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. 2.2: Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments 	Not Observed Not Observed	The candidate does not use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. 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 their understanding of development and individual differences to respond to the needs of individuals with exceptionalities. 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 their understanding of development and individual differences to respond to the needs of individuals with exceptionalities. The candidate uses motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments	The candidate consistently and explicitly uses their understanding of development and individual differences to respond to the needs of individuals with exceptionalities. 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.	environments 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.

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

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

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

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

Student Teacher Name: ______Date: _____Date: ______Date: ______Date: ______Date: ______Date: ______Date: ______Date: ______Date: ______Date: _____Date: ______Date: _______Date: ______Date: ______Date: ______Date: _____Date: ______Date: ______AAtE

University Supervisor Name:______University Supervisor Signature:______