

**Pikes Peak BOCES/UCCS Special Education Teacher-in-Residence Program  
Standards-Based Generalist Observation Form**

Resident Teacher \_\_\_\_\_ Date \_\_\_\_\_  
Assignment/Grade \_\_\_\_\_ School/District \_\_\_\_\_  
Beginning Time \_\_\_\_\_ Ending Time \_\_\_\_\_  
Appraiser \_\_\_\_\_ Appraisee \_\_\_\_\_

(Signature indicates receipt of document)

*Using the rubric provided, mark each element as B - Basic, D - Developing, P - Proficient, or AP - Advanced Proficient, / - Not observed at this time, \* - Was taught, but not included in lesson plan.*

*Note: **BOLD/UNDERLINE** standard elements denote proficiencies met 2nd year of program*

**Standard One: Knowledge of Literacy: 9.06 (1) The special education generalist shall be knowledgeable about student literacy, and the development of reading, writing, speaking, viewing, and listening skills, and is able to:**

**Elements:**

- \_\_\_\_\_ 1.a. Plan and organize reading instruction based on ongoing assessment.
- \_\_\_\_\_ 1.b. Use knowledge of typical and atypical language and cognitive development, to guide the choice of instructional strategies, in meeting the learning needs of individual students.
- \_\_\_\_\_ 1.c. Develop phonological and linguistic skills related to reading including: phonemic awareness concepts about print, systemic, explicit phonics, other word identification strategies, and spelling instruction.
- \_\_\_\_\_ 1.d. Develop reading comprehension skills in students, including comprehension strategies within a variety of genre; literary response and analysis; content area literacy; and the promotion of independent reading.
- \_\_\_\_\_ 1.e. Increase the oral and written English language arts skills and proficiency of students, including; the appropriate and correct use of vocabulary and standard English; punctuation; grammar; sentence structure; spelling; and an understanding of the relationship(s) between reading, writing, and oral language, and is further able to:
  - Design instruction based on the unique strengths and needs of students with disabilities, to assist them in their acquisition of reading and writing skills.
  - Apply a variety of effective research-based instructional strategies, and curricular approaches, to the teaching of reading and writing skills.
  - Match appropriate instructional strategies to student needs, as related to the acquisition of knowledge and skills in required content areas, such as, reading and writing.
- \_\_\_\_\_ 1. f. Incorporate Colorado Model Content Standards into strategies for teaching reading and writing.

**Notes:**

**Standard Two: Knowledge of Mathematics: The special education generalist shall be knowledgeable about mathematics and mathematics instruction, and is able to assist content-area teachers in developing in students' knowledge and skills in the use of number systems, number sense, geometry, measurement, statistics, probability, mathematical functions, and in the use of variables.**

**Elements:**

\_\_\_\_\_ 2.1 Meets standard

**Notes:**

**Standard Three: Knowledge of Standards and Assessment: The Special Education Generalist shall be knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum, and is able to:**

**Elements:**

\_\_\_\_\_ 3.a Develop short and long-range standards-based instructional plans.

\_\_\_\_\_ 3.b Develop valid and reliable assessment tools for the classroom.

\_\_\_\_\_ 3.c Develop and utilize a variety of informal and formal assessments, including, but not limited to rubrics, and can:

- Develop and utilize adapted assessment of student performance.
- Communicate about the strengths and limitations of a wide variety of formal and informal assessment instruments; select and use these tools in screening, pre-referral, referral, and in the determination of eligibility for special education; and to guide instruction.

**\_\_\_\_\_ 3.d. Assess, compare, and contrast the effects of a wide variety of teaching strategies on student performance, as related to content standards, as demonstrated by the candidate's ability to link appropriate adaptations of instructional strategies and assessments to student learner needs, based on evaluation(s) of those needs.**

\_\_\_\_\_ 3.e Utilize assessment data in planning for standards-based instruction, incorporating scores, including grade score versus standard score, percentile ranks, age/grade equivalents, and stanines, and is able to interpret these to relevant stakeholders

\_\_\_\_\_ 3.f Provide effective verbal and written feedback to students, to guide and improve their academic performance, as related to meeting content standards.

\_\_\_\_\_ 3.g Prepare students for the CSAP tests (Third Grade Literacy Assessment), and for other formal and informal assessments of educational achievement.

\_\_\_\_\_ 3.h Ensure that instruction is consistent with the Colorado Model Content Standards, school and school district priorities and objectives, , and the Colorado Accreditation requirements.

**Notes:**

**Standard Four: The special education generalist shall be knowledgeable about the general academic content of, and basic concepts related to: civics, economics, foreign language, geography, history, science, music, visual arts, and physical education, in order to assist the general classroom teacher with the accommodations necessary for students to learn in those content areas, and is able to:**

**Elements:**

\_\_\_\_\_ 4. a Analyze, critically review, and incorporate effective documented research-based information into collaboration with other professionals, as related to planning for instructional delivery to students.

\_\_\_\_\_ 4.b Collaborate with other school professionals, families, and students, to assist learners in gaining access to learning accommodations which may be required for them to meet content standards.

\_\_\_\_\_ 4.c Assist in the accommodation of student content acquisition, through general knowledge of the concepts incorporated in the Colorado Model Content Standards, and can:

- Identify the unique strengths and needs of students with disabilities, as related to acquisition of content, skills, and knowledge.
- Employ a wide variety of approaches, to assist in the accommodation of the teaching of content areas, to support students in meeting content standards.
- Assist content-area teachers in adapting and modifying curriculum and instruction to help students meet Colorado Student Content Standards.
- Assist in the design and implementation of instruction to meet the needs of learners from a wide variety of cultures and socio-economic backgrounds.

\_\_\_\_\_ 4.d Assist other educators in the enrichment and enhancement of content knowledge, to extend student learning, by demonstrating the ability to locate, analyze, select, and apply research-based best practices which have been proven to generate effective teaching and learning.

\_\_\_\_\_4.e. assist the general classroom teacher with the incorporation of literacy and mathematics into content area instruction.

**Notes:**

**Standard Five: Knowledge of Classroom and Instructional Management: The special education generalist shall be knowledgeable about classroom and instructional management and is able to demonstrate such practices as, effective time management, communication, and accurate and timely record-keeping, in support of increased student learning, and is able to:**

**Elements:**

\_\_\_\_\_5.a Create a learning environment characterized by appropriate student behavior, efficient use of time, and disciplined student acquisition of content knowledge, skills, and the application thereof through:

- The provision of a safe and productive learning environment responsive to the physical, social, cognitive, academic, linguistic, cultural, and functional needs of student learners.
- The provision of information to general classroom teachers about effective classroom management practices and organizational techniques that address the needs of groups of students, with varying instructional needs.
- The utilization of management and organizational techniques designed for students with differing needs and levels of needs.
- Evaluation to determine specific learner academic needs, and to match student strengths with appropriate curriculum and instructional delivery strategies, in an environment organized to encourage optimal learning.
- The design behavior plans that incorporate research-based instructional strategies into teaching about, and the student acquisition of, problem solving, conflict resolution, and social interaction skills.
- The creation of conditions, and the teaching of skills, that engage students as active participants in their own educational planning, including goal setting and goal attainment.

\_\_\_\_\_5.b. Apply consistent and fair disciplinary practices in the classroom, and demonstrate the ability to:

- Maintain adequate and appropriate data regarding student behavior, to determine whether student actions are a manifestation of a disability, and/or to address such implication(s) in the expulsion process.
- Match classroom management and organizational techniques to the needs of groups of students.
- Apply effective research-based classroom management and organizational techniques, including the implementation of behavior support systems.
- Conduct and interpret functional behavioral assessments.
- Develop and implement collaborative behavior support plans, in cooperation with other team members, students, and parents.
- Interpret, design, and implement appropriate behavioral support systems, based on data drawn from functional behavioral assessments.

\_\_\_\_\_5.c. Apply appropriate intervention strategies and practices, to ensure that an effective learning environment is maintained, and is able to:

- Provide information to general classroom teachers about how to evaluate and match specific learner needs and strengths with appropriate curriculum and instruction-strategies, to optimize student engagement and learning.
- Implement a wide variety of effective research-based instructional strategies, and explain the reasoning and purpose behind the implementation of specific teaching strategies.

\_\_\_\_\_ **5.d. Raise the academic performance level of a group of students, to a higher level, over time.**

\_\_\_\_\_5.e. Incorporate, into teaching, cognitive processes associated with various kinds of learning, including those related to: critical and creative thinking; problem-structuring and problem-solving; invention; memorization; and recall; and provide strategies to address to each, so that students are assisted in mastering

content standards, through the educator's application of knowledge related to the cognitive, communication, physical, cultural, social, educational, self-determination, transitional, and emotional needs of all students, including those with disabilities.

\_\_\_\_\_5.f. Work in cooperation with school and community librarians, and other library media personnel and resource specialists, to instruct students on how to gain access to, retrieve, analyze, synthesize, and evaluate information, to incorporate information-gathering literacy skills into curriculum delivery, and into the enhancement of standards-based learning.

\_\_\_\_\_5.g. Accurately document and report ongoing student achievement, in a timely and concise manner.

\_\_\_\_\_5.h. Communicate effectively with parents and guardians, to involve them as participants and partners in student learning, by providing them with information about resources, and by assisting and encouraging families in their efforts to support the academic progress of the learner from within the home environment, including addressing cultural, socio-economic, and linguistic diversity issues, and other life-affecting conditions.

\_\_\_\_\_5.i. Communicate about a variety of assessment results, and their implications for and to students, parents, guardians, professionals, administrators, and the community, and is able to:

- Effectively interpret and communicate, orally and in writing, about student assessment results, to: a variety of stakeholders, including those involved in instructional and support services planning and delivery; students, where appropriate; and their parents/guardians.
- Assist students in applying acquired knowledge and skills to home, community, and work-life.
- Assist students in their transition from one setting or level to another, in collaboration with family, educators, other professionals, and relevant community representatives, as appropriate.
- Identify and utilize resources and strategies that promote effective partnerships between students, families, school, district and other programs, and community.

**Notes:**

**Standard Six: Knowledge of Individualization of Instruction: The special education generalist shall be knowledgeable about orientation of instruction towards meeting student needs(s); responsive to the needs and experiences students bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities; learning exceptionalities and conditions that affect the rate and extent of student learning; and the adaptation of instruction for all learner; and is able to:**

**Elements:**

\_\_\_\_\_6.a. Employ a wide variety of teaching techniques, to match the intellectual, emotional, and social level of each student, and to select a wide variety of teaching strategies and materials to achieve different curricular purposes, and can:

- Analyze the unique strengths and needs of students with disabilities, in relationship to the learning process and life experience, and plan instruction for appropriate student outcomes.
- Incorporate and utilize strategies that mitigate the influence of diversity on assessment, eligibility, programming, and placement of students with exceptional learning needs.

\_\_\_\_\_6.b. Assist in the design and/or modification of standards-based instructional delivery, in response to identified student need, including that of exceptional learners, and English-language acquisition learners, and effectively collaborates with other professionals to develop:

- And provide appropriate curriculum and instruction, that meets the unique needs of students with disabilities.
- Or gain access to services that meet the needs of learners and families from a variety of cultures.

\_\_\_\_\_6.c. Incorporate knowledge about the effect of educational disabilities and giftedness on student learning, to optimize and individualize instruction; and to assist in planning for students' transition to post-school and work-life.

\_\_\_\_\_6.d. Follow procedures specified in state, federal and local regulation and policy, and can:

- Identify and provide pre-referral intervention(s) to determine the least restrictive learning environment for a student, whether in special or general education setting(s), as determined by the special education assessment process.
- Communicate to a variety of stakeholders, about the applicable history and foundations of federal, state, and local policy, and the legal requirements that provide the basis for special education and its practice(s).
- Communicate effectively, to a variety of stakeholders, about the procedural safeguards inherent in due process rights, as related to assessment, eligibility, and placement.
- . Communicate to a variety of stakeholders about the rights and responsibilities of parents, students, especially those with disabilities, teachers, other professionals, and schools, as related to special education.
- Make ethical decisions, with regard to identification, assessment, instructional, and service delivery, for students in special education.
- Coordinate, schedule, and supervise para-educators, to ensure that students' education programs are implemented effectively.

\_\_\_\_\_6.e. Develop and implement mandated, and other individualized education plans, related, but not limited to:

- Student education, behavior, and transition, in collaboration with parents, students, and other education professionals.
- Measurable goals, objectives, and adaptations, as based on student need.

\_\_\_\_\_6.f. Collect data on student achievement, incorporated into the development of Individualized Education Plans (IEP), and:

- Assess and report progress regarding student attainment of annual goals and objectives.
- Modify student plans, in a timely way, based on student data.

\_\_\_\_\_6.g. Consult with other professionals on the development of a student education plan, with regard to strategies which may be applied when a medical condition or medication must be considered, in terms of its current or potential effect on a student's learning and/or behavior.

**Notes:**

**Standard Seven: Knowledge Technology: . The special education generalist is knowledgeable about, and skilled in, technology and its instructional applications; and the use(s) of technology in support of instruction delivery and the enhancement of student learning; and its able to:**

**Elements:**

\_\_\_\_\_7.a. Provide assistance to the general classroom teacher with regard to the multiple use(s) of technology in the delivery of standards-based instruction.

\_\_\_\_\_7.b. Incorporate technology, to increase student achievement, by utilizing:

- Technology to support communication, in conjunction with, and utilizing the expertise of, other skilled/trained professionals.
- Current educational and assistive technologies, to meet the instructional needs of students with disabilities.

\_\_\_\_\_7.c. Utilize technology to manage student education plans and to communicate relevant information to a wide variety of stakeholders.

\_\_\_\_\_7.d. **Apply technology to data-driven assessment(s) of learning.**

\_\_\_\_\_7.e. Instruct, or ensure instruction of, and support, students with disabilities, in their acquisition of technology skills, according to need(s), level(s) of learning, and requirements for assistive technology.

**Notes:**

**Standard Eight: Democracy, Educational Governance and Careers in Teaching:** The special education generalist is knowledgeable about the relationship of education to democracy, including the school's role in teaching and perpetuating a democratic system of government; educational governance; careers in teaching; the relationship(s) between the various governmental entities which create laws, rules, regulations, and policies that determine education and special education practices; and is able to:

**Elements:**

\_\_\_\_\_ 8.a. Model and articulate democratic ideals to students, and other stakeholders, as related, but not limited to:

- teaching about productive citizenship,
- teaching and perpetuating the principles of a democratic republic

\_\_\_\_\_ 8.b. Model for, and develop in students, positive and accepted behavior(s), to accepted standards, and respect for the rights of others, as necessary for successful personal, family, and community involvement, and well-being.

\_\_\_\_\_ 8.c. **Demonstrate respect for, and address in planning, influences that affect educational practice, including, but not limited to:**

- **Federal and state constitutional provisions;**
- **Federal and state executive, legislative, and legal policies**
- **The roles of elected officials in policy-making**
- **Local board of education, school district, and school administration policies and those of boards of cooperative educational services**
- **The influence of non-traditional and non-public schools, including charter schools, private schools, and home schooling**
- **Public sector input from business, advocacy groups and the public.**

\_\_\_\_\_ 8.d. **Promote teaching as a worthy career and describe the wide variety of career paths in education.**

\_\_\_\_\_ 8.e. Self-evaluate performance and participate in professional development options and organizations that can improve that performance.

**Notes:**

**General Comments:**