

Assessment #4: Student Teaching Addendum
 TE 460 & TE 660 Student Teaching & Practicum
 2012 CEC Initial Preparation Standards – Specialty Set Developmental Disabilities
 Autism Spectrum Disorder Endorsement
 Standards: 2, 3, 4, 5, and 7

During your Special Education Student Teaching or Practicum, you will be putting into practice the knowledge and skills you have acquired in your coursework and in previous field experiences. Your Cooperating Teacher and University Supervisor will be observing as you demonstrate the knowledge and skills with students who are considered to have an autism spectrum disorder, and they will provide you with feedback and support.

At the end of the semester you, your Cooperating Teacher, and your University Supervisor will evaluate your performance as “Unacceptable,” “Acceptable,” or “Target” pertaining to specific 2012 Council for Exceptional Children (CEC) initial preparation standards for teachers of students with autism spectrum disorders. The ratings will be returned to the College of Education and this information will then be aggregated, analyzed, and posted for Special Education Faculty members to use as they assess the Autism Spectrum Disorder Endorsement program. The data summary will also be reported to CAEP, the Council for Exceptional Children SPA, and the Michigan Department of Education so that Saginaw Valley State University’s Special Education programs can retain a “Nationally Recognized” status.

The attached rubric lists 20 specific knowledge and skills standards that you are expected to demonstrate during the Student Teaching or Practicum experience. These standards pertain to the 2012 CEC Initial Preparation Standards – Specialty Set Developmental Disabilities Learning Environments (CEC 2), Curricular Content Knowledge (CEC 3), Assessment (CEC 4), Instructional Planning and Strategies (CEC 5), and Collaboration (CEC 7). Please become familiar with these standards. We encourage you to conscientiously strive to demonstrate your knowledge and skills in these areas as you teach your students. The ultimate goal is that you positively increase your impact on student learning, while gaining confidence in applying special education approaches and strategies that help students who have an autism spectrum disorder successfully progress in their educational program.

Assessment #4: Student Teaching Addendum – Rubric
 11TE 460 & TE 660 Student Teaching/Practicum
 2012 CEC Initial Preparation Standards – Specialty Set Developmental Disabilities

Autism Spectrum Disorder Endorsement

Standards: 2, 3, 4, 5, and 7

CEC Standards	1-Unacceptable	2-Acceptable	3-Target
2: Learning Environments. Candidate creates safe, inclusive, culturally responsive learning environments so that individuals with autism spectrum disorders become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.			
(2.1) Candidate, through collaboration with general educators and other colleagues <i>creates safe, inclusive, culturally responsive learning environments</i> to engage students with autism spectrum disorders in meaningful learning activities and social interactions.	Candidate does not collaborate with others regarding the learning environments (school & community settings). The learning environments do not appear to consistently provide safe, inclusive, and culturally responsive learning activities and social interactions for all students, including students who have an autism spectrum disorder.	In collaboration with others, the candidate creates learning environments (school and community) that consistently provide a safe, inclusive, and culturally responsive atmosphere such that learning and social activities (including functional life skills and adaptive behavior) can meaningfully occur for all students, including students who have an autism spectrum disorder.	Candidate, in collaboration with others, consciously and consistently works to ensure that a safe, inclusive, culturally responsive atmosphere has been created across learning environments (school and community) such that learning and social activities (including functional life skills and adaptive behavior) can meaningfully occur for all students, including students who have an autism spectrum disorder.
(2.2) Candidate <i>uses motivational and instructional interventions</i> to teach students with autism spectrum disorders how to adapt to <i>different environments</i> .	Candidate does not appear to use specialized motivational and/or instructional interventions to enhance social participation across different learning environments for students who have an autism spectrum disorder. The learning environments appear to discourage student self-advocacy and/or fails to encourage increased independence of all students, including students who have an autism spectrum disorder.	Candidate does appear to use some specialized motivational and/or instructional interventions to enhance social participation across different learning environments for students who have an autism spectrum disorder. The learning environments include some activities/opportunities that encourage student self-advocacy and independence – particularly for students who have an autism spectrum disorder.	Candidate does appear to use several specialized motivational and/or instructional interventions to enhance social participation across different learning environments for students who have an autism spectrum disorder. The learning environment includes many activities and opportunities that encourage student self-advocacy and promote student independence – particularly for students who have an autism spectrum disorder.
(2.3) Candidate knows how to <i>intervene safely and appropriately</i> with students with autism spectrum disorders in <i>crisis</i> .	Prevention and intervention strategies are rarely or never observed as the candidate works with students who have an autism spectrum disorder and who may be at risk for emotional/behavioral concerns. The candidate does not safely or appropriately intervene during a crisis situation.	Appropriate prevention and intervention strategies are evident as the candidate works with students with autism spectrum disorders who are at risk of emotional/behavioral concerns. The candidate does to some extent safely and appropriately intervene during crisis situations.	Candidate uses prevention and intervention strategies effectively as they work with students who have autism spectrum disorders and who are at risk of emotional/behavioral concerns. The candidate does safely and appropriately intervene during crisis situations.
Standard 3: Curricular Content Knowledge. Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with autism spectrum disorders.			

(3.1) Candidate understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, <i>integrate cross-disciplinary skills</i> , and develop meaningful learning progressions for students who have autism spectrum disorders.	Candidate does not demonstrate an understanding of the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and does not organize or integrate cross-disciplinary skills (i.e., integrate affective, adaptive, language, social, life and functional skills with academic curricula), hence they do not develop meaningful learning progressions for students who have autism spectrum disorders.	Candidate does demonstrate an understanding of the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and does demonstrate the ability to organize and integrate cross-disciplinary skills (i.e., integrate affective, adaptive, language, social, life and functional skills with academic curricula), hence the candidate does demonstrate the ability of being able to develop meaningful learning progressions for students who have autism spectrum disorders.	Candidate clearly demonstrates an understanding of the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and consistently demonstrates the ability to organize and integrate cross-disciplinary skills (i.e., integrate affective, adaptive, language, social, life and functional skills with academic curricula), hence the candidate does clearly and consistently demonstrate the ability of being able to develop meaningful learning progressions for students who have autism spectrum disorders.
(3.2) Candidate <i>understands and uses general and specialized content</i> knowledge for teaching <i>across curricular content areas to individualize learning</i> for students with autism spectrum disorders.	Candidate does not understand or use general and/or specialized content knowledge for teaching across curricular content areas to individualize learning for students who have an autism spectrum disorder. The candidate fails to collaborate with other professionals and IEP team members and/or fails to identify and prioritize curriculum (general or specialized curricular).	Candidate does demonstrate an understanding and uses general and/or specialized content knowledge for teaching across curricular content areas to individualize learning for students who have an autism spectrum disorder. Candidate works collaboratively with some IEP team members to identify and prioritize areas of general education and specialized curricula.	Candidate does demonstrate a comprehensive understanding of and uses general and specialized content knowledge (based on each student's needs) for teaching across curricular content areas to individualize learning for students who have an autism spectrum disorder. Candidate collaborates with the IEP team to identify and prioritize appropriate areas of general education and specialized curricula.
(3.3) Candidate <i>modifies general and specialized curricula</i> to make them <i>accessible</i> to students with autism spectrum disorders.	The accommodations and modifications to the general education and specialized curricula were not made hence curricula are not accessible to students who have an autism spectrum disorder. Instructional strategies (e.g., systematic instruction) are not planned or selected. They are not evidence-based, and/or materials are not appropriate for the academic and social characteristics of students who have autism spectrum disorders.	Accommodations and modifications to the general education and specialized curricula were made hence are accessible to the student with an autism spectrum disorder. Instructional strategies (e.g., systematic instruction) are planned and selected. They are evidence-based, individualized, and materials are appropriate for the academic and social characteristics of students who have autism spectrum disorders.	A variety of evidence-based instructional strategies (e.g., systematic instruction) are appropriately matched to the needs of each student and are selected, adapted, as well as used. Selected materials are appropriately adapted and modified, as well as are engaging to each unique student considered to have an autism spectrum disorder.
Standard 4: Assessment. Candidate uses multiple methods of assessment and data-sources in making educational decisions.			
(4.1) Candidate <i>selects and uses technically sound formal and</i>	Candidate fails to follow administration instructions	Candidate demonstrates the ability to correctly	Candidate demonstrates thorough understanding of non-biased formal

<i>informal assessments</i> that minimize bias that are appropriate for students who have autism spectrum disorders.	exactly, and/or selects assessments that may be biased or inappropriate for students considered to have an autism spectrum disorder. Candidate does not demonstrate the ability to select, adapt (when needed), and use assessment tools and methods to accommodate the abilities and needs of each student who has an autism spectrum disorder.	administer non-biased formal and informal assessments that are appropriate for students who have an autism spectrum disorder. Candidate is able to select, adapt (when needed), and use assessment tools and methods to accommodate the abilities and needs of each student who has an autism spectrum disorder.	and informal assessments appropriate for students who have an autism spectrum disorder. Candidate competently selects and administers formal AND informal assessments to make sound educational decisions. Candidate is able to select, adapt (when needed), and use assessment tools and methods to accommodate the abilities and needs of each student who has an autism spectrum disorder.
(4.2) Candidate uses knowledge of measurement principles and practices to <i>interpret assessment results</i> and <i>guide educational decisions</i> for students with autism spectrum disorders.	Candidate's assessment records for students who have an autism spectrum disorder are incomplete and/or evidence of progress monitoring is not detailed. There is no evidence of collaboration with others. Written results and interpretation of assessments do not clearly identify student's strengths and weaknesses, and/or examples are not included. Test protocols may be missing or not clearly marked. Candidate fails to identify a support or adaptation for the student, OR candidate suggests support or adaptation not based on assessment data. Candidate does not sufficiently or accurately express information to others in writing or orally.	Candidate creates and maintains accurate and complete assessment records for students who have an autism spectrum disorder, and creates and maintains complete records of progress monitoring. There is ample evidence that the candidate has collaborated with others (e.g., IEP team) about assessments and decision-making. Written results and interpretation of assessments identify student's strengths and weaknesses, and examples of student's performance are included. Test protocols are submitted to demonstrate proper scoring. Candidate identified a support or adaptation needed, based on assessment results. Candidate can sufficiently and accurately express information to others both in writing and orally.	Candidate creates and maintains accurate, detailed assessment records and detailed records of student progress - records that inform ongoing instruction. In addition, there is significant evidence that the candidate has collaborated with others (e.g., IEP team) about assessments and decision-making for each student who has an autism spectrum disorder. Written results and interpretation of assessments clearly identify student's strengths and weaknesses, providing clear examples of student's performance to help explain results and interpretation. All test protocols are clearly marked. Candidate identified one or more support or adaptation needed by the student, clearly based on assessment data. Candidate can effectively and accurately express information to others both in writing and orally.
(4.3) Candidate, in <i>collaboration</i> with colleagues and families, <i>uses multiple types of assessment information in making decisions</i> about students with autism spectrum disorders.	Candidate fails to make multiple types of assessment decisions, including strategic accommodations and modifications, in response to a student having an autism spectrum disorder with the aim of accessing the general education curriculum (or specialized curriculum if appropriate) and to participate in the MEAP, and alternatives (if appropriate).	Candidate makes limited types of assessment decisions, including strategic accommodations and modifications, in response to a student having an autism spectrum disorder with the aim of accessing the general education curriculum (or specialized curriculum if appropriate) and to participate in the MEAP, and alternatives (if appropriate).	Candidate makes multiple sound types of quality assessment decisions, including strategic accommodations and modifications, in response to a student who has an autism spectrum disorder with the aim of accessing the general education curriculum (or specialized curriculum if appropriate) and to participate in the MEAP, and alternatives (if appropriate).

(4.4) Candidate engages students with autism spectrum disorders to <i>work toward quality learning and performance and provide feedback to guide them</i> by using functional behavior assessments (FBA) when needed.	Candidate fails to correctly conduct a functional behavior assessment when needed. Candidate fails to correctly prepare a functional behavior assessment report, or the report does not provide the necessary information. The target student is not involved.	Candidate demonstrates the ability to conduct functional behavior assessments for students who have an autism spectrum disorder and who may benefit from one. Candidate demonstrates the ability to prepare a functional behavior assessment report. Candidate engages student throughout the FBA process.	Candidate demonstrates skill in conducting functional behavior assessments for students who have an autism spectrum disorder, and are in need of one. Candidate prepares a complete, well-documented functional behavior assessment report. Candidate engages student throughout the FBA process, hence the student is working toward quality learning and performance, and receives ongoing feedback to guide him or her.
Standard 5: Instructional Planning and Strategies. Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with autism spectrum disorders			
(5.1) Candidate considers a student's <i>abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences</i> for students with autism spectrum disorders.	Candidate uses strategies that are not evidence-based and/or uses resources that fail to facilitate subject matter understanding for students with an autism spectrum disorder, including students whose primary language is not English. When applicable to a student's needs, candidate does not appear to know appropriate techniques for health/medical care, transfer, lifting, and positioning to facilitate learning and health.	Candidate knows and uses evidence-based strategies and resources to promote understanding of subject matter for students with an autism spectrum disorder, including students whose primary language is not English. When applicable to a student's needs, the candidate demonstrates appropriate health/medical care, transfer, lifting, and positioning techniques to support instructional assessment, planning, and delivery; overall learning and health.	Candidate uses a variety of effective evidence-based strategies and seeks out appropriate resources to facilitate subject matter understanding for students who have an autism spectrum disorder, including students whose primary language is not English. When applicable to a student's needs, the candidate consistently demonstrates the ability to use variety of appropriate health/medical care, transfer, lifting, and positioning techniques to support instructional assessment, planning, and delivery; overall learning and health.
(5.2) Candidate uses <i>technologies</i> to support <i>instructional assessment, planning, and delivery</i> for students with autism spectrum disorders.	Candidate does not use technologies (individualized and specialized based on each student's needs including AAC and assistive tech devices) to support instructional assessment, planning, and delivery for students with autism spectrum disorders.	Candidate uses technologies (individualized and specialized based on each student's needs including AAC and assistive tech devices) to support one or more of the following: instructional assessment, planning, and delivery for students with autism spectrum disorders.	Candidate consistently uses technologies (individualized and specialized based on each student's needs including AAC and assistive devices) to support each of the following: instructional assessment, planning, and delivery for students with autism spectrum disorders.
(5.3) Candidate is familiar with <i>augmentative and alternative communication</i> (AAC) systems and a variety of assistive technologies to support the communication and learning of students with autism spectrum disorders.	Candidate does not appear to be familiar with evidence-based strategies or alternative and augmentative systems, that might enhance the communication and social skills of students considered to have an autism spectrum disorder.	Candidate knows and uses evidence-based strategies, including alternative and augmentative systems, to support and enhance the communication and social skills of students considered to have an autism spectrum disorder.	Candidate consistently and systematically uses a variety of evidence-based strategies, including alternative and augmentative systems, to support and enhance communication and social skills of students considered to have an autism spectrum disorder.

(5.4) Candidate uses <i>strategies to enhance language development and communication skills</i> of students with autism spectrum disorders.	Candidate models and teaches ways of behaving and communicating among cultures that will not lead to clear communication or understanding. Candidate does not utilize students' strengths to reinforce and maintain language development and communication skills, as well as social skills.	Candidate uses evidence based strategies, and models, ways of behaving and communicating among cultures that promote clear communication and understanding. Candidate utilizes students' strengths to reinforce and maintain language development and communication skills, as well as social skills.	Candidate consistently and systematically uses evidence-based strategies, and models, to teach a variety of ways of behaving and communicating, hence, promoting clear communication and mutual understanding. Candidate utilizes students' strengths to reinforce and maintain language development and communication skills, as well as social skills.
(5.5) Candidate develops and implements a variety of <i>education and transition plans</i> for student with autism spectrum disorders <i>across a wide range of settings</i> and different learning experiences in collaboration with students, families, and teams.	Candidate's plan for instruction in independent functional life skills relevant to community, personal living, sexuality, and employment is not well developed. Candidate does not organize opportunities for students who have an autism spectrum disorder to receive instruction in community-based settings.	Candidate plans and implements instruction for independent functional life skills relevant to the community, personal living, sexuality, and employment. Candidate demonstrates the ability to organize opportunities for students who have an autism spectrum disorder to receive instruction in community-based settings.	Candidate plans and implements instruction for independent functional life skills relevant to the community, personal living, sexuality, and employment and are particularly appropriate for each individual student considered to have an autism spectrum disorder. Candidate organizes opportunities for students who have an autism spectrum disorder to receive instruction in a variety of, yet purposeful, community-based settings.
(5.6) Candidate teaches to <i>mastery and promotes generalization</i> of learning.	Instructional strategies selected are not evidence-based, or not effective for maintenance and generalization of skills across learning environments.	Appropriate strategies are evident as the candidate works with students who have an autism spectrum disorder to facilitate maintenance and generalization of skills across learning environments (home, school, community).	Candidate consistently selects and uses strategies that work effectively to facilitate maintenance and generalization of skills of students who have an autism spectrum disorder across learning environments (home, school, community).
(5.7) Candidate teaches <i>cross-disciplinary knowledge and skills</i> such as critical thinking and problem solving to students with autism spectrum disorders.	Candidate does not teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to students with autism spectrum disorders.	Candidate teaches cross-disciplinary knowledge and skills associated with being a self-determined individual (such self-regulation, critical thinking and problem solving) to students with autism spectrum disorders, regardless of the severity of the disability.	Candidate consistently and systematically teaches evidence-based strategies cross-disciplinary knowledge and skills associated with being a self-determined individual (such as self-regulation, critical thinking and problem solving) to students with autism spectrum disorders, regardless of the severity of the disability.
<u>Standard 7: Collaboration.</u> Candidate collaborates with families, other educators, related service providers, individuals with autism spectrum disorders, and personnel from community agencies in culturally responsive ways to address the needs of individuals with autism spectrum disorders across a range of learning experiences.			
(7.1) Candidate uses the <i>theory and elements of effective collaboration</i> .	Candidate does not appear to know or use the theory and elements of effective collaboration (i.e., during co-planning and co-teaching, IEP meetings, conferences, interacting with families, teachers, paraprofessionals and auxiliary personnel) that would strengthen content	Candidate demonstrates knowledge and use of theory and elements of effective collaboration during IEP meetings, conferences, co-planning and co-teaching, instruction, interacting with families, teachers, paraprofessionals and auxiliary personnel, etc. -	Candidate demonstrates comprehensive knowledge and use of effective collaboration during IEP meetings, conferences, co-planning and co-teaching, instruction, interacting with families, teachers, paraprofessionals and auxiliary personnel, etc. - all which aim to strengthen content acquisition of students who have an autism spectrum disorder.

	acquisition for students who have an autism spectrum disorder.	all which aim to strengthen content acquisition of students who have an autism spectrum disorder.	
(7.2) Candidate serves as a collaborative <i>resource</i> to colleagues.	Candidate appears to have limited knowledge of services, networks, and organizations (e.g., CMH, Arc, MRS) which support students with autism spectrum disorders. Hence, the candidate does not serve as a resource to others.	Candidate demonstrates knowledge of services, networks, and organizations (e.g., CMH, Arc, MRS) that support students with autism spectrum disorders. Hence, the candidate does serve as a resource to others.	Candidate demonstrates comprehensive knowledge of services, networks, and organizations (e.g., CMH, Arc, MRS) that support students with autism spectrum disorders, and shares these resources when appropriate. Hence, the candidate does serve as a resource to others.
(7.3) Candidate uses collaboration to <i>promote the well-being</i> of students with autism spectrum disorders <i>across a wide range of settings and collaborators</i> .	Candidate does not demonstrate ability to collaborate and coordinate with IEP team members or agencies (e.g., CMH, Arc, MRS). Candidate does not assist with planning the transition to adulthood (dependent upon age and need of student) that encourages full school and community participation.	Candidate does demonstrate ability to collaborate, coordinate and network with IEP team members and agencies (e.g., CMH, Arc, MRS). Candidate does assist with planning transition to adulthood (dependent upon age and need of student) that encourages full school and community participation of students who have autism spectrum disorders.	Candidate consistently demonstrates ability to collaborate, coordinate and network with IEP team members and agencies (e.g., CMH, Arc, MRS). Candidate confidently demonstrates the ability to collaborate and plan transition to adulthood (dependent upon student age and need) that encourages full school and community participation of students who have autism spectrum disorders.