

3.4 Designs and/or modifies standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners. Appropriate provisions may include time and circumstances for work, tasks assigned, communication, and response modes. (CO: 6.2)

NOTE: Differentiation and universal design related skills are included in Standard 3.2; family/parent involvement is included in 7.1.

	Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
Exceptional Learners	No evidence of participation in the RTI process	Participates in the RTI process as an observer but does not take responsibility for planning or implementing program changes	Participates in the RTI process, planning (with input from the team) and implementing at least one Level I and Level II interventions for students with special needs	Demonstrates advanced understanding of the RTI process by planning (with input from the team) and implementing a range of Level I and Level II interventions for students with various special needs
	No evidence OR fails to communicate with the special education faculty and/or resource people providing services to students	Attends meetings with special education and/or resource people providing services to students identified with special needs and may provide input	Demonstrates communication with special education faculty and/or resource people providing services to students identified with special needs and at least one example of changes to program based on collaboration	Communicates on a regular basis with the special education faculty and/or resource people providing services to students, utilizing information to improve instruction
	No evidence OR does not individualize to meet the diagnosed needs of exceptional learners, providing none of the following experiences in long-term/unit/TWS plans:	Individualizes within a planned unit/TWS, utilizing at least one of the strategies listed below for students with exceptional needs; however, strategies may be planned generally and not for the identified needs of specific students	Plans and implements many of the following strategies to individualize learning and meet the identified needs of specific exceptional learners in a unit/TWS	Shows flexibility in individualizing learning to meet identified needs of exceptional learners in the classroom, implementing a range of the following strategies in more than one unit/TWS
	No evidence OR does not individualize to meet the needs of exceptional learners, providing none of the following experiences in daily plans/basal or scripted curricula	Individualizes within lesson plans, utilizing at least one of the strategies listed below; however, strategies may be planned generally and not for the identified needs of specific exceptional learners	Plans and implements changes in daily standards-based instruction for students with various diagnosed special needs (including basal/published curricula), with consultation of others	Shows flexibility in individualizing learning to meet identified needs of exceptional learners in the classroom, implementing a range of the following strategies in in daily plans, including modifications of published curricula

a. Content area strategies (e.g., modified text, word banks, length adjusted assignments, note-takers, readers, alternative assignments)

b. Assistive technology (e.g., electronic spellers, talking calculators, audio books, TTS software)

c. Testing accommodations (e.g., extended time, readers, alternative response modes)

d. Practice activities (e.g., peer tutoring, software)

e. Environmental strategies (e.g., special seating, co-teaching, environmental supports)

f. Co-teaching (e.g., one teach, one observe; one teach, one assist; parallel, station, teaming)

f. Remediation strategies (e.g., flexible grouping, peer-mediated instruction, co-teaching)

g. Behavior intervention plans

h. Specialized strategies (e.g., mnemonic devices, learning strategies)

i. Specialized curricula (e.g., Direct Instruction, Edmark)

English Language Learners	No evidence OR does not individualize to meet the diagnosed needs of English Language learners, providing none of the following experiences in long-term/unit/TWS plans:	Individualizes within a planned unit/TWS, utilizing at least one of the strategies listed below; however, strategies may be planned generally and not for the identified needs of specific English language	Plans and implements many of the following strategies to individualize learning and meet the identified needs of specific English language learners in a unit/TWS	Shows flexibility in individualizing learning to meet identified needs of English language learners in the classroom, implementing a range of the following strategies in more than one unit/TWS
	No evidence OR does not individualize to meet the needs of English language learners, providing none of the following experiences in daily plans/basal or scripted curricula	Individualizes within lesson plans, utilizing at least one of the strategies listed below; however, strategies may be planned generally and not for the identified needs of English language learners	Plans and implements more than one of the following strategies to individualize learning and meet the identified needs of specific English language learners in daily plans, including modifications of published curricula	Shows flexibility in individualizing learning to meet identified needs of English language learners in the classroom, implementing a range of the following strategies in daily plans, including modifications of published curricula
	<p>a. Monitors and supports interactive learning activities (student collaboration, seating to accommodate needs such as friendship, mixed academic ability groups, collaboration in language, projects)</p> <p>b. Develop students' competence in the language and literacy of instruction throughout all instructional activities; teaches vocabulary in a way that helps ELLs understand content area information</p> <p>c. Connects curriculum to experience and skills of students' home and community during instruction and assists students to connect and apply their learning to home and community</p> <p>d. Engages students through dialogue, especially instructional conversation; teaches through conversation by questioning, restating, praising, encouraging; arranges classroom to</p> <p>e. Assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, -- in purposeful conversation and writing</p> <p>f. Develops language & literacy by including language and literacy objectives (speaking, listening, reading, and writing) in plans</p> <p>g. Designs/revises reading and writing instruction that is appropriate to language level of student</p> <p>h. Varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others</p> <p>i. Effectively communicate with the parents of ELLs and provides opportunities for parents or families to participate in classroom instructional activities</p>			

Operationalization/Criteria:

Guidelines for Admission to Education: *Not evaluated at admission to education*

Guidelines for Admission to Student Teaching:

1. Benchmark for admission is a rating of "developing" on all dimensions: *Plans strategies that meet the needs of English language and exceptional learners.*
2. To score, review the eportfolio exhibits. Any rating of "basic" should result in an interview with the student teacher early in the semester.

Evidence to be Evaluated: Lesson plans, unit plan, field experience teacher evaluations, videoclips, reflection for Goal 3, field experience teacher evaluations

Guidelines for Program Completion/Student Teaching:

1. Required for program completion is a rating of "proficient" for all dimensions.
2. Observe the teacher's planning (lessons, TWS) and reflections, as well as directly observing his/her interactions with students.

3. Consult with other teachers who also have observed about consistency of using strategies.
4. Observe across content areas in which student has responsibility.
5. Observe student-student interactions.
6. Consistency = requires fluency/repetition, including documentation of competence in each content area of responsibility.
7. The OVERALL rating for the standard should be an average of the rating on all dimensions.
8. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *She worked with the building's ELL teacher to develop lesson plans that followed the SIOP method, including language objectives in every lesson*

Evidence: Reflection for Goal 3, direct observation, lesson plan book, TWS, inventories and assessment results, videoclips, individualized plans that student has developed/implemented (IEPs, 504 plans, e.g.), interviews with other teachers who have observed his/her teaching, log of activities with other professionals or planning meetings, co-teaching plans

Rationale:

English Language Learners

August, D. (2006). *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. A Available at http://www.cal.org/projects/archive/nlpreports/Executive_Summary.pdf.

Center for Research on Education, Diversity, and Excellence: <http://crede.berkeley.edu/>.

Echevarria, J., Vogt, M.E., & Short, D. (2010). *Sheltered content instruction: Teaching English language learners with diverse abilities*, 4th ed. Boston, MA: Allyn & Bacon.

Echevarria, J., Vogt, M.E., & Short, D. (2009). *Making content comprehensible for English language learners: The SIOP model*. Boston, MA: Allyn & Bacon.

Freeman, D.E., & Freeman, Y.S. (2008). *Academic language for English language learners and struggling readers, Heinemann. Phonics, and Grammar*. Portsmouth, NH: Heinemann.

Freeman, D.E., & Freeman, Y.S. (2004). *Essential linguistics: What you need to know to teach reading, ESL, spelling, Heinemann. Phonics, and Grammar*. Portsmouth, NH: Heinemann.

Krashan, S.D. *Principles and practices in second language acquisition*. Internet version available at http://www.sdkrashen.com/Principles_and_Practice/index.html.

Krashan, S.D., Tse, L., & McQuillan, J. (1998). *Heritage language development*. Burlingame, CA: Language Education Associates.

Short, D., Hudec, J., & Echevarria, J. (2002). *Using the SIOP model: Professional development manual for sheltered instruction*. Washington, DC: Center for Applied Linguistics.

Vogt, M.E., & Echevarria, J.A. (2007). *99 ideas and activities for teaching English learners with the SIOP model*. Boston, MA: Allyn & Bacon.

Educational Disabilities

Council for Exceptional Children: <http://www.cec.sped.org//AM/Template.cfm?Section=Home>.

Friend, M. (2010). *Special education: Contemporary perspectives for school professionals*, 3rd ed. Upper Saddle River, NJ: Merrill.

Fuchs, D., Mock, D., Morgan, P.L., & Young, C.L. (2003). Responsiveness-to-intervention: Definitions, evidence, and implications for the learning disabilities construct. *Learning Disabilities Research & Practice*, 18, 157–171

Heward, W. (2008). *Exceptional children: An introduction to special education*, 9th ed. Upper Saddle River, NJ: Merrill.

Mandlawitz, M. (2006). *What every teacher should know about IDEA 2004 laws and regulations*. Upper Saddle River, NJ: Merrill.

Mastropieri, M.A., & Scruggs, T.E.. (2005). *Effective instruction for special education*, 3rd ed. Upper Saddle River, NJ: Merrill.

Mercer, C.D., Mercer, A.R., & Pullen, P.C. (2010). *Teaching students with learning problems*, 8th ed. Upper Saddle River, NJ: Merrill.

National Center on Response to Intervention: <http://www.rti4success.org/>.

Turnbull, A., Turnbull, H.R., & Wehmeyer, M.L. (2008). *Exceptional lives: Special education in today's schools*, 6th ed.

Zentall, S.S. (2005). *ADHD and education: Foundations, characteristics, methods, and collaboration*. Upper Saddle River, NJ: Merrill.