

# Lesson Plan Observation Summary

	Emergent	Developing	Proficient	Advanced	Score/Level
Professional Writing	<p>Observation Summary includes 3 or 4 (or less) of the 9 of the following:                      -written using professional language,                      -title page,                      -1" margins                      -double spaced                      -12 point font                      -Times New Roman font                      -No spelling errors                      -no grammatical errors                      -covers all the main elements of the observation summary assignment</p> <p><b>Standards</b>  <b>USA- CEC Council for Exceptional Children Professional Standards (2010)</b>  <b>Level:</b> Initial Knowledge and Skill Sets  <b>Area:</b> Individualized General Education Curricula  <b>Standard with Indicators:</b>                      Standard 9: Professional And Ethical Practice  <b>Category:</b>                      Skills  <b>Indicator:</b>                      ICC9S8 Use verbal, nonverbal, and written language effectively</p>	<p>Observation Summary includes 5 or 6 of the 9 of the following:                      -written using professional language,                      -title page,                      -1" margins                      -double spaced                      -12 point font                      -Times New Roman font                      -No spelling errors                      -no grammatical errors                      -covers all the main elements of the observation summary assignment</p>	<p>Observation Summary includes 7 or 8 of the 9 of the following:                      -written using professional language,                      -title page,                      -1" margins                      -double spaced                      -12 point font                      -Times New Roman font                      -No spelling errors                      -no grammatical errors                      -covers all the main elements of the observation summary assignment</p>	<p>Observation Summary includes all of the following:                      -written using professional language,                      -title page,                      -1" margins                      -double spaced                      -12 point font                      -Times New Roman font                      -No spelling errors                      -no grammatical errors                      -covers all the main elements of the observation summary assignment</p>	
Education Implications of exceptionalities	<p>No mention of what the educational implications are of a student who may be impaired in some manner in the observation classroom. Tell the consequences of the change in the delivery or response method from the "norm."</p> <p><b>Standards</b>  <b>USA- CEC Council for Exceptional Children Professional Standards (2010)</b>  <b>Level:</b> Initial Knowledge and Skill Sets  <b>Area:</b> Individualized General Education Curricula  <b>Standard with Indicators:</b></p>	<p>Brief mention of what the educational implications are of a student who may be impaired in some manner in the observation classroom. Tell the consequences of the change in the delivery or response method from the "norm."</p>	<p>A description of what the educational implications are of a student who may be impaired in some manner in the observation classroom. Tell the consequences of the change in the delivery or response method from the "norm."</p>	<p>Complete and detailed description of what the educational implications are of a student who may be impaired in some manner in the observation classroom. Tell the consequences of the change in the delivery or response method from the "norm."</p>	

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	Standard 2: Development and Characteristics of Learners <b>Category:</b> Knowledge <b>Indicator:</b> ICC2K2 Educational implications of characteristics of various exceptionalities				
Strategies used to facilitate an impaired student into the classroom.	No mention is made of any strategies that have been used for a student and/or no mention of no such student in the observation classroom.	A brief mention that strategies were used for a student who may be impaired in some manner in the observation classroom. If there is no such student in the observation classroom, that is also stated.	A description of what the strategies have been used for a student who may be impaired in some manner in the observation classroom. If there is no such student in the observation classroom, that is also stated.	Complete and detailed description of what the strategies have been used for a student who may be impaired in some manner in the observation classroom. If there is no such student in the observation classroom, that is also stated.	
	<b>Standards</b> <b>USA- CEC Council for Exceptional Children Professional Standards (2010)</b> <b>Level:</b> Initial Knowledge and Skill Sets <b>Area:</b> Individualized General Education Curricula <b>Standard with Indicators:</b> Standard 4: Instructional Strategies <b>Category:</b> Skills <b>Indicator:</b> ICC4S1 Use strategies to facilitate integration into various settings				
Supports needed for integration of impaired student into the classroom.	No mention is made of any supports that have been used for a student who may be impaired in some manner in the to integrate them into observation classroom, and/or no mention of no such student in the observation classroom.	A brief mention that supports have been used for a student who may be impaired in some manner in the to integrate them into observation classroom. If there is no such student in the observation classroom, that is also stated.	A description of what the supports have been used for a student who may be impaired in some manner in the to integrate them into observation classroom. If there is no such student in the observation classroom, that is also stated.	Complete and detailed description of what the supports have been used for a student who may be impaired in some manner in the to integrate them into observation classroom. If there is no such student in the observation classroom, that is also stated.	
	<b>Standards</b> <b>USA- CEC Council for Exceptional Children Professional Standards (2010)</b> <b>Level:</b> Initial Knowledge and Skill Sets <b>Area:</b> Individualized General Education Curricula <b>Standard with Indicators:</b> Standard 5: Learning Environments/Social Interactions <b>Category:</b> Skills <b>Indicator:</b>				

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	ICC5S3 Identify supports needed for integration into various program placements				
Communication strategies and resources for non-native English speakers	No mention that strategies and resources that have been used for a student who may be non-native English speakers, and/or there is no mention of no such student in the observation classroom.	A brief mention that strategies and resources that have been used for a student who may be non-native English speakers. If there is no such student in the observation classroom, that is also stated.	A description of what strategies and resources that have been used for a student who may be non-native English speakers. If there is no such student in the observation classroom, that is also stated.	Complete and detailed description of what strategies and resources that have been used for a student who may be non-native English speakers. If there is no such student in the observation classroom, that is also stated.	
	<b>Standards</b> <b>USA- CEC Council for Exceptional Children Professional Standards (2010)</b> <b>Level:</b> Initial Knowledge and Skill Sets <b>Area:</b> Individualized General Education Curricula <b>Standard with Indicators:</b> Standard 6: Language <b>Category:</b> Skills <b>Indicator:</b> ICC6S2 Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language				
Culturally responsive factors for collaboration and communication with the CLD student with special needs	No mention of what culturally responsive factors for collaboration and communication which have been used for a CLD special needs student, and/or there is no such student in the observation classroom, that is also.	A brief mention culturally responsive factors for collaboration and communication which have been used for a CLD special needs student. If there is no such student in the observation classroom, that is also stated.	A description of what culturally responsive factors for collaboration and communication which have been used for a CLD special needs student. If there is no such student in the observation classroom, that is also stated.	Complete and detailed description of what culturally responsive factors for collaboration and communication which have been used for a CLD special needs student. If there is no such student in the observation classroom, that is also stated.	
	<b>Standards</b> <b>USA- CEC Council for Exceptional Children Professional Standards (2010)</b> <b>Level:</b> Initial Knowledge and Skill Sets <b>Area:</b> Individualized General Education Curricula <b>Standard with Indicators:</b> Standard 10: Collaboration <b>Category:</b> Knowledge <b>Indicator:</b> ICC10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members				