University of California, Riverside Extension
Clear Credential Program – Observation Rubric

Key Assessment Title: Teaching Special Populations
Course Title: Teaching Special Populations – EDUC X408.18

Candidate's Name ________________________________________________
Instructor's Name ________________________________________________

**Directions:** This document (pages 1-4) is to be completed by the candidate and the candidate’s Site Support Teacher. The candidate is responsible for submitting a copy of the completed rubric to their course instructor and to the Credentials Office at credentials@ucr.edu at the end of the course. The original rubric needs to be placed in the portfolio at the end of the Clear Credential Program as part of the Culmination Portfolio EDU X408.19; please keep a copy of all rubrics as UCR does not keep electronic backups in Moodle/eLearn. The Site Support Teacher is to observe the candidate in their classroom in relation to the content of the Teaching Special Populations course. Multiple observations (formal and informal) are encouraged, but only one rubric should be submitted to the Credentials Office. Using the rubric as a scoring device, the Site Support Teacher provides specific feedback to the candidate related to their instructional practice. The Site Support Teacher is to place the appropriate score to indicate whether the candidate’s competency is Below Basic, Basic, Proficient, or Advanced within the standard. For any competency that is below basic, the Site Support Teacher must comment in the “Areas for Growth” section on page 4. The candidate must then incorporate this area for growth into their professional growth plan. If a competency does not apply, please indicate by noting “N/A” on the rubric and provide a brief comment or explanation.

**California Standards for the Teaching Profession (CSTPs)/Competencies being addressed:**

**Standard 1: Engaging and Supporting All Students in Learning**
1.1 Using knowledge of students to engage them in learning
1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests
1.3 Connecting subject matter to meaningful, real-life contexts
1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs
1.5 Promoting critical thinking through inquiry, problem solving, and reflection
1.6 Monitoring student learning and adjusting instruction while teaching

**Standard 2: Creating and Maintaining Effective Environments for Student Learning**
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
2.5 Developing, communicating, and maintaining high standards for individual and group
2.6 Employing classrooms routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
2.7 Using instructional time to optimize learning

**Standard 3: Understanding and Organizing Subject Matter for Student Learning**
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
3.3 Organizing curriculum to facilitate student understanding of the subject matter
3.4 Utilizing instructional strategies that are appropriate to the subject matter
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

**Standard 4: Planning Instruction & Designing Learning Experiences for All Students**
4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction
4.2 Establishing and articulating goals for student learning
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all student
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

**Standard 5: Assessing Students for Learning**
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
5.3 Reviewing data, both individually and with colleagues, to monitor student learning
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
5.5 Involving all students in self-assessment, goal setting, and monitoring progress
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
5.7 Using assessment information to share timely and comprehensible feedback with students and their families

**Standard 6: Developing a Professional Educator**

6.1 Reflecting on teaching practice in support of student learning
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
6.4 Working with families to support student learning
6.5 Engaging local communities in support of the instructional program
6.6 Managing professional responsibilities to maintain motivation and commitment to all students
6.7 Demonstrating professional responsibility, integrity, and ethical conduct

<table>
<thead>
<tr>
<th>Field Work Competencies</th>
<th>Below Basic (1 point) Comments required</th>
<th>Basic (2 points)</th>
<th>Proficient (3 points)</th>
<th>Advanced (4 points)</th>
<th>Points</th>
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<tbody>
<tr>
<td>A. Knowledge of processes for identifying and referring students for special education services, including the legal and ethical obligation of general education teachers. (CSTP 1.4, 3.5, 4.4, &amp; 6.3)</td>
<td>The teacher seemed unaware of processes for identifying and referring student for special education services even after attending a SST or IEP meeting. The evaluation of the meeting could be improved.</td>
<td>The teacher had some awareness process for identifying students for special education services by attending a SST or IEP meeting and evaluating the meeting.</td>
<td>The teacher had awareness of the processes for identifying and referring students for special education services, including the legal and ethical obligation of general education teachers. Attendance at the IEP or SST meeting and evaluation of the meeting was well done.</td>
<td>The teacher was keenly aware about the legal and ethical obligations of both special education and regular education teachers. The teacher participated in IEP and SST meetings to develop student learning goals; proactively communicated with others in developing the best plan for students and demonstrated knowledge of rights and responsibilities. The evaluation of the meeting was excellent.</td>
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<td>B. Knowledge of student growth and development, and the use of positive behavioral support strategies based on functional analysis of student behaviors and related factors (CSTP 2.1, 2.2, 2.3 &amp; 2.6)</td>
<td>The teacher was lacking in knowledge of the student growth and development and behavioral support strategies. The positive Behavioral Support Plan was not well developed.</td>
<td>The teacher had some basic knowledge of student growth and development and occasionally uses specific strategies for engaging special population students in instruction. Positive Behavioral Support plan was adequate.</td>
<td>The teacher displayed knowledge of student growth and development and usually engaged all students in the curriculum. The teacher used some differentiated instructional strategies including positive Behavioral Support strategies. The Behavioral Support plan was well done.</td>
<td>The teacher was very aware of the differences with student growth and development. The teacher used numerous differentiated instructional strategies effectively to address the diverse needs of learning, including positive Behavioral Support strategies. The teacher's positive Behavior Support plan was excellent.</td>
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<td>C. Knowledge of strategies to ensure that students with disabilities, as well as gifted and talented students, are integrated</td>
<td>The teacher did not readily use differentiated strategies for working with student with disabilities and</td>
<td>The teacher had some knowledge of strategies to use with students with disabilities and gifted and talented students but did</td>
<td>The teacher usually used strategies that were appropriate for students with disabilities and gifted and talented students. The</td>
<td>The teacher regularly used strategies, identified and differentiated students with disabilities and gifted and talented students appropriate for different levels of learning. Plans</td>
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| **D. Comprehensive ability and skill in the identification and use of resources available within the school and the local community for assessing and educating students. (CSTP 5.7, 6.3 & 6.5)** | The teacher was not aware of resources available within the school and community. The teacher did not communicate and collaborate with the students, colleagues, resource personnel and families regarding available services and resources. The teacher was aware of some resources available within the school and community but did not regularly use them. The teacher sporadically communicated and collaborated with the students, colleagues, resource personnel and families regarding available services and resources. The teacher was aware of many resources within the school and community and occasionally used them to assist students in the classroom. The teacher sometimes collaborated and communicated with the students, colleagues, resource personnel and families regarding available services and resources. The teacher regularly accessed and used resources available within the school and community. The teacher provided materials and services to students within the classroom. The teacher collaborated and communicated with the students, colleagues, resource personnel and families regarding available services and resources on a regular basis. |
| **E. Collaboration with others to support the least restrictive environment (CSTP 2.6, 3.5, 4.4 & 6.6)** | The teacher did not collaborate with others in an effort to support the least restrictive environment for students in the class. The teacher occasionally made efforts to collaborate with others to support creating the least restrictive environment for students in the class. The teacher worked with other teachers and resource personnel to ensure that students with disabilities are in the least restrictive environment. The teacher created a climate that was generally positive, and students were usually accepting of their special population peers. The teacher effectively collaborated within all available resource personnel and teachers to offer to all students in the class the least restrictive environment. The teacher created an environment in the classroom where the students were accepting and inclusive of their special population peers. |
| **F. Recognition and assessment of the strengths of students with and without disabilities, as well as their social and academic needs, and how to plan instruction and/or social activities to further develop those strengths (CSTP 1.2, 2.1, 2.5, 3.6, 4.4 & 4.5)** | The teacher did not seem to recognize and assess students with disabilities by providing them differentiated instruction and social activities to assist them in developing their strengths. The teacher was aware of the strengths and assessments of students with disabilities and occasionally modified instruction or social activities that accommodated their strengths. The teacher recognized and assessed the strengths of students with disabilities on a regular basis and acknowledged their different social and academic needs. The lessons observed were well done. The teachers consciously recognized and assessed the strengths and assessments of students with disabilities and considered their social and academic needs in ensuring that students are able to succeed in the classes. The lesson(s) observed was excellent. |
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**Candidate Information: (To be filled in by Candidate)**

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<thead>
<tr>
<th>First Name: _______________________________</th>
<th>Last Name: _______________________________</th>
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<tbody>
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<td>Phone number: ___________________________</td>
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<td>Employing School District/Agency: _______________________________</td>
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<tr>
<td>Name of School: ___________________________</td>
<td>Subject(s) Teaching: ___________________________</td>
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<tr>
<td>Principal's Name: ___________________________</td>
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**Areas for Growth: (To be filled in by Site Support Teacher)**

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<tr>
<th>Site Support Teacher's Name: ___________________________</th>
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<tr>
<td>Candidate's Areas of strength: ___________________________</td>
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<td>Suggestions for improvement: ___________________________</td>
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