

English Education Early Field Final Evaluation

Overview: This **English Education Early Field Final Evaluation** Rubric was developed by a Rubric Writing Team made up of faculty representatives across programs (i.e., early childhood, elementary, middle, secondary, K-12 specialties, special education), who regularly supervise students in Field Experience settings. This rubric is to be used over the course of the Early Field Experience and Student Teaching to guide and scaffold the students' efforts and professional development. The **English Education Early Field Final Evaluation** Rubric is used by cooperating teachers and university supervisors to rate teacher candidates and student teachers on **English Education Early Field Final Evaluation** evaluation categories based upon and tagged with InTASC standards as well as the respective SPA standards when applicable.

Ratings and Basis for Judgement: The rubrics differentiate between four levels of performance – *unsatisfactory, emerging, satisfactory, and proficient*. The performance indicators are based upon criteria and language found in the InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013).¹ This release stipulates that the InTASC standards no longer apply to only “beginning” teachers, but are instead intended as “professional practice standards” (p. 6). Therefore, these standards and the associated learning progressions describe a teacher’s professional development throughout his or her career. We would not expect to see a large number of proficient ratings in early field experience. Rather, we, and our respective accrediting agencies and SPAs, would expect to see development across experiences with students earning more “emerging” ratings in earlier phases and progressing toward “satisfactory” or “proficient” in later phases. Furthermore, these ratings are based upon expectations for student teachers who are still in our programs and not for classroom teachers who have experience. Based upon this assumption, a Satisfactory rating is relatively high and one that most of our student teachers are expected to achieve by the completion of their student teaching. Ratings of Proficient should only be awarded to the few students who can consistently and independently demonstrate exemplary classroom performance per the rubric evaluation categories.

The rating levels *DO NOT translate into A – F grades*. Instead, the rubrics are designed to generate data that will reveal patterns of student performance at various stages of development across the learning progressions. These data are intended to guide continual improvement of our preparation of teachers. All candidates perform differently. However, it is expected that on most indicators, those in *early field experience typically would be rated at the Emerging level and progress to the Satisfactory level by the end of their student teaching experience*. To reiterate, ratings of Proficient should only be awarded for exemplary performance.

Validity and Reliability: This instrument was designed by the Rubric Writing Team, formed in Fall of 2014 to develop key assessments to be used across the teacher education programs, as required by our accrediting body, the Council for Accreditation of Educator Preparation (CAEP). This team consists of an interdisciplinary faculty members within the School of Teacher Education and Leadership (STEL) and the Music Department, and three A&P Faculty members in the Dean’s Office. The Rubric Writing Team conducted exercises to establish validity and inter-rater reliability on all the instruments designed during this process. During the 2015-2016 Academic Year, these instruments were piloted. During the 2016-2017 Academic Year, the Lawshe method will be used to establish Content Validity and Internal Consistency Reliability (e.g., Cronbach’s alpha) analyses will be used to determine the reliability coefficient for each instrument. The results of this intended analysis and data will be used to inform revisions and administration of the instruments in the 2017-2018 Academic Year. The validity and reliability processes will be guided by the CAEP Instrument Rubric² and the CAEP Evidence Guide.

¹ http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

² <http://caepnet.org/~media/Files/caep/accreditation-resources/caep-assessment-rubric-june2016.pdf?la=en>

**English Education Early Field Final Evaluation
Rubric**

Note:

CATEGORY I: CONTENT KNOWLEDGE					
Beginning Special Education Professionals in early field placements:					
	Unsatisfactory	Emerging	Satisfactory	Proficient	
1: Demonstrate understanding of the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach. (CEC 3.1) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	
2: Organize the above knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions. (CEC 3.1) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions	

			self-reflection and/or CT & US feedback	based on self-reflection and/or CT & US feedback.	
3: Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning. (CEC 3.2) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	
4: Understand the importance of integrating affective, social, and life skills with academic curricula. (ISCI 3 S2) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	
CATEGORY I: CONTENT KNOWLEDGE					

ELA—English Language Arts					
Beginning English Education Professional in early field internship					
	Unacceptable	Needs to Improve	Satisfactory	Proficient	Not Observed
1. Demonstrates understanding of the central concepts, structures of the discipline, and tools of inquiry of English. (NCTE 1, 2) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
2. Demonstrates knowledge of the range and influence of print and nonprint media and technology in contemporary culture. (NCTE 2.1) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
3. Demonstrates knowledge of a range of literature and multimedia texts. (NCTE I) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.

			self-reflection and/or CT and US feedback.		
4. Can communicate effectively, using a range of formal and informal texts, considering audience, context, purpose and form. (NCTE 2.1) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
5. Demonstrates knowledge of conventions of English language, including the ability to choose language appropriate to a variety of situations. (NCTE 2.2) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
Observations and comments addressing Category I strengths and areas for improvement:					
CATEGORY II: CONTENT PEDAGOGY					
Beginning Special Education Professionals in early field placements:					
	Unsatisfactory	Emerging	Satisfactory	Proficient	

<p>1: Modify general and specialized curricula to make them accessible. (CEC 3.3)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	
<p>2: Relate the content to students' lives and interests. (ISCI 1 K11).</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	
<p>3: Identify and prioritize areas of the general curriculum and</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects,</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.):</p>	

accommodations for individuals with exceptionalities (ISCI 3 S1) <input type="checkbox"/> N/A	self-reflection and rarely or never adjusts action based on CT & US feedback	but reluctantly adjusts actions based on CT & US feedback	effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	
4: Integrate language instruction into academic areas. (DHH3S2) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	
CATEGORY II: CONTENT PEDAGOGY					
ELA—English Language Arts					
Beginning English Education Professional in early field internship:					

	Unacceptable	Needs to Improve	Satisfactory	Proficient	Not Observed
1. Uses current research about teaching and learning of reading to plan instruction for reading and the study of literature. (NCTE 3) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
2. Uses knowledge of theory, research, and practice in ELA to plan lessons that facilitate students' comprehension and interpretation of texts. (NCTE 3.3, 3.5, 3.6) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
3. Uses understanding of writing processes and strategies to plan writing instruction in different genres for a variety of purposes. (NCTE	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.

2.1, 2.2)					
<input type="checkbox"/> N/A					
4. Uses an understanding of language choices related to dialect and of language instruction (grammar, usage, mechanics) within the context of students' writing. (NCTE 2.2, 4.3, 4.4)	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
<input type="checkbox"/> N/A					
5. Uses understanding of adolescents as readers, writers, and language users to plan instruction. (NCTE 1, 2, 3, 4)	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
Observations and comments addressing Category II strengths and areas for improvement:					
CATEGORY III: LEARNER DEVELOPMENT AND DIFFERENCES					
Beginning Special Education Professionals in early field placements:					

	Unsatisfactory	Emerging	Satisfactory	Proficient	
1: Understand how language (including spoken and visual/sign communication modes), culture, and family background influence learning. (CEC 1.1, DHH1K4, DHH1K8) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	
2: Organize the above knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions. (CEC 3.1) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	
3: Use understanding of language development	Performs unsatisfactorily on this indicator, even with	Performs on this indicator with much support from CT & US.	Meets expectations for an Early Field Experience (EDSP	Meets expectations for a Student Teaching Experience (EDSP	

<p>(spoken /signed, linguistic and non-linguistic) and communication modalities to respond to the diverse needs of students. (DHH1K5, DHH1K8, DHH1K9)</p> <p><input type="checkbox"/> N/A</p>	<p>support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	
<p>4: Understand how the onset of hearing loss, age of identification, provision of early intervention, educational placements, cultural identity, and family communication affect all developmental domains. (DHH1K2, DHH1K3, DHH1K6, DHH2K1)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	
CATEGORY III: LEARNER DEVELOPMENT AND DIFFERENCES					
ELA—English Language Arts					
Beginning English Education Professional in early field internship:					
	Unacceptable	Needs to Improve	Satisfactory	Proficient	Not Observed

1. Applies an understanding of patterns of learner development (cognitive, linguistic, social, emotional). (NCTE 5.1, 5.2, 5.4) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
2. Uses teaching practices to promote learning of all students. (NCTE 3, 4, 5, 6) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
3. Applies knowledge about students' individual differences, including linguistic and cultural backgrounds. (NCTE 5.1) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.

4. Relates content to students' lives and interests. (NCTE 5.2) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
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CATEGORY III: LEARNER DEVELOPMENT AND DIFFERENCES**ELA—English Language Arts****Beginning English Education Professional in early field internship:**

	Unacceptable	Needs to Improve	Satisfactory	Proficient	Not Observed
1. Applies an understanding of patterns of learner development (cognitive, linguistic, social, emotional). (NCTE 5.1, 5.2, 5.4) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
2. Uses teaching practices to promote	Has not performed on this indicator even with	Has performed at least once on this indicator	Has performed effectively on this	Has performed effectively at least	Has had no opportunity to perform on this

learning of all students. (NCTE 3, 4, 5, 6) <input type="checkbox"/> N/A	support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	indicator; performance has not been observed.
3. Applies knowledge about students' individual differences, including linguistic and cultural backgrounds. (NCTE 5.1) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
4. Relates content to students' lives and interests. (NCTE 5.2) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.

Observations and comments addressing Category III strengths and areas for improvement:					
CATEGORY IV: CULTURE FOR LEARNING					
Beginning Special Education Professionals in early field placements:					
	Unsatisfactory	Emerging	Satisfactory	Proficient	
1: Collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to actively engage students in meaningful learning activities and social interactions in which diversities are valued. (CEC 2.1, ISCI 2 S1, ISCI 2 S4) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	
2: Use motivational and instructional interventions to teach students how to adapt to different environments and positively transition	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT &	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT &	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US.	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and	

<p>across service continuums. (CEC 2.2, DHH3S1)</p> <p><input type="checkbox"/> N/A</p>	<p>US feedback</p>	<p>US feedback</p>	<p>Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	
<p>3: Identify and/or reinforce realistic expectations for personal and social behavior in various settings. (ISCI 2 S2)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	
<p>4: Use the least intensive but effective and varied behavior management strategies. (ISCI 2 S5, ISCI 2 S10, and ISCI 2 S11, ISCI 2 S12)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on</p>	

				self-reflection and/or CT & US feedback.	
5: Design and/or maintain daily routines to create multisensory environments that provide access to incidental language experiences and encourage self-advocacy and increased independence. (ISCI2S9, ISCI 2 S12, DHH2S2, DHH2S5)	<input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
6. Develop and sustain learning environments that support positive intra-cultural and intercultural experiences (ISCI 2 S13)	<input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.

<p>7: Support the activities of interpreters, paraeducators, volunteers, and tutors. (ISCI 2 S15)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	
<p>8: Demonstrate understanding of the benefit in encouraging interactions between individuals who are deaf/hard of hearing with peers and with role models who are deaf or hard of hearing. (DHH2S1)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	
<p>9: Demonstrate knowledge of strategies that would help individuals who are</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this</p>	

deaf or hard of hearing learn to use interpreters and/or manage assistive technology. (DHH2S3, DHH2S4) <input type="checkbox"/> N/A	rarely or never adjusts action based on CT & US feedback	actions based on CT & US feedback	indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	
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CATEGORY IV: CULTURE FOR LEARNING**Beginning English Education Professional in early field internship:**

	Unacceptable	Needs to Improve	Satisfactory	Proficient	Not Observed
1. Maintains existing instructional and administrative routines. <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
2. Helps foster and maintain safe, inclusive, respectful, and supportive learning environments. (NCTE 5, 6) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.

<p>3. Fosters motivation and active engagement in learning. (NCTE 5)</p> <p><input type="checkbox"/> N/A</p>	<p>Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US</p>	<p>Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.</p>	<p>Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.</p>	<p>Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback</p>	<p>Has had no opportunity to perform on this indicator; performance has not been observed.</p>
<p>4. Regularly monitors student engagement and behavior; responds appropriately. (NCTE 5)</p> <p><input type="checkbox"/> N/A</p>	<p>Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US</p>	<p>Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.</p>	<p>Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.</p>	<p>Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback</p>	<p>Has had no opportunity to perform on this indicator; performance has not been observed.</p>

5. Fosters active inquiry, collaboration, and supportive interaction. (NCTE 7.2) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
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Observations and comments addressing Category IV strengths and areas for improvement:

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CATEGORY V: PLANNING AND IMPLEMENTING INSTRUCTION**Beginning Special Education Professionals in early field placements:**

	Unsatisfactory	Emerging	Satisfactory	Proficient	
1: Consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT &	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT &	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a	

adaptation of learning experiences for students. (CEC 5.1) <input type="checkbox"/> N/A	US feedback	US feedback	based on self-reflection and/or CT & US feedback	sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	
2. Provide support for successful inclusion experiences. (DHH5S6) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	
3: Use technologies to support instructional assessment, planning, and delivery, using specialized technologies, resources, and instructional strategies unique to individuals who are deaf or hard of	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on	

hearing. (CEC 5.2, DHH5S5) <input type="checkbox"/> N/A				self-reflection and/or CT & US feedback.	
4: Use augmentative and alternative communication systems and or assistive technologies to support the communication and learning as needed. (CEC 5.3) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	
5: Use strategies to facilitate cognitive, language and communicative development which will facilitate independent communication in all contexts. (CEC 5.4, ISCI 5 S20, DHH5S1, DHH5S3) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	

<p>6: Develop an understanding of the need for a variety of education and transition plans for students across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. (CEC 5.5, ISCI5S19)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	
<p>7: Implement and monitor comprehensive, longitudinal individualized programs in collaboration with team members, including the student and family (ISCI 5 S1, ISCI 5 S2)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	
<p>8: Teach cross-disciplinary knowledge and</p>	<p>Performs unsatisfactorily on this indicator, even with</p>	<p>Performs on this indicator with much support from CT & US.</p>	<p>Meets expectations for an Early Field Experience (EDSP</p>	<p>Meets expectations for a Student Teaching Experience (EDSP</p>	

<p>skills such as critical thinking and problem solving to students. (CEC5.7)</p> <p><input type="checkbox"/> N/A</p>	<p>support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	
<p>9: Teach to mastery using strategies to facilitate maintenance and generalization of skills across learning environments. (CEC 5.6 and ISCI 5 S16)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	
<p>10: Plan and implement lessons to maximize instructional time, using research-supported methods that provide balance</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT &</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT &</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a</p>	

<p>among explicit instruction, guided instruction, peer learning and reflection. (ISCI 5 S8, ISCI 5 S9, ISCI 5 S10, DHH5S10)</p> <p><input type="checkbox"/> N/A</p>	<p>US feedback</p>	<p>US feedback</p>	<p>based on self-reflection and/or CT & US feedback</p>	<p>sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	
<p>11: Use visual tools and organizers that support content mastery and retention by individual who are deaf or hard of hearing.(DHH5K1)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	
<p>12: Collect and analyze spoken/sign or written communication samples. (DHH4S3)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and</p>	

			CT & US feedback	fluently adjusts actions based on self-reflection and/or CT & US feedback.	
13: Modify instructional practices in response to ongoing assessment data (ISCI 5 S21) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	
14: Implement strategies for stimulating and using residual hearing and for developing spoken language in orally communicating individuals and sign language proficiency in signing individuals. (DHH5S2, DHH5S4) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	

15: Apply first and second language teaching strategies to instruction. (DHH5S9)	<input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	
16: Provide activities to promote print literacy and content area reading and writing through instruction via spoken language and /or the signed language indigenous to the Deaf community. (DHH5S8)	<input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	

CATEGORY V: PLANNING AND IMPLEMENTING INSTRUCTION**Beginning English Education Professional in early field internship**

	Unacceptable	Needs to Improve	Satisfactory	Proficient	Not Observed
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1. Develops clearly structured instructional plans with aligned objectives, activities, and assessments. (NCTE 5.1) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
2. Plans and implements research-based instruction. (NCTE 5) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
3. Aligns instruction with state SOL's. (NCTE 5.1) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.

<p>4. States instructional objectives in clear, measurable terms. (NCTE 5.1)</p> <p><input type="checkbox"/> N/A</p>	<p>Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US</p>	<p>Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.</p>	<p>Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.</p>	<p>Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback</p>	<p>Has had no opportunity to perform on this indicator; performance has not been observed.</p>
<p>5. Plans and implements effective instructional strategies based on an understanding of subject matter, the students, community, curriculum goals, and best practice. (NCTE 5.1, 5.4, 6.2)</p> <p><input type="checkbox"/> N/A</p>	<p>Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US</p>	<p>Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.</p>	<p>Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.</p>	<p>Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback</p>	<p>Has had no opportunity to perform on this indicator; performance has not been observed.</p>
<p>6. Selects and uses a variety of effective instructional materials. (NCTE 5.4)</p> <p><input type="checkbox"/> N/A</p>	<p>Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by</p>	<p>Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by</p>	<p>Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using</p>	<p>Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or</p>	<p>Has had no opportunity to perform on this indicator; performance has not been observed.</p>

	CT and/or US	CT and/or US.	self-reflection and/or CT and US feedback.	CT and US feedback	
7. Creates learning experiences that make English content accessible and meaningful for all students. (NCTE 3, 4, 5, 6) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
8. Uses strategies that encourage the development of critical thinking, problem-solving, and performance skills. (NCTE 5.3, 6.1) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
9. Engages and maintains students' attention, and is able to refocus their attention if necessary. <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or	Has had no opportunity to perform on this indicator; performance has not been observed.

	CT and/or US	CT and/or US.	self-reflection and/or CT and US feedback.	CT and US feedback	
10. Demonstrates knowledge of how students learn to read, write, and develop comprehension and interpretive skills. (NCTE 1.2, 2.3.) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
11. Selects or develops and implements student-learning activities that integrate technology. (NCTE 5.4) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.

CATEGORY V: PLANNING AND IMPLEMENTING INSTRUCTION**Beginning English Education Professional in early field internship**

	Unacceptable	Needs to Improve	Satisfactory	Proficient	Not Observed
1. Develops clearly structured instructional plans with aligned	Has not performed on this indicator even with support; Lacks	Has performed at least once on this indicator with much support	Has performed effectively on this indicator at least once	Has performed effectively at least once on this indicator with minimal support	Has had no opportunity to perform on this indicator; performance has not been observed.

objectives, activities, and assessments. (NCTE 5.1) <input type="checkbox"/> N/A	self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	has not been observed.
2. Plans and implements research-based instruction. (NCTE 5) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
3. Aligns instruction with state SOL's. (NCTE 5.1) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
4. States instructional objectives in clear, measurable terms.	Has not performed on this indicator even with support; Lacks self-reflection and	Has performed at least once on this indicator with much support from CT and US.	Has performed effectively on this indicator at least once with support from the	Has performed effectively at least once on this indicator with minimal support	Has had no opportunity to perform on this indicator; performance has not been observed.

(NCTE 5.1) <input type="checkbox"/> N/A	never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	
5. Plans and implements effective instructional strategies based on an understanding of subject matter, the students, community, curriculum goals, and best practice. (NCTE 5.1, 5.4, 6.2) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
6. Selects and uses a variety of effective instructional materials. (NCTE 5.4) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
7. Creates learning experiences that	Has not performed on this indicator even with	Has performed at least once on this indicator	Has performed effectively on this	Has performed effectively at least	Has had no opportunity to perform on this indicator; performance

make English content accessible and meaningful for all students. (NCTE 3, 4, 5, 6) <input type="checkbox"/> N/A	support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	has not been observed.
8. Uses strategies that encourage the development of critical thinking, problem-solving, and performance skills. (NCTE 5.3, 6.1) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
9. Engages and maintains students' attention, and is able to refocus their attention if necessary. <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
10. Demonstrates knowledge of how students learn to	Has not performed on this indicator even with support; Lacks	Has performed at least once on this indicator with much support	Has performed effectively on this indicator at least once	Has performed effectively at least once on this indicator	Has had no opportunity to perform on this indicator; performance

read, write, and develop comprehension and interpretive skills. (NCTE 1.2, 2.3.) <input type="checkbox"/> N/A	self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	has not been observed.
11. Selects or develops and implements student-learning activities that integrate technology. (NCTE 5.4) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
Observations and comments addressing Category V strengths and areas for improvement:					
CATEGORY VI: ASSESSMENT FOR STUDENT LEARNING.					
Beginning Special Education Professionals in early field placements:					
	Unsatisfactory	Emerging	Satisfactory	Proficient	

<p>1: Administer technically sound, nonbiased, formal and informal assessments through the students' preferred mode and language of communication. (CEC 4.1, ISCI 4 S2, DHH4S1)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	
<p>2. Develop assessment procedures incorporating specialized terminology specific to individuals who are deaf and hard of hearing and allow for alternative forms of expression. (DHH4K1, DHH4S2)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	
<p>3: Interpret assessment results, evaluate instruction, and monitor progress of</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this</p>	

students. (CEC 4.2, ISCI 4 S5, and ISCI 4 S8) <input type="checkbox"/> N/A	rarely or never adjusts action based on CT & US feedback	actions based on CT & US feedback	indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	
4: In collaboration with colleagues and families use multiple types of assessment information in making decisions about students. (CEC 4.3) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	
5: Engage students to work toward quality learning and performance and	Performs unsatisfactorily on this indicator, even with support. Lacks	Performs on this indicator with much support from CT & US. Sometimes reflects,	Meets expectations for an Early Field Experience (EDSP 432): Performs	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.):	

provide timely and helpful feedback to guide them. (CEC 4.4) <input type="checkbox"/> N/A	self-reflection and rarely or never adjusts action based on CT & US feedback	but reluctantly adjusts actions based on CT & US feedback	effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	
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CATEGORY VI: ASSESSMENT FOR STUDENT LEARNING.**Beginning English Education Professional in early field internship**

	Unacceptable	Needs to Improve	Satisfactory	Proficient	Not Observed
1. Designs authentic and appropriate assessments for lessons taught. (NCTE 3.2, 4.2) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
2. Uses assessment information to improve teaching and student achievement. (NCTE 3.2, 4.2)	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using	Has had no opportunity to perform on this indicator; performance has not been observed.

<input type="checkbox"/> N/A	provided feedback by CT and/or US	provided feedback by CT and/or US.	indicator, using self-reflection and/or CT and US feedback.	self-reflection and/or CT and US feedback	
Observations and comments addressing Category VI strengths and areas for improvement:					
CATEGORY VII: PROFESSIONALISM					
Beginning English Education Professional in early field internship					
	Unacceptable	Needs to Improve	Satisfactory	Proficient	Not Observed
1. Reflects upon his or her own professional development, including setting personal goals and implementing changes. (NCTE 7.2) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
2. Makes continuous efforts to improve professional practice; has a plan for continued professional growth.	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using	Has had no opportunity to perform on this indicator; performance has not been observed.

(NCTE 7.2) <input type="checkbox"/> N/A	provided feedback by CT and/or US	provided feedback by CT and/or US.	indicator, using self-reflection and/or CT and US feedback.	self-reflection and/or CT and US feedback	
3. Is aware of professional organizations and activities within the professional education community. (NCTE 7.2) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
4. Behaves ethically and in the best interest of the community. NCTE 7.1 <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
5. Models literate and ethical practices in ELA teaching. <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using	Has had no opportunity to perform on this indicator; performance has not been observed.

	provided feedback by CT and/or US	provided feedback by CT and/or US.	self-reflection and/or CT and US feedback.	self-reflection and/or CT and US feedback	
6. Engages in and reflects on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. NCTE 7.2 <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.

CATEGORY VII: PROFESSIONALISM**Beginning Special Education Professionals in student teaching placements:**

	Unsatisfactory	Emerging	Satisfactory	Proficient	
1: Practice within the CEC Code of Ethics and other standards of the profession. (ISCI 6 S1) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a	

			based on self-reflection and/or CT & US feedback	sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	
2: Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional. (ISCI 6 S2) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	
3: Demonstrate sensitivity for the family, culture, language, religion, gender, disability, socioeconomic status and sexual orientation of individuals. (Develop and enrich cultural competence relative to the Deaf community). (ISCI 6	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on	

S6, DHH6S4) <input type="checkbox"/> N/A				self-reflection and/or CT & US feedback.	
4: Conduct self-evaluation/reflection on own practice to improve instruction and guide professional growth as a lifelong learner, committing to maintaining language competence. (ISCI 6 S9, ISCI6 S11, DHH6S2) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	
5: Act ethically in activities such as advocating for appropriate services and mentoring students. (ISCI 6 S3) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	

<p>6. Explain historical foundations and research evidence upon which educational practice is based. (DHH6S3)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	
<p>7. Understand and explain foundational information related to education of students who are deaf/hard of hearing (incidence and prevalence figures, educational placements, etiologies of hearing loss-including that which causes co-morbid disabilities, and sociocultural, historical and political forces that affect education of the deaf.</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	

(DHH6K1,DHH6K5, DHH6K6, DHH6K7)	<input type="checkbox"/> N/A				
8: Understand the roles and responsibilities of teachers and support personnel and provide guidance and direction. (I.e., interpreters, paraeducators, tutors, and volunteers.) (CEC 6.6, DHH6K2)	<input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.
9: Articulate knowledge of professional organizations and resources in the field of deaf education. (DHH6K3, DHH6K4)	<input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.

<p>10: Use evidence based practices to promote the highest education and quality-of-life potential of students. (ISCI 6 S2, ISCI 6 S13)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	
<p>11: Engage in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues. (ISCI 6 S12)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	
<p>12. Express self well orally, communicating ideas and using voice effectively (for</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this</p>	

<p>all candidates who use speech for communication)</p> <p><input type="checkbox"/> N/A</p>	<p>rarely or never adjusts action based on CT & US feedback</p>	<p>actions based on CT & US feedback</p>	<p>indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	
<p>13. Communicate proficiently in Sign Language indigenous to the Deaf Community. (DHH6S1, DHH5S7)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	
<p>14. Use editing strategies to ensure that writing is clear, organized, and error free.</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and</p>	

			CT & US feedback	fluently adjusts actions based on self-reflection and/or CT & US feedback.	
15: Is punctual and reliable and follows procedure if going be absent or tardy. <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	

Observations and comments addressing Category VII strengths and areas for improvement:

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CATEGORY VIII: COMMUNICATION AND COLLABORATION**Beginning English Education Professional in early field internship**

	Unacceptable	Needs to Improve	Satisfactory	Proficient	Not Observed
1. Works collaboratively with other professionals. (NCTE 7.2) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
2. Supports and advocates for students, schools, and education. (NCTE 7.0) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using	Has had no opportunity to perform on this indicator; performance has not been observed.

	provided feedback by CT and/or US	provided feedback by CT and/or US.	indicator, using self-reflection and/or CT and US feedback.	self-reflection and/or CT and US feedback	
3. Interacts knowledgeably with students and colleagues. (NCTE 7.0) <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.
4. Uses technologies to communicate, network, locate resources, and enhance professional development. <input type="checkbox"/> N/A	Has not performed on this indicator even with support; Lacks self-reflection and never adjusts actions related to this indicator, even when provided feedback by CT and/or US	Has performed at least once on this indicator with much support from CT and US. Rarely adjusts actions related to this indicator, even when provided feedback by CT and/or US.	Has performed effectively on this indicator at least once with support from the CT and US. Sometimes adjusts actions related to this indicator, using self-reflection and/or CT and US feedback.	Has performed effectively at least once on this indicator with minimal support from CT and US. Adjusts actions related to the indicator, using self-reflection and/or CT and US feedback	Has had no opportunity to perform on this indicator; performance has not been observed.

CATEGORY VIII: COMMUNICATION AND COLLABORATION**Beginning Special Education Professionals in early field placements:**

	Unsatisfactory	Emerging	Satisfactory	Proficient	
1: Use the theory and elements of effective	Performs unsatisfactorily on this	Performs on this indicator with much	Meets expectations for an Early Field	Meets expectations for a Student Teaching Experience (EDSP)	

collaboration. (CEC 7.1) <input type="checkbox"/> N/A	indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	
2: Serve as a collaborative resource to colleagues. (CEC 7.2) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	
3: Use collaboration to promote the well-being of students across a wide range of settings and collaborators. (CEC	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT &	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a	

<p>7.3)</p> <p><input type="checkbox"/> N/A</p>	<p>action based on CT & US feedback</p>	<p>US feedback</p>	<p>based on self-reflection and/or CT & US feedback</p>	<p>sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	
<p>4. Foster active inquiry, collaboration, and supportive interaction for colleagues and students with exceptionalities and their families. (ISCI 7 S5).</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	
<p>5. Foster respectful and beneficial relationships between families and professionals (ISCI 7 S3)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on</p>	

				self-reflection and/or CT & US feedback.	
6. Maintain confidential communication about individuals with exceptional learning needs. (ISC17 S1) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	
7. Identify and articulate services, organizations, and networks that support individuals who are deaf/hard of hearing. (DHH7K1) <input type="checkbox"/> N/A	Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback	Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback	Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback	Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.	

<p>8. Provide families with support to make informed choices regarding communication modes, amplification options, philosophies, accommodations and modifications and educational options. (DHH7S1)</p> <p><input type="checkbox"/> N/A</p>	<p>Performs unsatisfactorily on this indicator, even with support. Lacks self-reflection and rarely or never adjusts action based on CT & US feedback</p>	<p>Performs on this indicator with much support from CT & US. Sometimes reflects, but reluctantly adjusts actions based on CT & US feedback</p>	<p>Meets expectations for an Early Field Experience (EDSP 432): Performs effectively on this indicator with some support from CT & US. Usually adjusts actions based on self-reflection and/or CT & US feedback</p>	<p>Meets expectations for a Student Teaching Experience (EDSP 455/456 or 755/756.): Performs on this indicator independently and effectively across a sustained period of time. Consistently and fluently adjusts actions based on self-reflection and/or CT & US feedback.</p>	
<p>Observations and comments addressing Category VIII strengths and areas for improvement:</p>					