**Special Education Addendum**

Directions: This Addendum is to be used in conjunction with the 4.0 rubric during mid-term and final evaluations. Please consider both the intern’s ability to plan and implement instruction when completing this Addendum. An overall average score of “2.5” or above “meets” rubric requirements (by the final evaluation). A score of <2.5 does not meet requirements. \*If a candidate averages a score below a “2” overall on her/his mid-term evaluation, please document the support provided to ensure the candidates’ specialized instructional level “meets’ requirements by the final evaluation.

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| --- | --- | --- | --- |
| Intern Name |  | University Supervisor |  |
| School Name |  | Cooperating Teacher |  |
| Grade Level/Type of Classroom |  | Semester  (circle and complete year) | Fall 20\_\_\_ Spring 20\_\_\_ |
| Check In Time  (circle one) | Mid-term Final |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Initial Preparation Standard 1: Learner Development and Individual Learning Differences** | | | | |
|  | Exemplary (4) - Exceeds | Proficient (3) – Meets | Needs Improvement (2) | Unsatisfactory (1) – Does Not Meet |
| IGC.1.K4 Psychological and social-emotional characteristics of individuals with exceptionalities.  (planning) | **Candidate consistently** demonstrates planning (evidence within **both** mid- and final evaluation periods) with a **deep** understanding of **both** the psychological **and** social-emotional characteristics of individuals with exceptionalities. | **Candidate often** demonstrates planning (evidence within mid- **OR** final evaluation period) with a **general** understanding of both the psychological **and** social-emotional characteristics of individuals with exceptionalities. | **Candidate occasionally** demonstrates planning (limited evidence within mid- OR final evaluation period) with little understanding of the psychological **and/or** social-emotional characteristics of individuals with exceptionalities. | **Candidate does not** demonstrate planning (no evidence within lessons) with understanding of the psychological **or** social-emotional characteristics of individuals with exceptionalities. |
| IGC.1.K8  Effect of exceptionalities on auditory and information processing skills.  (planning/differentiation) | **Consistently** plans and **differentiates instruction** across the internship for students with **auditory and information** processing skills. | **Often** plans and **differentiates instruction** (mid- **OR** final evaluation period) for students with **auditory and information** processing skills. | **Occasionally** plans and **differentiates instruction** (mid- **OR** final evaluation period) for students with **auditory OR information** processing skills. | **Does not** plan and **differentiate instruction** (mid- OR final evaluation period) for students with **auditory and information** processing skills. |
| IGC.1.S1  Relate levels of support to the needs of the individual. | **Consistently** plans (evidence in both mid- and final evaluations) **relevant levels of support** to match **all** individual students’ learning needs. | **Often** plans (evidence in mid- and final evaluations) **relevant levels of support** to match **most** individual students’ learning needs. | **Occasionall**y plans (evidence mid- or final evaluations) **relevant levels of support** to match **some** individual students’ learning needs | **Does not** plan with a consideration of **relevant levels** of **support** to match individual students’ learning needs |
| Alignment of Lesson Goal to IEP (instead of CCSS) | **Consistent alignment** (100 %) of lesson goals to related **IEP goals**. | **Some alignment** (70%+) of lesson goals to related **IEP goa**ls. | **Occasional alignment** (50+%) of lesson goals to related **IEP goals**. | **Little alignment** (less than 50%) of lesson goals to related **IEP goals**. |
| Comments | | | | |
| **Initial Preparation Standard 2: Learning Environments** | | | | |
|  | Exemplary (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
| IGC.2.K1  Barriers to accessibility and acceptance of individuals with exceptionalities.  (Planning) | **Always** addresses the **barriers to accessibility** and acceptance of individuals with exceptionalities, in mid and final evaluation lessons. | **Often** addresses the **barriers to accessibility** and acceptance of individuals with exceptionalities, in either mid OR final evaluation lesson plans. | **Sometimes**  addresses the **barriers to accessibility** and acceptance of individuals with exceptionalities, limited evidence in mid OR final evaluation lesson plans. | **Does not**  **address** the **barriers to accessibility** and acceptance of individuals with exceptionalities, little or no evidence in mid OR final evaluation lesson plans |
| IGC.2.K2  Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptionalities | Candidate **always adapts** the **physical environment** to provide optimal learning opportunities for **all**  students with exceptionalities. | Candidate **often** adapts the **physical environment** to provide optimal learning opportunities for **most**  students with exceptionalities. | Candidate **attempts to adapt** the **physical environment** to provide optimal learning opportunities for **some** students with exceptionalities. | Candidate **rarely adapts** the **physical environment** to provide optimal learning opportunities for students with exceptionalities. |
| IGC.2.S6  Establish a consistent classroom routine for individuals with exceptionalities | Candidate **always** establishes a consistent **classroom routine** for students with exceptionalities | Candidate **often** establishes a somewhat consistent **classroom routine** for students with exceptionalities. | Candidate **attempts** to establish a **classroom routine** for students with exceptionalities | Candidate **does not** establish a consistent **classroom routine** for students with exceptionalities |
| Comments | | | | |
| **Initial Preparation Standard 3: Curricular Content Knowledge** | | | | |
|  | Exemplary (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
| 3.0  Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. | Candidate **always** demonstrates **general and specialized curricular knowledge** to **differentiate** each exceptional student’s learning. | Candidate **often** demonstrates **general and specialized curricular knowledge** to **differentiate** each exceptional student’s learning. | Candidate **sometimes** demonstrates **general and specialized curricular knowledge** to **differentiate** each exceptional student’s learning. | Candidate **rarely** demonstrates **general and specialized curricular knowledge** to **differentiate** each exceptional student’s learning. |
| 3.1  Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. | Candidate **consistently** develops meaningful **learning progressions** based on the inquiry tools and concepts of SPED teaching for **all** exceptional students. | Candidate **often** develops meaningful **learning progressions** based on the tools of inquiry and concepts of SPED teaching for **most** exceptional students. | Candidate **occasionall**y develops meaningful **learning progressions** based on the tools of inquiry and concepts of SPED teaching for **some** exceptional students. | Candidate **rarely develops** meaningful **learning progressions** based on the tools of inquiry and concepts of SPED teaching for exceptional students. |
| 3.2  Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities | SPED candidate **consistently** demonstrates a **deep** understanding of general and specialized content knowledge through **cross-curricula**r lessons that individualize learning for students with exceptionalities. | SPED candidate **often** demonstrates an understanding of general and specialized content knowledge through **cross-curricula**r lessons that individualize learning for students with exceptionalities. | SPED candidate **occasionally** demonstrates an understanding of general and specialized content knowledge that may include **cross-curricula**r lessons to individualize learning for students with exceptionalities. | SPED candidate **rarely**  demonstrate an understanding of general and specialized content knowledge and **does not include** **cross-curricula**r lessons that individualize learning for students with exceptionalities. |
| 3.3  Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities. | Candidate **always modifies** general and specialized **curricula** to make them **accessible** to individuals with exceptionalities. | Candidate **often modifies** general and specialized **curricula** to make them **accessible** to individuals with exceptionalities. | Candidate **occasionally modifies** general and specialized **curricula** to make them **accessible** to individuals with exceptionalities. | Candidate **rarely modifies** general and specialized **curricula** to make them **accessible** to individuals with exceptionalities. |
| Comments | | | | |
| **Initial Preparation Standard 4: Assessment** | | | | |
|  | Exemplary (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
| IGC.4.S1  Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptionalities | Candidate **consistently** implements procedures for **assessing and reporting** both appropriate and **problematic social behaviors** of exceptional students. | Candidate **often** implements procedures for **assessing and reporting** both appropriate and **problematic social behaviors** of exceptional students. | Candidate **attempts to** implement procedures for **assessing and reporting** both appropriate and **problematic social behaviors** of exceptional students. | Candidate **does not** implement procedures for **assessing and reporting** both appropriate and **problematic social behaviors** of exceptional students. |
| IGC.4.S2  Use exceptionality-specific assessment instruments with individuals with exceptionalities | Candidate **consistently uses** exceptionality-specific **assessment instruments** with exceptional students. | Candidate **often uses** exceptionality-specific **assessment instruments** with exceptional students. | Candidate **occasionally** **uses** exceptionality-specific **assessment** **instruments** with exceptional students. | Candidate **does not use** exceptionality-specific **assessment** **instruments** with exceptional students. |
| IGC.4.S3  Select, adapt, and modify assessments to accommodate the unique abilities and needs of individuals with exceptionalities | Candidate **always** **selects adapts, and modifies assessments** to **accommodate** the unique abilities and needs of individuals with exceptionalities. | Candidate **often** **selects adapts, and modifies assessments** to **accommodate** the unique abilities and needs of individuals with exceptionalities | Candidate **occasionally** **selects adapts, and /or modifies assessments** to **accommodate** the unique abilities and needs of individuals with exceptionalities | Candidate **does not**  **select adapt, or modify assessments** to **accommodate** the unique abilities and needs of individuals with exceptionalities |
| Comments | | | | |
| **Initial Preparation Standard 5: Instructional Planning & Strategies** | | | | |
|  | Exemplary (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
| IGC.5.K1  Sources of specialized materials, curricula, and resources for individuals with exceptionalities | Candidate **consistently** uses sources of **specialized materials, curricula, and resources** for individuals with exceptionalities. | Candidate **consistently** uses sources of **specialized materials, curricula, and resources** for individuals with exceptionalities. | Candidate **consistently** uses sources of **specialized materials, curricula, and resources** for individuals with exceptionalities. | Candidate **consistently** uses sources of **specialized materials, curricula, and resources** for individuals with exceptionalities. |
| IGC.5.K8  Integrating academic instruction and behavior management for individuals and groups with exceptionalities | Candidate **consistently inte- grates** academic instruction **and** behavior management for individuals **and** groups with exceptionalities. | Candidate **often integrates** academic instruction **and/or** behavior management for individuals **and/or** groups with exceptionalities. | Candidate **occasionally** **integrates** academic instruction **or** behavior management for individuals **or** groups with exceptionalities. | Candidate **rarely integrates** academic instruction **or** behavior management for individuals **or** groups with exceptionalities. |
| IGC.5.S1  Use research-supported methods for academic and non-academic instruction of individuals with exceptionalities | Candidate **consistently** uses **research-supported methods** for academic **and** non-academic instruction of individuals with exceptionalities. | Candidate **often** uses **research-supported methods** for academic **and** non-academic instruction of individuals with exceptionalities. | Candidate **occasionally**  uses **research-supported methods** for academic **and/or** non-academic instruction of individuals with exceptionalities. | Candidate **rarely** uses **research-supported methods** for academic or non-academic instruction of individuals with exceptionalities. |
| IGC.5.S2  Use strategies from multiple theoretical approaches for individuals with exceptionalities | Candidate **consistently** uses **strategies from multiple theoretical approaches** for individuals with exceptionalities. | Candidate **often** uses **strategies from a few theoretical approaches** for individuals with exceptionalities. | Candidate **occasionally** uses **strategies from 1-2 theoretical approaches** for individuals with exceptionalities. | Candidate **does not** use **strategies from theoretical approaches** for individuals with exceptionalities. |
| IGC.5.S7  Use appropriate adaptations and technology for all individuals with exceptionalities | Candidate **consistently** uses appropriate **adaptations and technology** for all individuals with exceptionalities. | Candidate **often** uses appropriate **adaptations and technology** for all individuals with exceptionalities. | Candidate **occasionally** uses appropriate **adaptations and technology** for all individuals with exceptionalities. | Candidate **rarely** uses appropriate **or** uses inappropriate **adaptations and technology** for all individuals with exceptionalities. |
| IGC.5.S9  Use a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with exceptionalities | Candidate **consistently uses** a variety of non-aversive techniques to **control targeted behavior** **and** maintain **attention** of individuals with exceptionalities. | Candidate **often uses** a variety of non-aversive techniques to **control targeted behavior** **and/or** maintain **attention** of individuals with exceptionalities. | Candidate occasionally **uses** non-aversive techniques to **control targeted behavior or** maintain **attention** of individuals with exceptionalities. | Candidate **does not use** non-aversive techniques to **control targeted behavior** or maintain **attention** of individuals with exceptionalities. |
| IGC.5.S10  Identify and teach basic structures and relationships within and across curricula | Candidate **consistently identifies and teaches** basic structures and relationships within and across curricula. | Candidate **often identifies and teaches** basic structures and relationships within and across curricula. | Candidate **occasionally identifies teaches** basic structures **and/or** relationships within and across curricula. | Candidate **rarely or never identifies or teaches** basic structures **or** relationships within and across curricula. |
| IGC.5.S11  Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval | Candidate **consistently** uses **instructional methods** to strengthen and compensate for deficits in perception, comprehension, memory, **and** retrieval. | Candidate **often** uses **instructional methods** to strengthen **and/or** compensate for deficits in perception, comprehension, memory, **and/or** retrieval. | Candidate **occasionally** uses **instructional methods** to strengthen **or** compensate for deficits in perception, comprehension, memory, **or** retrieval. | Candidate **rarely or nev**eruses **instructional methods** to strengthen **or** compensate for deficits in perception, comprehension, memory, **or** retrieval. |
| IGC.5.S12  Use responses and errors to guide instructional decisions and provide feedback to learners | Candidate **consistently** uses responses **and** errors to guide instructional decisions **and** provide feedback to learners. | Candidate **often** uses responses **and/or** errors to guide instructional decisions **and /or** provide feedback to learners. | Candidate **occasionally** uses responses **or** errors to guide instructional decisions **or** provide feedback to learners. | Candidate **rarely or never** uses responses **or** errors to guide instructional decisions **or** provide feedback to learners. |
| IGC.5.S23  Select and use specialized instructional strategies appropriate to the abilities and needs of the individual | Candidate **consistently** selects **and** uses **specialized instructional strategies** appropriate to the abilities **and** needs of the individual. | Candidate **often** selects **and/or** uses **specialized instructional strategies** appropriate to the abilities **and** **/or** needs of the individual. | Candidate **occasionally** selects **or** uses **specialized instructional strategies** appropriate to the abilities **or** needs of the individual. | Candidate **rarely or never** selects **or** uses **specialized instructional strategies** appropriate to the abilities **or** needs of the individual. |
| IGC.5.S24  Plan and implement age- and ability-appropriate instruction for individuals with exceptionalities | Candidate **consistently** plans **and** implements **age- and ability-appropriate** instruction for individuals with exceptionalities. | Candidate **often** plans **and/or** implements **age- and ability-appropriate** instruction for individuals with exceptionalities. | Candidate **occasionally** plans **or** implements **age- and ability-appropriate** instruction for individuals with exceptionalities. | Candidate **rarely or never** plans orimplements **age- and ability-appropriate** instruction for individuals with exceptionalities. |
| **Culturally Responsive Instruction:**  Candidates design instruction that incorporates students’ home and/or community to enable culturally and linguistically diverse exceptional students to learn content in an authentic manner. | Candidate **consistently** designs instruction that incorporates students’ home and/or community languages to enable culturally and linguistically diverse exceptional students to learn content in an authentic manner. | Candidate **often** designs instruction that incorporates students’ home and/or community languages to enable culturally and linguistically diverse exceptional students to learn content in an authentic manner. | Candidate **occasionally** designs instruction that incorporates students’ home and/or community languages to enable culturally and linguistically diverse exceptional students to learn content in an authentic manner. | Candidate **rarely or never** designs instruction that incorporates students’ home and/or community languages to enable culturally and linguistically diverse exceptional students to learn content in an authentic manner. |
| **Culturally Responsive Instruction:**  Teacher candidate demonstrates the ability to use the diversity found in their exceptional students to plan and implement curriculum and instruction. The lessons specify differentiation strategies for varying rates of learning, languages and cultures, learning modalities (visual, auditory, kinesthetic, tactile), and other relevant exceptionalities. The lesson includes multi-level activities and materials that challenge and support diverse students of varying backgrounds and abilities. | The lessons **specify differentiation strategies for varying rates of learning, languages and culture**s, learning modalities (visual, auditory, kinesthetic, tactile), **and** other relevant exceptionalities. The lesson includes **multi-level activities and materials** that challenge and support diverse students of varying backgrounds and abilities. | The lessons  **offer some differentiation strategies for rates of learning, languages and/or culture**s, learning modalities (visual, auditory, kinesthetic, tactile), **or** other relevant exceptionalities. The lesson includes **activities and/or materials** that challenge **and**/**or** support diverse students of varying backgrounds and abilities. | The lessons  **contain limited differentiation strategies for rates of learning, languages or culture**s, learning modalities (visual, auditory, kinesthetic, tactile), **or** other relevant exceptionalities. The lesson includes **activities or materials** that challenge **or** support diverse students of varying backgrounds and abilities. | The lessons  **do not contain differentiation strategies for rates of learning, languages or culture**s, learning modalities (visual, auditory, kinesthetic, tactile), **or** other relevant exceptionalities. The lesson **does not** include **activities or materials** that challenge **or** support diverse students of varying backgrounds and abilities. |
| **Culturally Responsive Instruction:**  The teacher candidate’s lessons demonstrate explicit, thoughtful, and coherent connections between content and cultural diversity (culturally responsive instruction, and choice of materials – books, resources, etc.). | The teacher candidate’s lessons **consistently** demonstrate explicit, thoughtful, **and** coherent connections **between content and cultural diversity** of their exceptional students (culturally responsive instruction, materials, and/or curricula). | The teacher candidate’s lessons **often** demonstrate explicit, thoughtful, **and/or** coherent connections **between content and cultural diversity** of their exceptional students (culturally responsive instruction, materials, and/or curricula). | The teacher candidate’s lessons **occasionally** demonstrate explicit, thoughtful, **or** coherent connections **between content and cultural diversity** of their exceptional students (culturally responsive instruction, materials, and/or curricula). | The teacher candidate’s lessons **rarely or never** demonstrate connections **between content and cultural diversity** of their exceptional students (culturally responsive instruction, materials, and/or curricula). |
| The following are READING/ELA standards that should be observed over the course of the entire semester, not necessarily every lesson. | | | | |
| IGC.5.S4  Use reading methods appropriate to individuals with exceptionalities | Candidate **consistently** uses **reading methods** appropriate to individuals with exceptionalities. | Candidate **often** uses **reading methods** appropriate to individuals with exceptionalities. | Candidate **occasionally** uses **reading methods** appropriate to individuals with exceptionalities. | Candidate **rarely or never** uses **reading methods** appropriate to individuals with  exceptionalities. |
| IGC.5.S13  Identify and teach essential concepts, vocabulary, and content across the general education curriculum | Candidate **consistently** identifies **and** teaches essential concepts, vocabulary, **and** content across the **general education curriculum**. | Candidate **often** identifies **and/or** teaches essential concepts, vocabulary, **and/or** content across the **general education curriculum**. | Candidate **occasionally** identifies **or** teaches essential concepts, vocabulary, **or** content across the **general education curriculum**. | Candidate **rarely or never** identifies **and** teaches essential concepts, vocabulary, **and** content across the **general education curriculum**. |
| IGC.5.S14  Implement systematic instruction in teaching reading comprehension and monitoring strategies | Candidate **consistently** implements systematic instruction in teaching **reading comprehension and monitoring strategies.** | Candidate **often** implements systematic instruction in teaching **reading comprehension and /or monitoring strategies.** | Candidate **occasionally** implements systematic instruction in teaching **reading comprehension or monitoring strategies.** | Candidate **rarely or never** implements systematic instruction in teaching **reading comprehension or monitoring strategies.** |
| IGC.5.S15  Teach strategies for organizing and composing written products | Candidate **consistently** teaches strategies for **organizing and composing written products**. | Candidate **often** teaches strategies for **organizing and/or composing** **written products**. | Candidate **occasionally** teaches strategies for **organizing or composing written products.** | Candidate **rarely or never** teaches strategies for **organizing or composing written products**. |
| IGC.5.S16  Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language | Candidate **consistently** implements systematic instruction to teach accuracy, fluency, **and** comprehension in content area **reading and written languag**e. | Candidate **often** implements systematic instruction to teach accuracy, fluency, **and/or** comprehension in content area **reading and/or written language**. | Candidate **occasionally** implements systematic instruction to teach accuracy, fluency, **or** comprehension in content area **reading or written language**. | Candidate **rarely or never** implements systematic instruction to teach accuracy, fluency, **or** comprehension in content area **reading or written language**. |
| IGC.5.S17  Enhance vocabulary development | Candidate **consistently** enhances **vocabulary development**. | Candidate **often** enhances **vocabulary** **development.** | Candidate **occasionally** enhances **vocabulary development**. | Candidate **rarely or never** enhances **vocabulary development**. |
| IGC.5.S18  Teach strategies for spelling accuracy and generalization | Candidate **consistently** teaches strategies for **spelling** accuracy **and** generalization. | Candidate **often** teaches strategies for **spelling** accuracy **and/or** generalization. | Candidate **occasionally** teaches strategies for **spelling** accuracy **or** generalization. | Candidate **rarely or never** teaches strategies for **spelling** accuracy **or** generalization. |
| IGC.5.K11  Relationship between specific exceptionalities and reading instruction | Candidate **consistently** demonstrates understanding of the **relationship** between specific **exceptionalities and reading** instruction. | Candidate **often** demonstrates understanding of the relationship between specific **exceptionalities and reading instruction**. | Candidate **occasionally** demonstrates understanding of the relationship between specific **exceptionalities and reading instruction**. | Candidate **rarely or never** demonstrates understanding of the relationship between specific **exceptionalities and reading instruction**. |
| The following are MATH standards that should be observed over the course of the entire semester, not necessarily every lesson. | | | | |
| IGC.5.S5  Use methods to teach mathematics appropriate to the individuals with exceptionalities | Candidate **consistently** uses **methods to teach mathematics** appropriate to the individuals with exceptionalities. | Candidate **often** uses **methods to teach mathematics** appropriate to the individuals with exceptionalities. | Candidate **occasionally** uses **methods to teach mathematics** appropriate to the individuals with exceptionalities. | Candidate **rarely or never** uses **methods to teach mathematics** appropriate to the individuals with exceptionalities. |
| IGC.5.K6  Methods for increasing accuracy and proficiency in math calculations and applications | Candidate **consistently uses m**ethods for increasing accuracy and proficiency in math calculations **and** applications. | Candidate **often uses m**ethods for increasing accuracy and proficiency in math calculations **and/or** applications. | Candidate **occasionally uses m**ethods for increasing accuracy and proficiency in math calculations **or** applications | Candidate **rarely or never uses m**ethods for increasing accuracy and proficiency in math calculations **or** applications |
| Comments | | | | |
| **Initial Preparation Standard 6: Professional Learning & Ethical Practice** | | | | |
|  | Exemplary (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
| IGC.6.K9  Theory of reinforcement techniques in serving individuals with exceptionalities | Candidate **consistently uses**  **reinforcement theory techniques** with students with exceptionalities. | Candidate **often uses**  **reinforcement theory techniques** with students with exceptionalities. | Candidate **occasionally uses**  **reinforcement theory techniques** with students with exceptionalities. | Candidate **rarely or never uses**  **reinforcement theory techniques** with students with exceptionalities. |
| Comments | | | | |
| **Initial Preparation Standard 7: Collaboration** | | | | |
|  | Exemplary (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
| IGC.7.K4  Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning exceptionalities | Candidate **consistently uses co-planning and co-teaching** methods to strengthen content acquisition of exceptional students. | Candidate **often uses co-planning and /or co-teaching** methods to strengthen content acquisition of exceptional students. | Candidate **occasionally uses co-planning or co-teaching** methods to strengthen content acquisition of exceptional students. | Candidate **rarely or never uses co-planning or co-teaching** methods to strengthen content acquisition of exceptional students. |
| Comments | | | | |

# US Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CT Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_