3.1 Employs a wide range of teaching techniques to match the intellectual, emotional, physical, and social level of each student, and chooses teaching strategies and materials to achieve different curricular purposes. (CO: 6.1)

NOTE: Standard 5.6 is a companion to 3.1; 5.6 focuses on the developmental and interest needs; intellectual needs are addressed in 3.2 and elsewhere.

	Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
Curricular Purposes	No evidence OR all daily and long-term plans focus on content standards only	Includes some examples of cognitive, emotional, physical and social goals in daily and long-term planning, using effective strategies to enhance student learning	Includes some examples of cognitive, emotional, physical and social goals in daily and long-term planning, using effective strategies to enhance student learning	Shows flexibility in planning and teaching intellectual, emotional, physical, and social goals while enriching students' understanding of content; understands and implements effective interdisciplinary lessons
Emotional/ Social Needs	Criteria below focus on the emotional/social needs of students in their care who are experiencing one or more of the following challenges: a. Effects of family or home such as divorce, violence, foster care, poverty, homelessness, abuse or neglect, death, parent deployment b. Effects of peer relations such as bullying, rejection c. Recent immigration, transition d. Effects of intrapersonal problems such as self-mutilation, eating disorders, drugs e. Emotional challenges such as depression, suicidal, anger control, fears, anxieties (e.g., test anxiety), stress f. Responses to crises/trauma such as natural disasters, war, school crisis, media crisis g. Responses to classroom activities such as self-criticism, perfectionism, avoidance of risk-taking, poor self-esteem h. Peer relations, social skills, interpersonal skills, problem-solving skills such as how to ask for help, conflict resolution skills, teasing i. Other individual examples			
	No evidence OR makes no effort to know pupils as individuals and understand their learning needs; lacks interest or skill in determining students' interests, backgrounds, needs	Acts on information given to him/her about students' social/emotional needs but does not consistently act proactively to learn them; does not consistently act to meet these needs	Acts proactively to learn the serious intellectual, emotional, physical, and social levels of students that need accomodations by seeking out information from other professionals and demonstrates at least one activity to get to know student needs	Consistently acts proactively to identify students' social/emotional needs and uses a variety of strategies to act proactively to get to know students (meetings with other teachers parents, conferences, observations, questionnaires, cum folders)
	No evidence OR does not identify social skills/peer relations of students OR, once identified, does nothing to address those needs	Acts on information given to him/her about students' social skills/peer relations but does not consistently act proactively to learn them; does not consistently act to meet these needs	Acts proactively to identify social skills/peer relations and demonstrates skills at facilitating learning of social skills and positive peer relations through normal activities and environmental factors	Consistently acts proactively to identify students' social skills/peer relation needs and uses a variety of strategies to teach social skills and positive peer relations through normal activities and environmental factors

Emotional/ Social Needs	No evidence of seeking out or using research, school or community resources to meet the social/emotional needs of students, including: a.evidence based practices (peer mediation, social skills training, bullying prevention, parent involvement, conflict resolution, peer mediation, etc.) b. school/district based (crisis teams, school counselors, school-based resource or probation officers, social workers, etc.) c. community based (mental health services, violence prevention, etc.)	Assists in implementing at least one of the following, though s/he may not initiate, plan or implement any research-based strategies on own a.evidence based practices (peer mediation, social skills training, bullying prevention, parent involvement, conflict resolution, peer mediation, etc.) b. school/district based (crisis teams, school counselors, school-based resource or probation officers, social workers, etc.) c. community based (mental health services, violence prevention, etc.)	Addresses individual factors through any of the following research-based strategies: a.evidence based practices (peer mediation, social skills training, bullying prevention, parent involvement, conflict resolution, peer mediation, etc.) b. school/district based (crisis teams, school counselors, school-based resource or probation officers, social workers, etc.) c. community based (mental health services, violence prevention, etc.)	Demonstrates the ability to plan and implement a variety of the following research based strategies: a.evidence based practices (peer mediation, social skills training, bullying prevention, parent involvement, conflict resolution, peer mediation, etc.) b. school/district based (crisis teams, school counselors, school-based resource or probation officers, social workers, etc.) c. community based (mental health services, violence prevention, etc.)
Physical & Health Needs	**Criteria below focus on the physical/health needs of students in their care who are experiencing one or more of the following challenges:** chronic illnesses, HIV/AISA, epilepsy, traumatic brain injuries, allergies and asthma, injuries, physical impairments			
	No evidence OR appears unaware of the physical/health needs of students in their care	Acts on information given to him/her about students' physical/health needs but does not consistently act proactively to learn them; does not consistently act to meet these needs	Acts proactively to learn the serious physical/health needs of students that require accomodations by seeking out information from other professionals and demonstrates at least one activity to get to know student needs	Consistently acts proactively to identify students' physical/health needs and uses a variety of strategies to identify needs for students in her/his classroom
	No evidence of seeking out or using research, school or community resources to meet the physical/health needs of students OR does not follow the requirements of an IEP or 504 plan:	Assists in implementing IEPs/504 plans, though s/he may not initiate, plan or implement any of the following on own:	Implements IEPs+B13/504s consistently and addresses individual factors through any of the following research-based strategies:	Demonstrates the ability to plan and implement a variety of the following research based strategies as well as IEPs/504 plans:
	a.evidence based practices (peer mediation, social skills training, bullying prevention, parent involvement, conflict resolution, peer mediation, etc.)	a.curricular or environmental accomodations/adaptations such as modifying physical requirements of tasks	a.curricular or environmental accomodations/adaptations such as modifying physical requirements of tasks	a.curricular or environmental accomodations/adaptations such as modifying physical requirements of tasks
	b. school/district based (nurses, occupational or physical therapists, social workers, etc.)	b. school/district based (nurses, occupational or physical therapists, social workers, etc.)	b. school/district based (nurses, occupational or physical therapists, social workers, etc.)	b. school/district based (nurses, occupational or physical therapists, social workers, etc.)
	c. community based (e.g., Easter Seals)	c. community based (e.g., Easter Seals)	c. community based (e.g., Easter Seals)	c. community based (e.g., Easter Seals)

Operationalization/Criteria:

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

Guidelines for Admission to Student Teaching: *May have evidence attached, but not evaluate until student teaching*
Evidence: Student transcript, TEIMS rating by professor for 3.6

Guidelines for Program Completion/Student Teaching:
1. Required for program completion are ratings of "proficient" based on rubric above.
2. Because some K-12 student needs may not be obvious, even with brief observaton, interview student about his/her observations of K-12 student needs.
3. Consult with cooperating teacher/mentor teacher about strategies.
4. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *He earned proficiency through completion of requirements in ED 412.*

Evidence to be Evaluated: Direct observaton, reflections, interview with stduent or teacher who has observed him/her, lesson plans, lesson plan book, documentation of
collaboration with school or community personnel, research for resources, monioring data of IEP or 504 plan, communications with parents, student data

Rationale:

Brackett, M.A., Alster, B., Wolfe, C.J., Katulak, N.A., & Fale, E. (2007). Creating an emotionally intelligent school district: A skill based approach. In R. Bar-On, J.G. Maree & M.J. Elias (Eds.). *Educating people to be emotionally intelligent (*pp. 123-137). Westport, CT: Praeger Publishers. Available at http://heblab.research.yale.edu//pub_pdf/pub164_Brackett_et_al_2007_creatingEIschooldistrict.pdf.

Brackett, M. A., Patti, J., Stern, R., Rivers, S., Elbertson, N., Chisholm, C., Salovey, P. (2009). A sustainable skill based approach to developing emotionally literate schools. *Handbook for developing social and emotional intelligence* . pp. 329-358. Available at Available at http://heblab.research.yale.edu//pub_pdf/pub174_Brackett_etal_Chapter_15.pdf .

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Carr, E., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., Sailor, W., Anderson, J.L., Albin, R.W., Koegel, L.K., & Fox, Lise. (2004). Positive behavior support: Evolution of an applied s n Bambara, L., Dunlap, G. & Schwartz, E. (Eds.). Positive behavior support: Critical articles on improving practice for individuals with severe disabilities (pp. 376-387). Pro-Ed and TASH.

Carr, E.G., Dunlap, G., Horner, R.H., Koegel, R.L., Turnbull, A.P., Sailor, W., Anderson, J., Albin, R.W., Koegel, L.K., & Fox, L. (2002). Positive behavior support. Evolution of an applied scien *Journal of Positive Behavior Interventions, 4* , 4-16.

Clarke, S., Dunlap, G., Foster-Johnson, L., Childs, K.E., Wilson, D., White, R., & Vera, A. (1995). Improving the conduct of students with behavioral disorders by incorporating student interests into curricular activities. *Behavioral Disorders, 20* , 221-237.

Dowd, T., & Tierney, J. (2009). *Teaching social skills to youth,* 2nd ed. Omaha, NE: Boys Town Press.

Dunlap, G., & Fox, L. (2007). Parent-Professional Partnerships: A Valuable Context for Addressing Challenging Behaviours. *International Journal of Disability, Development and Education, 54(3)* , 273-285.

Family involvement in children's education: Successful local approaches. Avaliable at http://www.ed.gov/pubs/FamInvolve/.

Goldstein   *Prepare curriculum*

Goldstein   Teaching social skills

Hyson, M. (2004). *The emotional development of young children: Building an emotion-centered curriculum,* 2nd ed. New York: Teachers College Press.

Katz, L.G., & McClellan, D.E. (1997). *Fostering children's social competence: The teacher's role.* Washington, D.C.: NAEYC.

Sugai, G. (2004) (invited). Commentary: Establishing efficient and durable systems of school-based support. *School Psychology Review, 32* , 530-535.

Sugai, G. (2007) (invited). Promoting behavioral success in schools: Commentary on exemplary practices. In McDougal, J., & Miller, D. Special Practitioner's Edition: Promoting behavioral success. *Psychology in the Schools, 44,* 113-118.

Sugai, G. M. (1992). The design of instruction and the proactive management of social behaviors. *Learning Disabilities Forum, 17* (2), 20-23.

Websites of Organizations
Bullying: http://www.bullying.org/
Depression & Bipolar Support Alliance: http://www.dbsalliance.org/site/PageServer?pagename=home&cvridirect=true
Partnership for Family Involvement in Education: http://pfie.ed.gov/
National Association of School Psychologists: http://www.nasponline.org/
National Organization for Victim Assistance (crises): http://www.trynova.org/
National Technical Assistance Center for Children's Mental Health: http://gucchd.georgetown.edu/67211.html
SAFE Alternatives (self abuse): http://www.selfinjury.com/
Safe and Responsive Schools: http://www.indiana.edu/~safeschl/
Technical Assistance Center on Positive Behavioral Interventiosn & Supports: http://www.pbis.org/
Technical Assistance Center on Social Emotional Intervention: http://www.challengingbehavior.org/
Youth Violence & Prevention: http://www.cdc.gov/ViolencePrevention/youthviolence/index.html