. The team views themselves as lifelong learners and regularly reflects on and adjusts their practice.	Relates experience to developmentally appropriate practice and requires, of themselves personal ongoing attention to legal matters along with serious professional and ethical considerations. The team engaged in professional activities and participate that benefit individuals with special needs, and their own professional growth. The team views themselves as lifelong learners and regularly reflect on and adjust their practice and notes future development of professional self	

Rubric points - grade % total points

1.1 - 70.0 %

1.2 - 72.5

1.3 - 74

1.4 - 75.5

1.5 - 77

1.6 - 78.5

1.7 - 80

1.8 - 81.5

1.9 - 83

2.0 - 84.5

2.1 - 86

2.2 - 87.5

2.3 - 89

2.4 - 90.5

2.5 - 92

2.6 - 93.5

2.7 - 95

2.8 - 96.5

2.9 - 98

3.0 - 100%