

**Special Education Competencies Addendum for the TOR
 (SPED ECE/SPED Student Teaching, SPED 5587/9287)**

Temple Teacher: _____ Date: _____

University Coach: _____ Observation number: 1 2 3 4 5 6

Mentor / Cooperating Teacher: _____ School: _____

Grade: _____ Subject/Class: _____ Timeframe: _____

ACRONYM GLOSSARY

B – Beginning, D – Developing, ME – Meets Expectations, EE – Exceeds Expectations

B	D	ME	EE	Professionalism
				Teacher demonstrates an understanding of, and applies, FERPA (Family Education Right to Privacy Act) and other privacy laws requiring confidentiality in all educational interactions with students, families, and community.
Coaching Comments				

Temple Teacher’s Goal(s) for meeting the needs of students with disabilities:

- (1) _____
- (2) _____
- (3) _____

N/A	B	D	ME	EE	Classroom Environment
					Teacher creates an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment according to student needs.
					Teacher fosters positive, inclusive, learning settings in cognitive, behavior, language, physical, and social domains.
					Teacher uses a variety of positive techniques to promote appropriate behavior and maintain attention of diverse students including students with disabilities.
					Teacher implements basic classroom management theories and strategies for all students, especially students with disabilities through a school/classroom wide methodology utilizing tiered approaches.
					Teacher obtains and analyzes student-specific data and implement strategies based on behavioral data to develop interventions including identifying and monitoring antecedent behavior, and consequence events to address inappropriate behavior as appropriate.
					Teacher identifies and explicitly teaches academic and social skills needed for all educational settings (One-to-one, small group, large group, community-based) as appropriate.
					Teacher identifies/implements crisis prevention and intervention techniques indicated in a student's behavior plan as appropriate.
					Teacher demonstrates the ability to integrate the IEP within the classroom routine.
					Teacher applies appropriate reinforcement techniques in serving ALL students.
Coaching Comments					

N/A	B	D	ME	EE	Deep Content Understanding (DCU) - Standard Evidence
					Teacher teaches students with disabilities (and all learners) to give and receive meaningful feedback from peers and adults in order to enhance their deep content understanding.
					Teacher provides explicit instruction and guided practice in targeted, key areas for students who show evidence of struggling.
					Teacher implements effective instructional principles embedded in content, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area.
					Teacher provides phonemic awareness and phonics instruction for students who struggle in reading.
					Teacher provides instruction in deep syntax, semantics, morphology and speaking in vocabulary development and text comprehension when appropriate.
					Teacher provides effective instruction in word-level strategies that result in student literacy gains when appropriate.
					Teacher implements fluency-based measurement (understanding its importance) and identify those students who may benefit from fluency building instruction
					Teacher provides direct explicit comprehension instruction in the strategies proficient readers use to understand what they read, e.g., summarizing, monitoring one's own comprehension when appropriate.
					Teacher clearly articulates and models the use of explicit and systematic instruction in the teaching of literacy (reading and writing) for students with disabilities across all reading levels to which he/she is exposed.
					Teacher clearly articulates and models the use of explicit and systematic instruction in the teaching of content area literacy for all students with disabilities across all reading levels to which he/she is exposed.
					Teacher implements text-based collaborative learning, which involves students interacting with one another around a variety of texts.
					Teacher uses content-area texts and content-area instruction and practice in reading and writing skills specific to subject areas when appropriate.
					Teacher adapts and modifies instruction, uses technology effectively, and adapts curriculum successfully in order to enhance deep content understanding for ALL students.
Coaching Comments					
	B	D	ME	EE	DCU Standard Performance – SPED Competencies

N/A	B	D	ME	EE	Differentiation in Communication Development (DCD)
					Teacher teaches communication and social interaction alternatives for non-speaking individuals when appropriate.
					Teacher enhances communication development through the use of research validated instructional strategies and techniques for ALL students.
					Teacher teaches students skills for monitoring errors in oral and written language.
					Teacher uses and maintains assistive technologies that support student participation and plans instruction on the use of alternative and augmentative communication systems as appropriate.
					Teacher selects, designs, and uses technology, materials and resources required to educate students whose disabilities interfere with communication.
Coaching Comments					
B D ME EE					DCD Performance

N/A	B	D	ME	EE	Instructional Planning/Implementation for ALL students (IPAS)
					Teacher develops and implement universally designed instruction.
					Teacher scaffolds instruction to maximize instructional access to all students and monitors student progress to provide mediated scaffolding and increase academic rigor when appropriate.
					Teacher provides feedback to students at all levels to increase awareness in areas of strength, as well as areas of concern.
					Teacher strategically aligns standard based curriculum with effective instructional practices.
					Teacher selects and uses specialized, age and ability appropriate instructional strategies that are deemed appropriate based on the abilities and needs of the students.
					Teacher develops and implements an Individual Education Program (IEP) that integrates assessment data with the general curriculum and based on multiple sources of assessment information.
					Teacher aligns instructional programming and outcomes with the standards of the general education curriculum.
					Teacher implements different instructional models in order to address specially designed instruction, including team teaching, co-teaching and assistance of para-educators as specific to their educational setting.
					Teacher demonstrates the impact of specially designed instruction that is directly related to assessment information and includes items that the student needs across all settings, explicitly describing how it is to be implemented by all teachers who teach the student, and is not specific to a subject, but related to a student's skill deficits.
					Teacher designs, implements, and evaluates instructional programs that enhance social participation across educational environments when appropriate.
					Teacher interprets sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans when appropriate.
					Teacher designs and implements curriculum and instructional strategies for medical self- management procedures when appropriate.
Coaching Comments					
B D ME EE					IPAS Performance

N/A	B	D	ME	EE	Assessment for ALL students (AAS)
					Teacher establishes and maintains progress monitoring practices aligned with the identified needs of each student to adjust instruction and provide rigor across content areas and in the area of literacy for students at varying levels, with and without disabilities, and according to need.
					Teacher conducts ongoing, formative assessment of students, which is informal, and often to obtain information on student progress under current instructional practices.
					Teacher uses targeted formal and informal assessment tools (including vocational) as appropriate for students with disabilities.
					Teacher designs and tests the effectiveness of interventions to determine appropriateness.
					Teacher translates diagnostic information about student learning into successful teaching strategies which require formal preparation.
					Teacher identifies and implements permissible accommodations and modifications on Pennsylvania statewide assessments when appropriate.
Coaching Comments					
B D ME EE					AAS Performance

Comments on Evidence of Temple Teacher's Progress, including progress towards his/her Goals:

Additional / General Comments