# Special Education

## Mid-Way Teacher Candidate Progress Report

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<th>Teacher Candidate ________________________________</th>
<th>Cooperating/Associate Teacher _____________________________</th>
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<tr>
<td>Date _________</td>
<td>School ___________________________________</td>
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Grade(s)/Age(s) ___________ Special Education Placement: (Check one).

- Consultant Teaching
- Co-Teaching
- Self-Contained (15: 1; 12:1:1; 8:1:1; 6:1:1)
- Resource Room

**Instructions:** The Cooperating/Associate Teacher and the Teacher Candidate will, each **independently**, complete this form. After completing the forms, Cooperating/Associate Teacher and Teacher Candidate will conference to share and discuss individual assessments.

Once reviewed, discussed, and signed, both forms are to be hand-delivered by the Teacher Candidate, to the Field Supervisor during the mid-way meeting with the Supervisor.

### 1. Foundations of Special Education

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<thead>
<tr>
<th>Program Expectation</th>
<th>Rating</th>
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<tr>
<td><strong>O</strong> Outstanding: Refers to and applies the foundations of special education naturally and consistently.</td>
<td>⬤ ⬤ ⬤ ⬤ ⬤</td>
</tr>
<tr>
<td><strong>E</strong> Effective: Refers to the foundations of special education on occasionally. Can answer questions about the foundations of special education.</td>
<td>⬤ ⬤ ⬤ ⬤ ⬤</td>
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<tr>
<td><strong>M</strong> Making Progress: When encouraged or prompted, demonstrates an understanding of the foundations of special education.</td>
<td>⬤ ⬤ ⬤ ⬤ ⬤</td>
</tr>
<tr>
<td><strong>U</strong> Unsatisfactory: Cannot respond correctly to questions or discussion about the foundations of special education.</td>
<td>⬤ ⬤ ⬤ ⬤ ⬤</td>
</tr>
<tr>
<td><strong>N</strong> Not Observable: Did not have the opportunity to demonstrate knowledge, skill or disposition in the foundations of special education.</td>
<td>⬤ ⬤ ⬤ ⬤ ⬤</td>
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**The candidate is able to:**

- a. apply the philosophies, principles and theories of special education into the teaching and learning process (CC1K1) ⬤ ⬤ ⬤ ⬤ ⬤
- b. comply with relevant federal and state special education laws and policies (CC1K2) ⬤ ⬤ ⬤ ⬤ ⬤
- c. articulate diverse and historical points of view that impact individuals with exceptional learning needs in school and society (CC1K8) ⬤ ⬤ ⬤ ⬤ ⬤
- d. articulate the rights and responsibilities of all stakeholders relating to exceptional learning needs (CC1K4) ⬤ ⬤ ⬤ ⬤ ⬤
- e. discuss issues of human diversity and their interaction with the delivery of special education services (CC1K5) ⬤ ⬤ ⬤ ⬤ ⬤
- f. discuss the relationship of special education to the functions of schools, school systems and other agencies and at the secondary level, discusses these relationships as they relate to transition (CC1K3) ⬤ ⬤ ⬤ ⬤ ⬤
- g. construct personal understanding and philosophy of special education (CC1S1) ⬤ ⬤ ⬤ ⬤ ⬤

### 2. Development and Characteristics of Learners

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<th>Program Expectation</th>
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<tr>
<td><strong>O</strong> Outstanding: Constantly makes it obvious that a culture of respect and understanding exist through person first language and planning and development of appropriate and individualized instruction.</td>
<td>⬤ ⬤ ⬤ ⬤ ⬤</td>
</tr>
<tr>
<td><strong>E</strong> Effective: May need some prompting to address learning differences when planning and executing instruction.</td>
<td>⬤ ⬤ ⬤ ⬤ ⬤</td>
</tr>
<tr>
<td><strong>M</strong> Making Progress: Needs to be reminded formally and informally to consider learning differences when planning and executing instruction and/or needs to be reminded to use respectful person first language when speaking to persons with exceptional learning needs.</td>
<td>⬤ ⬤ ⬤ ⬤ ⬤</td>
</tr>
<tr>
<td><strong>U</strong> Unsatisfactory: Cannot respond correctly to questions or discussion about the foundations of special education.</td>
<td>⬤ ⬤ ⬤ ⬤ ⬤</td>
</tr>
<tr>
<td><strong>N</strong> Not Observable: Did not have the opportunity to demonstrate knowledge, skill or disposition in the development and characteristics of learners.</td>
<td>⬤ ⬤ ⬤ ⬤ ⬤</td>
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**The candidate is able to:**

- a. address the similarities and differences in human development through communication (verbal and nonverbal) and learning experiences (CC2K) ⬤ ⬤ ⬤ ⬤ ⬤
b. address the various learning, physical and sensory characteristics between and among individuals with and without Exceptional Learning Needs (ELN) through various learning experiences (GC2K2)

c. demonstrate an understanding of how exceptional conditions interact with the domains of human development by planning and developing learning environments that respond to these various abilities and needs. (CC2K3)

d. discuss how the experiences of individuals with ELN can impact ability to learn, interact socially, and live as fulfilled, contributing members of the community (CC2K2)

e. consider and discuss how the experiences of individuals with ELN can impact families (CC2K4)

f. utilize the various etiologies of students with ELN to plan and execute lessons (GC2K1)

g. develop a learning environment that is responsive to the social-emotional characteristics of students with exceptional learning needs (GC2K4)

3. Individual Learning Differences

| O | Outstanding: Meets the needs of students by constantly bearing in mind individual learning differences relating to ELN and culture and family background. |
| E | Effective: A minimal amount of reminders are necessary to consider the needs of all learners |
| M | Making Progress: Needs to be reminded formally and informally to consider the needs of all learners. |
| U | Unsatisfactory: The needs of students often go unmet and no consideration is made regarding learner characteristics when designing and implementing lessons and/or activities. |
| N | Not Observable: Did not have the opportunity to demonstrate knowledge, skill or disposition in individual learning differences |

The candidate is able to:

a. infer what the educational implications are and the effects that an exceptional condition can have on an individual’s learning in school and throughout life (CC3K1) 

b. consider how the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community (CC3K3) 

c. be active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options when planning for transition 

d. use an understanding of how students differ in their learning and differ in their levels of support in order to individualize instruction and provide meaningful and challenging learning for individuals with ELN (GC3S1) 

4. Instructional Strategies

| O | Outstanding: A number of research-based instructional strategies including but not limited to differentiating instruction and/or individualized instruction are used on a consistent basis to meet the needs of students with ELN in both general and special education curricula. |
| E | Effective: A minimal amount of support is necessary to consider research-based strategies to use to meet the needs of students with ELN in general or special education curricula. |
| M | Making Progress: Needs to be reminded formally and informally to consider instructional strategies that directly meet the needs of students with ELN; may not consider research based instructional strategies; may not consider general or special education curricula when needed. |
| U | Unsatisfactory: The modification or altering of instruction based upon the needs of students go unmet and no consideration is made regarding either special education and/or general education curricula during instruction. |
| N | Not Observable: Did not have the opportunity to demonstrate knowledge, skill or disposition in instructional strategies. |

The candidate is able to:

a. use a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN (GC4K1) 

b. select, adapt, and use various instructional strategies to promote positive learning results according to the characteristics of the individual with exceptional learning needs ((CC4S3) 

c. use appropriate adaptations for individuals with ELN(GC4S7) 

d. enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN(CC4S2)
5. Learning Environments and Social Interactions

<table>
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<tr>
<th>Candidate Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Outstanding</td>
<td>Constantly respects and values individual differences among students. Content, Process and Product and consistently differentiated prior to the implementation of lessons in order to address the diverse nature of student needs.</td>
</tr>
<tr>
<td>Effective</td>
<td>Respects and values student diversity. Some support is necessary in order to develop differentiated instruction and various instructional strategies that address the diverse needs of students.</td>
</tr>
<tr>
<td>Making Progress</td>
<td>Needs to be reminded formally and informally to provide variability in teaching by way of varying instructional strategies and/or differentiating instruction. Needs encouragement to become more sensitive toward student values and diversity.</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Only accepts one way for students to perform a task; No consideration is given to student culture, family and learning differences.</td>
</tr>
<tr>
<td>Not Observable</td>
<td>Did not have the opportunity to demonstrate knowledge, skill or disposition in learning environments and social interactions.</td>
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The candidate is able to:

a. create a learning environment for individuals with ELN that fosters cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN (CC5S1)  

b. foster an environment in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world (CC5K7)  

c. shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN (CC5S9)  

d. help general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions (CC5S3)  

e. use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations (CC5S5)  

f. when necessary, safely intervene with individuals with ELN in crisis (CC5K6)  

6. Language

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<tbody>
<tr>
<td>Outstanding</td>
<td>Demonstrates knowledge and understanding of typical and atypical language development and ways in which exceptionalities can interact with an individual’s capabilities by planning effective strategies that support the language and communication skills of students with ELN. Understands the purposes of assistive technologies and augmentative communication.</td>
</tr>
<tr>
<td>Effective</td>
<td>Demonstrates an understanding of typical and atypical language development. May need some assistance to plan appropriate strategies to enhance language development.</td>
</tr>
<tr>
<td>Making Progress</td>
<td>Displays some misunderstandings or misconceptions regarding language development or communication skills.</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Does not consider the language development and communication skills of individuals with ELN and does not plan appropriate strategies to enhance language development.</td>
</tr>
<tr>
<td>Not Observable</td>
<td>Did not have the opportunity to demonstrate knowledge, skill or disposition in language.</td>
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The candidate is able to:

a. understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language (GC6K3)  

b. use individualized strategies to enhance language development and taught communication skills to individuals with ELN (CC6S1)  

c. demonstrate that he/she is familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs (CC6K4)  

d. teach individuals with ELN to monitor for errors in oral and written language (GC6S3)  

e. provide effective language models to enhance vocabulary development for students with ELN or whose primary language is not English (GC6S1)  

f. used communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English (CC6S2)  

7. Instructional Planning

<table>
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<tr>
<th>Candidate Level</th>
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<tbody>
<tr>
<td>Outstanding</td>
<td>Consistently uses suitable technology and appropriate instructional strategies; continuously changes instruction based upon observation and assessment of students' learning progress.</td>
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<tr>
<th>Candidate Level</th>
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<tbody>
<tr>
<td>Effective</td>
<td>Uses technology and instructional strategies in an instructional setting. May need reminders to make appropriate changes in instruction.</td>
</tr>
<tr>
<td>Making Progress</td>
<td>Needs to be reminded formally and informally of the importance of using technology and appropriate instructional strategies.</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Does not consider the use of technology and appropriate instructional strategies in an instructional setting.</td>
</tr>
<tr>
<td>Not Observable</td>
<td>Did not have the opportunity to demonstrate knowledge, skill or disposition in language.</td>
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The candidate is able to:

a. understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language (GC6K3)  

b. use individualized strategies to enhance language development and taught communication skills to individuals with ELN (CC6S1)  

c. demonstrate that he/she is familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs (CC6K4)  

d. teach individuals with ELN to monitor for errors in oral and written language (GC6S3)  

e. provide effective language models to enhance vocabulary development for students with ELN or whose primary language is not English (GC6S1)  

f. used communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English (CC6S2)  

7. Instructional Planning
### Effective: May need some formal or informal support when deciding what technology or instructional curricula to use in either general or special education.

### Making Progress: Uses suitable technology on an infrequent basis; May not provide enough modeling and/or practice for students with ELN or ELL; Needs sporadic reminders to use the progress students make in learning in order to plan instruction.

### Unsatisfactory: Rarely designs lessons and activities for students that utilize suitable models, practices and technologies in order to meet their needs; does not use the progress students have made in learning in order to plan instruction.

### Not Observable: Did not have the opportunity to demonstrate knowledge, skill or disposition in instructional planning.

The candidate is able to:

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<tbody>
<tr>
<td>a. develop long-range individualized instructional plans anchored in both general and special curricula (GC7S3)</td>
<td>✔️</td>
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<tr>
<td>b. systematically translate the individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors (CC7S8)</td>
<td>✔️</td>
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<tr>
<td>c. emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization (CC7K1)</td>
<td>✔️</td>
</tr>
<tr>
<td>d. selects, adapts and creates materials, and instructional variables based on and understanding of individual differences and knowledge of an individual’s exceptional condition (GC7S2)</td>
<td>✔️</td>
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<tr>
<td>e. modify instructional plans based on ongoing analysis of the individual’s learning progress (CC7S1)</td>
<td>✔️</td>
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<tr>
<td>f. facilitate instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate(CC7S2)</td>
<td>✔️</td>
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<tr>
<td>g. develop individualized transition plans when appropriate (GC7K2)</td>
<td>✔️</td>
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<tr>
<td>h. use appropriate technologies to support instructional planning and individualized instruction (CC7S9)</td>
<td>✔️</td>
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### Assessment

**Outstanding:** Spontaneously administers meaningful assessments and consistently adapts and modifies assessments based upon the individual needs and legal requirements regarding students with ENL.

**Effective:** Needs some reminders to administer meaningful informal and formal assessments to students with ELN. Adapts and modifies assessments based upon the individual needs and legal requirements for students with ELN.

**Making Progress:** Needs regular reminders to administer meaningful assessments to students with ELN. Needs some reminders to adapt and modify assessments based upon the individual needs and legal requirements for students with ELN.

**Unsatisfactory:** Assessments and adaptations, modifications of assessments are often inappropriate for students with ELN.

**Not Observable:** Did not have the opportunity to demonstrate knowledge, skill or disposition in assessment.

The candidate is able to:

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<tr>
<td>a. understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds(CC8K2)</td>
<td>✔️</td>
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<tr>
<td>b. understand measurement theory and practices and understands the appropriate use and limitations of various types of assessment (CC8K4)</td>
<td>✔️</td>
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<tr>
<td>c. use multiple types of assessment information for a variety of educational implications (CC8S5)</td>
<td>✔️</td>
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<tr>
<td>d. use the results of assessments (formal, informal, nonbiased) to evaluate instruction and monitor progress of individuals with ELN(CC8S8)</td>
<td>✔️</td>
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<tr>
<td>e. gather relevant student background information in order to identify appropriate supports and adaptations (CC8S1)</td>
<td>✔️</td>
</tr>
<tr>
<td>f. understand procedures for assessing and reporting appropriate and/or inappropriate social behaviors of students with ELN (GC8S1)</td>
<td>✔️</td>
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g. implement accommodations and modifications that are contained in national, state and district legal provisions (CC8K5)

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h. administer nonbiased formal and informal assessments (CC8S2)

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i. use appropriate technologies to support assessments when needed (CC8S3)

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### 9. Professional Responsibility

**O** Outstanding: Consistently engages in professional activities and research based strategies that benefit individuals with ELN. Constantly reflects and adjust practice to improve instruction. Independently requests assistance when needed.

**E** Effective: Consistently engages in professional activities and research based strategies that benefit individuals with ELN. Needs some support to reflect and/or adjust practice to improve instruction. Requests assistance when it is needed.

**M** Making Progress: When prompted, engages in professional activities and research based strategies that benefit individuals with ELN. Needs moderate support to reflect and/or adjust practice to improve instruction. Needs some encouragement to request assistance.

**U** Unsatisfactory: Needs continuous reminders of professional and ethical practice. Never requests assistance; Does not reflect or adjust practice to improve instruction.

**N** Not Observable: Did not have opportunity to demonstrate, knowledge, skill or disposition in professional responsibility.

**The candidate:**

- a. practiced in multiple roles and complex situations across wide age and developmental ranges

- b. engage in professional activities that benefit individuals with ELN, their families, colleagues, and their own professional growth (CC9S12)

- c. reflect on and adjusted practice to improve instruction and guide professional growth (CC9S11)

- d. recognize the importance of the teacher serving as a model for individuals with ELN (CC9K2)

- e. understand that culture and language can interact with exceptionalities, and is sensitive to the many aspects of diversity of individuals with ELN and their families (CC9S6)

- f. choose various ways to remain current regarding evidence-based practices (CC9K4)

- g. practice within his/her own skill limit and obtain assistance when needed (CC9S7)

### 10. Collaboration

**O** Outstanding: Consistently communicates in a professional manner, both oral and written in specific situations, to all stakeholders in the educational community.

**E** Effective: A little assistance is necessary to use situation specific terminology in oral and/or written communication. Occasionally commits grammatical errors in writing or speaking.

**M** Making Progress: Some assistance is needed to use situation specific terminology in oral and/or written communication. Commits grammatical errors in writing or speaking that need to be checked.

**U** Unsatisfactory: Frequently produces unclear and/or unprofessional oral and/or written communication to students, parents, teachers and other stakeholders. Many spelling and/or grammatical errors are observed in writing and speaking.

**N** Not Observable: Did not have opportunity to observe knowledge, skill or disposition in collaboration.

**The candidate is able to:**

- a. communicate and collaborate orally and in writing to students, families and all stakeholders in the education community (CC10K4)

- b. understand the roles of individuals with ELN, families, school and others when planning an Individualized Education Program (IEP) (CC10K2)

- c. communicate and collaborate effectively with others in culturally responsive ways (CC10K4)

- d. maintain confidential information and communication about individuals with ELN (CC10S1)

- e. foster respectful and beneficial relationships with students, families and professionals (CC10S3)

- f. collaborate with others to plan the transition of individuals with ELN across settings and services such as pre-school to school age, grade transitions and transition to adulthood (GC10S4)
Commendable Strengths: __________________________________________

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Suggestions (Areas to Improve): __________________________________________

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Comments/Goals: __________________________________________

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Cooperating/Associate Teacher: _____________________________ Date: ____________

Please indicate that you have read this form:

Teacher Candidate: __________________________________________ Date: ____________

Source: CEC Standards-Revised 07/09