Tier 3 Addendum – Special Education

IPTS Standard	0	1 - Unsatisfactory	2 - Basic	3 - Proficient	4 - Exceptional
			Expected Range		
1.1: Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.	Not Observed	The candidate does not understand how language, culture, and family background influence the learning of individuals with exceptionalities.	The candidate has limited understanding of how language, culture, and family background influence the learning of individuals with exceptionalities.	The candidate understands of how language, culture, and family background influence the learning of individuals with exceptionalities.	The candidate understands of how language, culture, and family background influence the learning of individuals with exceptionalities and explicitly applies this understanding in practice.
1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	Not Observed	The candidate does not use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	The candidate has limited ability to use their understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	The candidate uses their understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	The candidate consistently and explicitly uses their understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
2.2: Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments	Not Observed	The candidate does not use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments	The candidate has limited ability to use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments	The candidate uses motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments	The candidate consistently and explicitly uses motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments
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.	Not Observed	The candidate does not 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.	The candidate has limited understanding of 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.	The candidate understands 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.	The candidate understands and consistently and explicitly applies 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.

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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.	Not Observed	The candidate does not understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.	The candidate has limited understanding and ability to use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.	The candidate understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.	The candidate understands and consistently and explicitly uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3.3: Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.	Not Observed	The candidate does not modify general and specialized curricula to make them accessible to individuals with exceptionalities.	The candidate has limited ability to modify general and specialized curricula to make them accessible to individuals with exceptionalities.	The candidate modifies general and specialized curricula to make them accessible to individuals with exceptionalities.	The candidate consistently and explicitly modifies general and specialized curricula to make them accessible to individuals with exceptionalities.
4.1: Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.	Not Observed	The candidate does not select and use technically sound formal and informal assessments that minimize bias.	The candidate has limited ability not select and use technically sound formal and informal assessments that minimize bias.	The candidate selects and use technically sound formal and informal assessments that minimize bias.	The candidate consistently and explicitly selects and use technically sound formal and informal assessments that minimize bias.
4.4: Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them	Not Observed	The candidate does not engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them	The candidate has limited ability to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them	The candidate engages individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them	The candidate consistently and explicitly engages individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them
4.3: Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.	Not Observed	The candidate does not, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.	The candidate demonstrates limited ability to, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.	The candidate, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.	The candidate, in collaboration with colleagues and families, consistently and explicitly use multiple types of assessment information in making decisions about individuals with exceptionalities.

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4.2: Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.	Not Observed	The candidate does not use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.	The candidate has limited ability to use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.	The candidate has the ability to use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.	The candidate consistently and explicitly uses knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
5.4: Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.	Not Observed	The candidate does not use strategies to enhance language development and communication skills of individuals with exceptionalities.	The candidate has limited ability to use strategies to enhance language development and communication skills of individuals with exceptionalities.	The candidate uses strategies to enhance language development and communication skills of individuals with exceptionalities.	The candidate consistently and explicitly uses strategies to enhance language development and communication skills of individuals with exceptionalities.
5.1: Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.	Not Observed	The candidate does not consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.	The candidate has limited ability to consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.	The candidate considers individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.	The candidate consistently and explicitly considers individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.
5.5: Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.	Not Observed	The candidate does not develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams	The candidate demonstrates limited ability to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams	The candidate develops and implements a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams	The candidate consistently and explicitly develops and implements a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams

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5.3: Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities	Not Observed	The candidate is not familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities	The candidate has limited familiarity with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities	The candidate is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities	The candidate is well-versed in augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities
6.5: Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.	Not Observed	The candidate does not advance the profession by engaging in activities such as advocacy and mentoring.	The candidate demonstrates limited ability advance the profession by engaging in activities such as advocacy and mentoring.	The candidate advances the profession by engaging in activities such as advocacy and mentoring.	The candidate consistently and explicitly advances the profession by engaging in activities such as advocacy and mentoring.
6.1: Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.	Not Observed	The candidate does not use professional ethical principles and professional practice standards to guide their practice.	The candidate demonstrates limited ability to use professional ethical principles and professional practice standards to guide their practice.	The candidate uses professional ethical principles and professional practice standards to guide their practice.	The candidate consistently and explicitly uses professional ethical principles and professional practice standards to guide their practice.
6.2: Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.	Not Observed	The candidate does not understand how foundational knowledge and current issues influence professional practice.	The candidate has limited understanding of how foundational knowledge and current issues influence professional practice.	The candidate understands how foundational knowledge and current issues influence professional practice.	The candidate demonstrates a deep understanding of how foundational knowledge and current issues influence professional practice.
6.6: Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers	Not Observed	The candidate does not provide guidance and direction to paraeducators, tutors, and volunteers	The candidate demonstrates limited ability to provide guidance and direction to paraeducators, tutors, and volunteers	The candidate provides guidance and direction to paraeducators, tutors, and volunteers	The candidate consistently and explicitly provides guidance and direction to paraeducators, tutors, and volunteers

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7.3: Beginning special education professionals use collaboration to promote the well being of individuals with exceptionalities across a wide range of settings and collaborators.	Not Observed	The candidate does not use collaboration to promote the well being of individuals with exceptionalities across a wide range of settings and collaborators.	The candidate demonstrates limited ability to use collaboration to promote the well being of individuals with exceptionalities across a wide range of settings and collaborators	The candidate demonstrates the ability to use collaboration to promote the well being of individuals with exceptionalities across a wide range of settings and collaborators	The candidate consistently and explicitly demonstrates the ability to use collaboration to promote the well being of individuals with exceptionalities across a wide range of settings and collaborators

Student Teacher Name:_____**Date:**_____

University Supervisor Name:_____**University Supervisor Signature:**_____