Saginaw Valley State University

Special Education: Learning Disabilities (LD)

ASSESSMENT 4: Student Teaching Addendum

(TE 460 Student Teaching–Special Education and TE 660 Practicum–Special Education)

CEC 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 course work and in previous field experiences. Your cooperating teacher and university supervisor will be observing as you demonstrate this knowledge and skill with learning disabled students, and 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," on specific Council for Exceptional Children standards for teachers of students with learning disabilities. The ratings will be returned to the College of Education. This information will then be aggregated, analyzed, and posted for Special Education faculty members to use as they assess the Learning Disabilities Endorsement program. The data summary is also reported to the Council for Exceptional Children so that Saginaw Valley's Special Education programs can retain a "Nationally Recognized" status.

The attached rubric lists eleven specific knowledge and skill standards that you are expected to demonstrate during the student teaching/practicum experience. These standards pertain to instructional strategies, learning environment, language, instructional planning, assessment, and collaboration. Please become familiar with these standards – we encourage you to conscientiously strive to demonstrate your knowledge and skill in these areas as you work with your students. You will increase your impact on students' learning, and will gain confidence in the special approaches and strategies that help students with learning disabilities successfully progress in their educational program.

Assessment 4: Student Teaching Addendum - Rubric

CEC Standards	1-Unacceptable	2-Acceptable	3-Target
5.1 Instructional Planning & Strategies Selects, adapts, and uses evidence-based instructional strategies and materials for academic instruction according to characteristics of students considered to have a learning disability. ISCI5S15	Instructional strategies selected are not evidence-based, and/or materials are not appropriate for the academic and social characteristics of the student considered to have a learning disability.	Selected instructional strategies are evidence-based, and selected materials are appropriate to the academic and social characteristics of the student considered to have a learning disability.	A variety of evidence-based instructional strategies, appropriately matched to the needs of the student, are selected, adapted, and used; selected materials are appropriate and engaging for the student considered to have a learning disability.
5.2 Instructional Planning & Strategies Uses instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval. LD5S5	Candidate selects instructional methods that do not strengthen and compensate for deficits in perception, comprehension, memory and retrieval.	Appropriate instructional methods are evident as the candidate works with students to strengthen skills and compensate for deficits in perception, comprehension, memory, and retrieval.	Candidate selects and uses instructional methods that work very effectively to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.
2.1 Learning Environments Teaches individuals with learning disabilities to give and receive meaningful feedback from peers and adults. LD2S1	Candidate does not appear to know strategies for teaching individuals with learning disabilities to give and/or receive meaningful feedback from peers and adults.	Candidate demonstrates the ability to teach individuals with learning disabilities to give and receive meaningful feedback from peers and adults.	Candidate consistently uses a variety of effective strategies to teach individuals with learning disabilities to give & receive meaningful feedback from peers and adults.
2.2 Learning Environments Creates a safe, equitable, positive, and supportive learning environment in which diversities are valued. ISCI2S1	The learning environment does not appear to consistently provide a safe, equitable, and supportive learning space which values diversity.	The candidate creates a learning environment that appears to offer a safe, equitable, positive, and supportive learning space and to value diversity.	The candidate consciously and consistently works to ensure a safe, equitable, positive, and supportive learning environment that values diversity.
2.3 Learning Environments Creates an environment that encourages student self-advocacy and increased independence. ISCI2S9	The learning environment appears to discourage student self-advocacy and/or fails to encourage increased independence.	The learning environment includes some activities/ opportunities that encourage student self-advocacy and independence.	The learning environment includes many activities and opportunities that encourage student self-advocacy and promote student independence.
5.3 Instructional Planning &	Candidate does not present	Candidate knows and uses	Candidate uses a variety of

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Strategies Teaches students considered to have a learning disability to monitor for and correct errors in oral and written communications. LD5S17	evidence to demonstrate that they are effectively teaching individuals with learning disabilities to monitor for errors in oral and written communications.	evidence-based strategies to teach individuals with learning disabilities to monitor for errors in oral and written communications.	effective evidence-based strategies, and seeks out appropriate resources, to facilitate teaching individuals with learning disabilities to monitor for errors in oral and written communications.
3.1 Curricular Content Knowledge In collaboration with IEP team, identifies and prioritizes areas of the general education curriculum and accommodations for students. ISCI3S1	Candidate fails to collaborate with other professionals and/or fails to identify and prioritize curriculum and plan accommodations for students with learning disabilities.	Candidate works collaboratively with IEP team to identify and prioritize areas of general education curriculum and accommodations for learning disabled students.	Candidate collaborates with the IEP team to identify and prioritize appropriate areas of general education curriculum, and to design and implement appropriate accommodations for learning disabled students.
4.1 Assessment Administers non-biased formal and informal assessments appropriate for students considered to have a learning disability. ISCI4S2	Candidate fails to follow administration instructions exactly, and/or selects assessments that may be biased or inappropriate for students considered to have a learning disability.	Candidate demonstrates the ability to correctly administer non-biased formal and informal assessments that are appropriate for students who have a learning disability.	Candidate demonstrates thorough understanding of non-biased formal and informal assessments appropriate for students who have a learning disability, and competently administers all assessments.
4.2 Assessment Continually evaluates instruction and monitors progress of students considered to have a learning disability. ISCI4S8	Candidate fails to evaluate instruction and monitor progress of students with learning disabilities.	Candidate evaluates instruction and monitors progress of students who have a learning disability.	Candidate evaluates instruction and monitors detailed records of student progress which informs ongoing instruction of students who have a learning disability.
4.3 Assessment Creates and maintains records of students considered to have a learning disability. . ISCI4S9	Candidate fails to creates and maintain complete records for students with learning disabilities.	Candidate creates and maintains accurate and complete records for students with learning disabilities.	Candidate creates and maintains accurate, detailed assessment records for students with learning disabilities.
7.1 Collaboration Uses co-planning and co-teaching methods to strengthen content acquisition of students with learning disabilities. LD7K1	Candidate does not appear to know co-planning and co-teaching methods that would strengthen content acquisition for students with learning disabilities.	Candidate demonstrates knowledge of co-planning and co-teaching methods to strengthen content acquisition of students with learning disabilities.	Candidate demonstrates comprehensive knowledge of co-planning and co-teaching methods that strengthen content acquisition of students with learning disabilities.
7.2 Collaboration Demonstrates knowledge of services, networks and organizations that provide support across the life span for individuals with learning disabilities. LD7K2	Candidate appears to have limited knowledge of services, networks, and organizations to support individuals with learning disabilities across the life span.	Candidate demonstrates knowledge of services, networks, and organizations that support individuals with learning disabilities across the life span.	Candidate demonstrates comprehensive knowledge of services, networks, and organizations that support individuals with learning disabilities across the life span.