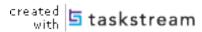
Lesson Plan Observation Summary



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	Emergent	Developing	Proficient	Advanced	Score/Level
Professional Writing	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 Standards	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 eptional Children Profession Skill Sets Education Curricula Ethical Practice	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	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	
Education Implications of exceptionalities	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."	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	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."	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."	
	Standards USA- CEC Council for Exceptional Children Professional Standards (2010) Level: Initial Knowledge and Skill Sets Area: Individualized General Education Curricula Standard with Indicators:				

	Emergent	Developing	Proficient	Advanced	Score/Level	
	Standard 2: Development and Category: Knowledge Indicator: ICC2K2 Educational implicatio	Characteristics of Learners ns of characteristics of various ex	cceptionalities			
Strategies used to facilitate an impaired student into the 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.		
	Level: Initial Knowledge and s Area: Individualized General I Standard with Indicators: Standard 4: Instructional Stra Category: Skills Indicator:	Education Curricula				
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.	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	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.			
	Standards USA- CEC Council for Exceptional Children Professional Standards (2010) Level: Initial Knowledge and Skill Sets Area: Individualized General Education Curricula Standard with Indicators: Standard 5: Learning Environments/Social Interactions Category: Skills Indicator:					

	Emergent	Developing	Proficient	Advanced	Score/Level
	ICC5S3 Identify supports nee	ded for integration into various p	rogram placements		
Communicatio strategies and resources for non-native English speakers	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.	strategies and resources that have been used for a student who may be non- native English speakers. If there is no such student in	A description of what strategies and resources that have been used for a student who may be nonnative 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 nonnative English speakers. If there is no such student in the observation classroom, that is also stated.	
	Level: Initial Knowledge and Area: Individualized General Standard with Indicators: Standard 6: Language Category: Skills Indicator: ICC6S2 Use communication s	Education Curricula	te understanding of subject matte	er for individuals with exceptional	
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 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.	
	Standards USA- CEC Council for Exceptional Children Professional Standards (2010) Level: Initial Knowledge and Skill Sets Area: Individualized General Education Curricula Standard with Indicators: Standard 10: Collaboration Category: Knowledge Indicator: ICC10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members				