Student Teaching II - Summative Assessment Introduction

Student	Date	
Teacher	School	

Grades

O Kindergarten	
O 1	
0 2	
O 3	
Ο 4	
O 5	
Ο 6	
07	
Ο 8	
O 9	
O 10	
O 11	
O 12	

Demographics

Please indicate the total number of students that you teach.

Please indicate the number of students in your classroom in each racial/ethnic category. Choose only one category per student. If none in a category, enter "0."

American Indian	Percent	
Asian	Percent	
Black	Percent	
Hawaiian/Pacific Islands	Percent	
Hispanic/Latino	Percent	
White	Percent	
Two or more races	Percent	
Other	Percent	

The total number of cross-cultural students in your classroom will appear below.

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Total Cross-Cultural Students	Percent		

Please indicate the number of students with exceptionalities in your classroom. If none, enter "0."

Total Students with Exceptionalities	Percent

Please indicate the number of students in your classroom receiving services. A student may be in more than one category. Please mark all that apply for each student. If none in a category, enter "0."

IEP/ISP	Percent
504 Plan	Percent
Title I	Percent
Gifted/Talented	Percent

Please indicate the number of ESL/ELL students in your classroom. If none, enter "0."

ESL/ELL	Percent

Attendance

Please indicate the days the MLC student was absent.Click + to add additional rows.

Date absent	Reason	

Minnesota Standards of Effective Practice

Evaluate the trait, the ability, or the success of the student teacher in each of the items listed. Use the following:

1	2	3	4	5
Not evident	Inconsistent	Proficient	Highly evident	Mastered at an
	but developing			exemplary level

Standard 1: Subject Matter

1. demonstrates competence in content area subject matter			e in conter	nt area subject matter	Comments
O 1	O 2	Ο3	Ο4	O 5	
2. helps students engage in inquiry and discovery			nquiry an	d discovery	Comments
O 1	O 2	Ο3	Ο4	Ο 5	
3. utilizes appropriate interaction strategies to engage		tegies to engage	Comments		
students in inquiry and discovery			overy		
01 02 03 04 05					
Standard 2: Student Learning					

1. modifies plans/procedures to meet students' needs

Comments	

2. plans lessons that are developmentally appropriate	Comments
O 1 O 2 O 3 O 4 O 5	
3. promotes active learning	Comments
01 02 03 04 05	
4. plans activities/experiences to achieve maximum	Comments
participation	
Standard 3: Diverse Learners	
1. is sensitive to students' backgrounds and feelings	Comments
O 1 O 2 O 3 O 4 O 5	
2. provides for differences among students	Comments
O 1 O 2 O 3 O 4 O 5	
3. evidences a belief that all students can learn and succeed.	Comments
O1 O2 O3 O4 O5	
4. uses a variety of methods, strategies, media, that are	Comments
appropriate to students with different needs and abilities	
01 02 03 04 05	
Standard 4: Instructional Strategies	
1. uses appropriate teaching skills	Comments
2. teaches lesson concepts logically and sequentially	Comments
3. utilizes teaching strategies which stimulate all levels of	Comments
thinking skills	
01 02 03 04 05	
4. uses a variety of instructional resources to enhance lesson	s Comments
01 02 03 04 05	
5. develop, implement, and evaluate plans that include	Comments
methods and strategies to maximize learning that incorpora a wide variety of materials and technology resources	te
6. adapts instruction during teaching based on feedback from	m Comments
students	
O1 O2 O3 O4 O5	
Standard F. Laarning Environment	
Standard 5: Learning Environment	
1. shows flexibility in classroom management and instruction to accommodate varying abilities	n Comments
2. uses teaching procedures that promote student motivatio	n Comments
01 02 03 04 05	·
3. speaks in a manner that gains the students' respect	Comments

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O 2

О3

Ο4

Ο5

Ο1

· · · , · · ·	AM				Blank with Standards - MLC Portal
4. is consistent and persistent in letting students know what i					Comments
expected					
O 1	02	O 3	04	O 5	
	-	ransitions	s from les	son to lesson and	Comments
between a			-	0.	
O 1	O 2	O 3	04	O 5	
				ng with smaller groups	Comments
O 1	02	O 3	Ο4	O 5	
7. is consci	ous of the	"little" d	etails tha	t contribute to good	Comments
order	_	_	_		
O 1	O 2	O 3	Ο4	O 5	
-		-		at enables cooperation	Comments
and respec				0.5	
01	02	03	04.	05	
Standa	ard 6: (Comn	nunica	ation	
1. has a ple	easant and	effective	voice		Comments
O 1	O 2	Ο3	Ο4	O 5	
2. demons	trates effe	ctive oral	and writ	ten communication	Comments
with stude	nts				
O 1	O 2	O 3	Ο4	O 5	
3. know ef	fective ver	bal, nonv	erbal, an	d media	Comments
communic	ation tech	niques			
O 1	O 2	O 3	Ο4	O 5	
4. use effe	ctive comn	nunicatio	n strateg	ies in conveying ideas	Comments
				ies in conveying facus	Connected
and inform		in asking	question	ns	
and inform	nation and		-		
O 1	O 2	in asking	question O 4	15	
o 1 Standa	o ² ard 7: I	in asking 03 Planni	o question 0 4 ing In	o 5	
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 □ 1 Standa 1. plans an students of intelligence □ 1 2. plans system □ 1 3. plans to appropriate □ 1 4. plans to □ 1 5. integrate living □ 1 Standa 1. uses asset 	2 ard 7: 1 d develops f varying a e 2 stematicall 2 integrate 2 integrate 2 integrate 2 es the curr 2 ard 8: 7	in asking a 3 Planni s lessons - bilities, la a 3 ly and car a 3 technolog a 3 technolog	ing In 4 ing In that are a earning s 4 refully 6 refully 6 refully 7 refully refully 7 refully refully 7 refully 7 refully 7 ref	appropriate for tyles, and types of 5 5 5 ssons when 5 en appropriate 5 it to present day 5	Comments Comments Comments Comments Comments Comments
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7/31/24, 6:32 AM 2. provides timely feedback to students on the quality of their Comments performance O 1 02 O 3 04 O 5 3. uses technological tools to assess student learning Comments **O** 2 Ο4 O 1 **O** 3 O 5 Standard 9: Reflection and Professional Development 1. shows appropriate self-confidence Comments **O** 2 O 1 O 3 Ο4 O 5 2. is punctual and dependable in attendance Comments O 1 02 O 3 04 O 5 3. exhibits professional dress and demeanor Comments O 1 02 03 Ο4 05 4. is reliable in completing assigned tasks Comments 01 02 O 3 04 O 5 5. is well organized and efficient Comments O 1 **O** 2 **O** 3 O_4 Ο5

7. is able to accept and implement constructive criticism O 1 **O** 2 **O** 3 Ο4 O 5

04

O 5

8. makes appropriate self-evaluations of teaching

O 3

O 1 02 O 3 O_4 05

6. displays initiative

O 2

O 1

9. uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice

01 **O** 2 **O** 3 O_4 O 5

Standard 10: Collaboration, Ethics, and Relationships

1. demon	strates ef	fective or	al and wri	tten comr	nunication
with pare	nts/careg	ivers, co-v	workers, a	and the co	mmunity
O 1	O 2	O 3	Ο4	O 5	

2. understands the concept of addressing the needs of the whole learner

O 1 **O** 2 **O** 3 04 O 5

MN Elementary Content Standards

1. understand and apply the research base for the best practices of kindergarten and elementary level education

O 1 02 03 04 05

2. understand and apply educational principles relevant to
physical, social, emotional, moral, and cognitive development
of young children

Comments Comments Comments Comments

Comments

Comments



Comments

O 1 **O** 2 **O** 3 Ο4 O 5

MN Middle Level Endorsement Communication Arts and Literature **Content Standards**

1. understand and apply the research base for and best					Comments
practices of	of middle	level edu	ıcation		
O 1	O 2	O 3	Ο4	O 5	
2. underst	and the e	ducation	al princip	les relevant to the	Comments
physical, s	ocial, em	otional, n	noral, and	l cognitive developmer	ıt 🛛
of young a	adolescen	its.			
O 1	O 2	O 3	Ο4	O 5	
3. underst	and how	to integra	ate curricu	ulum across subject	Comments
areas in de	evelopme	ntally ap	propriate	ways	
	02	03	Ο4	Ο 5	
01		- 5			
MN M 1. underst	liddle	Leve apply the	research	nematics Endo base for and best	orsement Content Standards
MN M	liddle	Leve apply the	research		
MN M 1. underst	liddle	Leve apply the	research on		
MN M 1. underst practices f 0 1 2. underst	iiddle and and a for middle 2 and the e	Leve apply the e education 0 3	research on 0 4 al principl	base for and best 0 5 les relevant to physical	Comments
MN M 1. underst practices f 0 1 2. underst social, em	tiddle tand and a for middle 2 tand the e otional, n	Leve apply the e education 0 3	research on 0 4 al principl	base for and best	Comments
MN M 1. underst practices f 0 1 2. underst	tiddle tand and a for middle 2 tand the e otional, n	Leve apply the e education 0 3	research on 0 4 al principl	base for and best 0 5 les relevant to physical	Comments
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MN M 1. underst practices f 0 1 2. underst social, ema adolescent 0 1	iiddle and and a for middle 0 2 and the e otional, n ts 0 2 and how	Leve apply the e education oral, and 0 3 to integra	research on 0 4 al principl d cognitive 0 4 ate currice	base for and best 5 les relevant to physical e development of youn 5 ulum across subject	Comments Comments

MN Middle Level Social Studies Endorsement Content Standards

1. understand the research	base for and	best practices	of
middle level education			

O 1 O 2 **O** 3 Ο4 O 5

2. understand the educational principles relevant to the physical, social, emotional, moral, and cognitive development of young adolescents

O 1 O 2 Ο3 Ο4 05

3. understand how to integrate curriculum across subject areas in developmentally appropriate ways

O 1 **O** 2 O 3 Ο4 O 5

MN Middle Level Science Endorsement Content Standards

1. unders	tand the r	esearch b	ase for ar	nd best pra	actices of
middle le	vel educa ⁻	tion			
				05	

2. unders	tand the e	education	al princip	les relevant	to the	
physical,	social, em	otional, r	noral, and	l cognitive	development	
of young adolescents						
0.4	0.0	0.0	0.4	0-		

O 1 02 Ο3 04 O 5

3. understand how to integrate curriculum across subject areas in developmentally appropriate ways

Comments

Comments

Comments

Comments

Comments

01 02 03 04 05

MN Middle Level World Language and Cultures Endorsement: Spanish Content Standards

 1. understand and apply educational principles relevant to the Comments

 physical, social, emotional, moral, and cognitive development

 of children, preadolescents, and adolescents

 0
 1
 0
 2
 0
 3
 0
 4
 0
 5

2. understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education

01 02 03 04 05

3. develop curriculum goals and purposes based on the central concepts of language and culture and know how to apply instructional strategies and materials for achieving student understanding of the language and culture

O1 O2 O3 O4 O5

Comments

Comments

MN Secondary Communication Arts and Literature Content Standards

1. understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents					
O 1	O 2	Ο3	Ο4	O 5	
				base for and the best bol education	Comments
01	02	O 3	04	0 5	
				connect students' fe, and workplace, and	Comments
further ed	•			•	
O 1	O 2	Ο3	Ο4	O 5	
4. understa listening, a		-	n of readir	ng, writing, speaking,	Comments
O 1	O 2	Ο3	Ο4	O 5	
5. understands strategies for selecting and using texts and materials that correlate individual student abilities with developmentally appropriate learning experiences					Comments
 1 2 3 4 5 6. understands strategies for selecting and using texts and materials which recognize and accept a broad range of common and diverse perspectives 					Comments
0 1			04	O 5	
7. understands the meanings of messages, content and relational					Comments
O 1	O 2	O 3	Ο4	O 5	
8. understa expressing		municatio	on and its	value in exploring and	Comments
01	O 2	Ο3	Ο4	O 5	

MN Secondary Computer, Keyboarding, and Related Technology Content

Standards

Stanut	IIUS				
1. understa		Comments			
moral, and	-				
kindergart	-	_	_	_	
01	02	Ο3	04	05	
2. understa	ands and a	applies be	est practio	es of teaching	Comments
-				ications to students in	
grades kin	_				
01	02	Ο3	04	O 5	
		-		ng strategies for many	Comments
				uding, but not limited	
to, lab, mo			_	-	
01	02	Ο3	04	O 5	
			-	of emerging	Comments
-	es and the	e changin	g nature	of technology in	
education	_	_	_	_	
01	02	03	04	O 5	
		••		manage technology,	Comments
	user acces	ss, and ap	plication	s in the education	
setting	-	-	-	-	
O 1	O 2	Ο3	04	O 5	
		••	-	o evaluate, select, and	Comments
	opriate h	ardware, s		and online resources	
	0 0	O 3	04	05	
O 1	02	05	0 1	0,5	
		_		dge necessary to	Comments
	ands and a omputer to	applies th echnology	e knowle	dge necessary to	Comments
7. understa	ands and a	applies th	e knowle	dge necessary to	Comments
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Ο1

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6. understand the overall framework of mathematics

MN Secondary Instrumental Music Content Standards

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1. unders	1. understand and apply educational principles relevant to the Comments								
physical,	social, em	otional, n	noral, and	l cognitive	e development				
of childre	of children, preadolescents, and adolescents								
O 1	O 2	O 3	Ο4	O 5					

2. understand and apply the research base for and the best

Ο4

practices of kindergarten or primary, intermediate, and

middle level and high school education

О3

O 2

including the examination of the same object from different					
perspective	S				
O 1	O 2	Ο3	Ο4	O 5	
7. understa	nd the ove	erall fram	ework of	mathematics	Comments
including the investigation of the logical reasoning that takes					
place within a system					
O 1	O 2	O 3	Ο4	O 5	
8. understa models in m			nology, ma	anipulatives, and	Comments
O 1	O 2	O 3	Ο4	O 5	
MN Se	conda	ry Vo	cal M	usic Content S	Standards
1. understa	nd and ap	ply educa	ntional pri	nciples relevant to the	Comments
physical, so	cial, emot	ional, mo	ral, and c	ognitive development	
of children,	-		d adolesc	ents	
O 1	O 2	O 3	Ο4	O 5	
2. understa	nd and ap	ply the re	esearch ba	se for and the best	Comments
-	-	-	-	termediate, and	
middle leve	-		ducation		
O 1	O 2	Ο3	Ο4	O 5	
3. understa	nd the nee	d for and	d how to d	connect students'	Comments
schooling ex	xperience	s with eve	eryday life	e, the workplace, and	
further edu	cational o	pportunit	ties		
O 1	O 2	O 3	Ο4	O 5	
	-	y to accor	npany a v	ocal ensemble on a	Comments
keyboard in	strument				
O 1	O 2	O 3	04	O 5	
5. know voo	al and cho	oral instru	uctional m	naterials and solo and	Comments
ensemble re	epertoire,	represent	ting diver	se periods and	
	-	-		nd advanced levels	
from kinder	-				
O 1	O 2	O 3	04	O 5	
6. demonstr	ate under	standing	s and skill	ls of vocal	Comments
performanc	e pedago	gy and vo	ocal health	n, including the child	
voice and the	-	-			
O 1	O 2	O 3	04	O 5	
7. rehearse	and condu	ict small a	and large	vocal and choral	Comments
performanc	e ensemb	les			
O 1	O 2	O 3	Ο4	O 5	

Comments

0	1	O 2	O 3	Ο4	O 5	
6. un	dersta	and the r	need for a	nd how t	o connect students'	Comments
schoo	oling e	experien	ces with e	everyday	life, the workplace, and	d
furth	er edu	ucational	l opportu	nities		
0	1	O 2	Ο3	Ο4	O 5	
Sta	nda	ards	2		-	Life Science, and Physics Cor
1. un	dersta	and how	to apply	educatior	al principles relevant	to Comments
the p	hysica	al, social,	, emotion	al, moral,	and cognitive	
deve	lopme	ent of pro	eadolesce	nts and a	dolescents	
0	1	O 2	O 3	Ο4	O 5	
2. un	dersta	and how	to apply	the resea	rch base for and the be	est Comments
pract	ices o	of middle	level and	l high sch	ool education	
0	1	O 2	O 3	Ο4	O 5	

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3. understand the need for and how to connect students'
schooling experiences with everyday life, the workplace, and
further educational opportunities

01 02 03 04 05

4. know instrumental instructional materials and solo and ensemble repertoire, representing diverse periods and cultures, and beginning, intermediate, and advanced levels 0 1 0 2 0 3 0 4 0 5

5. demonstrate understandings and skills or performance pedagogy for percussion, string, and wind instruments

01 02 03 04 05

6. rehearse and conduct small and large instrumental ensembles

01 02 03 04 05

MN Secondary Physical Education Content Standards

1. understa	and histor	ical, phil	osophical,	, sociological, and	Comments
psychologi	ical factor	s associa	ted with v	varied physical activities	
O 1	O 2	O 3	Ο4	O 5	
2.understa	nd and ap	oply educ	ational p	rinciples relevant to the	Comments
physical, s	ocial, emo	tional, m	noral, and	cognitive development	
of children	, preadole	escents, a	and adoles	scents	
O 1	O 2	O 3	Ο4	O 5	
3. understa	and and a	pply the	research l	base for and the best	Comments
practices o	of kinderga	arten and	d primary,	intermediate, and	
middle and	d high sch	ool educ	ation		
O 1	O 2	Ο3	Ο4	O 5	
4. understa	and the be	enefits ar	nd implica	tions of, and how to,	Comments
promote li	felong ph	ysical ree	creation		
O 1	O 2	O 3	Ο4	O 5	
5. develop	curriculu	m goals a	and purpo	ses based on the	Comments
				and knew how to apply	
	-			or achieving student	
understan	-	-			
O 1	O 2	O 3	Ο4	O 5	
6. understand the need for and how to connect students'					Comments
schooling	experienc	es with e	veryday li	fe, the workplace, and	
further ed	ucational	opportu	nities		
O 1	O 2	Ο3	Ο4	O 5	
MN Se	econda	ary So	cience	- Chemistry, L	ife Science, and Physics Content

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3. understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities

01 02 03 04 05

4. understand curriculum and instruction in science as evidenced by the ability to select, using local, state, and national science standards, appropriate science learning goals and content

01 02 03 04 05

5. understand curriculum and instruction in science as evidenced by the ability to plan a coordinated sequence of lessons and instructional strategies that support the development of students' understanding and nurture a community of science learners including appropriate inquiry into authentic questions generated from students' experiences; strategies for eliciting students' alternative ideas; strategies to help students' understanding of scientific concepts and theories; and strategies to help students use their scientific knowledge to describe real-world objects, systems, or events

01 02 03 04 05

6. understand curriculum and instruction in science as evidenced by the ability to plan assessments to monitor and evaluate learning of science concepts and methods of scientific inquiry

01 02 03 04 05

7. understand curriculum and instruction in science as evidenced by the ability to justify and defend, using knowledge of student learning, research in science education, and national science education standards, a given instructional model or curriculum

01 02 03 04 05

MN Secondary Social Studies Content Standards

1. understand and apply educational principles relevant to the Comments physical, social, emotional, moral, and cognitive development of preadolescents and adolescents

01 02 03 04 05

2. understand and apply the research base for and the best practices of middle and high school education

01 02 03 04 05

3. understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities

01 02 03 04 05

4. understand ways in which groups, societies, and cultures address human needs and concerns

01 02 03 04 05

5. understand that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and in the evidence they use

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01 0	2 🖸 3	Ο4	O 5			
6. understand of locales, regi			rection, size, and shape	Comments		
			05			
			time, place, and social	Comments		
and cultural sy	-		, time, place, and social			
01 0		Ο4	O 5			
8. understand	how concepts	including	role, status, and social	Comments		
	-	-	ractions of individuals,			
groups, and in		ociety				
01 0	2 03	Ο4	O 5			
	-		ng the rights, roles, and	Comments		
			he general welfare			
01 0		04	O 5			
			oductive human, capital,	Comments		
technological,			equires the make decisions about			
-	-		luced and distributed			
01 0		04	05			
MNI Soco	ndary M	lorld I	anguages and	Cultures: Spanish Content		
	MN Secondary World Languages and Cultures: Spanish Content Standards					
1. understand	and apply edu	cational n	principles relevant to the	Comments		
		-	cognitive development			
of children, pr	eadolescents, a	and adole	scents			
01 0	2 🛛 3	Ο4	O 5			
2. understand	and apply the	research l	base for and the best	Comments		
•	-		, intermediate, and			
middle and hig	•	_	-			
01 0		04	O 5			
			o connect students'	Comments		
schooling expe further educat			ife, the workplace, and			
		O 4	05			
				Comments		
4. understand	-		graphical, political, and	Comments		
artistic and co	-		graphical, pontical, and			
01 0		O 4	O 5			
5. is familiar w	ith culture and	d literatur	e of children and	Comments		
adolescents in	both the Unit	ed States a	and target cultures			
01 0	2 03	Ο4	O 5			
6. understand	the history of	institutio	ns within the cultures	Comments		
sufficiently for	comprehendi	ng why cւ	urrent conditions exist			
01 0	2 03	Ο4	O 5			
7. has a socioli	nguistic unde	rstanding	sufficient for accurately	Comments		
	g the interrela	tionships	of the language and			
culture	-	-	-			
01 0		04	O 5			
8. understand that both content and process are important and that cultural knowledge and understanding are				Comments		

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interdisciplinary

01 02 03 04 05

MN Special Education Core Skills Content Standards

1. understands the role of special education within the structure of a single, evolving, and changing education system that provides, based on an individualized planning and programming process, free appropriate public education to students in special education through a continuum of services

01 02 03 04 05

2. communicates the results of assessments and the evaluation process to students, families, teachers, and other professionals

01 02 03 04 05

3. integrates multiple sources of data to develop individualized educational programs and plans

01 02 03 04 05

4. supports the selection, acquisition, and use of assistive technology and supplementary aids and services in collaboration with parents and specialists

01 02 03 04 05

5. adapts and modifies curriculum and deliver evidence-based Comments instruction, including scientific research-based interventions when available, aligned with state and local grade-level content standards to meet individual learner needs

01 02 03 04 05

6. applies evidence-based methods, strategies, universal design for learning, and accommodations including assistive technologies to meet individual student needs and provide access to grade-level content standards

01 02 03 04 05

7. uses evidence-based instruction, knowledge of subject matter, grade-level content standards, task analysis, and student performance data to sequence instruction and accelerate the rate of learning

01 02 03 04 05

8. collaborates with other professionals and parents on the design and delivery of prevention efforts, early intervening services, prereferral interventions, English learning, gifted education, and intervention strategies to promote the academic, behavioral, linguistic, communication, functional, social, and emotional competency of students

01 02 03 04 05

9. teaches in a variety of service delivery models, including the delivery of specially designed instruction in the general education classroom and collaboration with other educational professionals and paraprofessionals

01 02 03 04 05

10. works collaboratively with family members, including children and youth, in designing, implementing, and Blank with Standards - MLC Portal

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02

evaluating individual educational plans and programs

O 1 02 O 3 04 O 5

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11. engages in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families

05 **MN Special Education Academic & Behavioral Strategist**

1. understands central concepts, tools of inquiry, history and Comments context, models, theories, and philosophies that form the bases for special education practice for students with academic, behavioral, functional, social, emotional, and communication needs

Ο4

O 1 **O** 2 O 3 04 O 5

2. selects, administer, and interpret a variety of informal and formal assessments, including rating scales, interviews, observation checklists, direct observations, formative assessments, assistive technology considerations, and academic achievement assessments, accounting for technical adequacy, limitations, and ethical concerns

O 1 O 2 O 3 04 O 5

3. communicates the purpose, procedures, and results of interventions, assessments, and the evaluation process to students, families, educators, and other professionals

01 **O** 2 03 O_4 O 5

4. collaborates with teachers, specialists, and related service providers, to identify patterns of strengths and weaknesses that require systematic explicit instruction, accommodations, and modifications, including the use of assistive technology for access to the curriculum

O 1 02 03 04 05

5. designs and implement individualized education program plans, considering a range of educational placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals

O 1 **O** 2 O 3 04 O 5

6. utilizes principles of universal design for learning in order to meet student needs across disability areas and across settings and provide access to grade-level content standards

O 1 02 03 04 05

7. designs, implement, modify, and adjusted instructional programs and processes and adapt materials and environments to enhance individual student participation and performance when serving students with a range of disabilities and diverse needs

O 1 02 **O** 3 04 O 5

8. monitors, collect, summarize, evaluate, and interpret data to document progress on skill acquisition and make adjustments to and accommodations in instruction

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01 02 03 04 05

9. selects and applies evidence-based instructional practices, including those supported by scientifically based research when available, for academic instruction, social skills instruction, affective education, and behavior management for students with a range of disabilities and diverse needs within a common instructional setting

01 02 03 04 05

10. applies strategies to increase functional developmental skills, academic skills, reasoning, problem solving skills, study skills, organizational skills, coping skills, social skills, selfadvocacy, self-assessment, self-awareness, self-management, self-control, self-reliance, self-esteem, test-taking skills, and other cognitive strategies to ensure individual success in oneto-one, small-group, and large-group settings, including preparation for transition

01 02 03 04 05

11. modifies instruction and teaches skills to increase accuracy, fluency, academic vocabulary, and comprehension in reading, writing, and listening including modifying pace of instruction, introducing monitoring strategies, and providing organizational cues

01 02 03 04 05

12. modifies instruction and teach skills to increase accuracy C and proficiency in mathematical reasoning and calculation

01 02 03 04 05

13. utilizes assistive technology devices, accessible instructional materials, and accommodations to strengthen or compensate for differences in perception, attention, memory, processing, comprehension, and expression

01 02 03 04 05

14. assists children and youth and families in understanding terminology and identifying concerns, priorities, and resources during the identification of a disability and at critical transition points across the life span

01 02 03 04 05

15. engages in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families

01 02 03 04 05

Narrative Evaluation

Briefly describe the MLC student's ability for teaching. For example, indicate strengths and weaknesses, along with any additional comments you feel would be helpful.

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