	EEX 3012: Educational Needs of Students with Exceptionalities			
Instruction	**Exemplary**	**Accomplished**	**Developing**	**Requires Action**
Communicating with Students and Teachers	Teacher candidate always utilizes person 1st language, identifying the student's disability 2nd when addressing the student's needs. Discourse between the teacher candidate and the mentor centers around students and identifies numerous accommodations to assist all students in acquiring a deep understanding of content.	Teacher candidate utilizes person 1st language, identifying the student's disability 2nd when addressing the student's needs. Discourse between the teacher candidate and the mentor mainly centers around students and identifies some accommodations to assist students in acquiring a deep understanding of content.	Teacher candidate sometimes utilizes person 1st language, identifying the student's disability 2nd when addressing the student's needs. Discourse between the teacher candidate and the mentor centers around students and their needs.	Teacher candidate does not utilize person 1st language, identifying the student's disability 2nd when addressing the student's needs. Discourse between the teacher candidate and the mentor centers around students.
Supports Student Learning by Using Effective, Appropriate Techniques and/or Accommodations	The teacher candidate contributes to the selection and implementation of appropriate, student specific, techniques and/or accommodations for various learning	Teacher candidate implements appropriate, student specific, techniques and/or accommodations for various learning activities within a small group or one-on-	Teacher candidate contributes to the selection and implementation of general techniques and/or accommodations for various learning activities within a	Teacher candidate does not implement appropriate techniques and/or accommodations during various learning activities within a small group or one-on-one setting.

	activities within a small group or one-on-one setting.	one setting.	small group or one-on-one setting.	
Planning and Preparation				
Designing or Utilizing Coherent Activities that Demonstrates Knowledge of Students	The teacher candidate's leads small group or individual activities that have a clear structure and are differentiated allowing different pathways according to student needs.	The teacher candidate's assist in helping with small group or individual activities that have a clear structure and are differentiated allowing different pathways according to student needs.	The teacher candidate's observes small group or individual activities.	The teacher candidate's does not participate in small group or individual activities.
The Classroom Environment				
Teacher Candidate Encourages an Environment of Respect	Classroom interactions, between teacher candidate and students are respectful and reflect genuine warmth, caring, and sensitivity to the cultural and developmental difference among groups of students.	Classroom interactions, between teacher candidate and students are respectful.	Classroom interactions, between teacher candidate and students are mostly respectful.	Classroom interactions, between teacher candidate and students are many times not respectful.
Establishes a Culture for Learning	The teacher candidate demonstrates energy	The teacher candidate demonstrates	The teacher candidate demonstrates limited	The teacher candidate does not demonstrate

	and a passion for the subject area.	knowledge of the subject area with a desire to learn.	understanding subject area with hesitation about education.	knowledge of subject area and does not seem to be passionate about education.
Supports Classroom Management by Using Effective, Appropriate Techniques	The teacher candidate contributes to the overall positive classroom environment by assisting in monitoring student behavior through proximity and verbal reinforcement.	The teacher candidate assists in monitoring student behavior through proximity and verbal reinforcement	The teacher candidate observes the mentor addressing student behavior through proximity and verbal reinforcement	The teacher candidate does not show interest in addressing student behavior.
Professional Responsibilities				
Showing Professionalism	The teacher candidate consistently adheres to and models standards for professional conduct, dress, and overall performance requirements, including attendance and punctuality.	The teacher candidate adheres to standards for professional conduct, dress, and overall performance requirements, including attendance and punctuality	The teacher candidate mostly adheres to standards for professional conduct, dress, and overall performance requirements, including attendance and punctuality	The teacher candidate does not adhere to nor model standards for professional conduct, dress, and overall performance requirements, including attendance and punctuality