

Clinical Experiences Handbook

Master of Arts in Teaching Special Education

2026–2027 Edition



Table of Contents

Welcome to Candidates	4
Letter to Mentor Teachers and School Administrators	5
Letter to University Supervisors	6
About this Handbook	7
Part I: Program Overview	8
1. Teacher Licensure Programs (TLP)	8
2. Master of Arts in Teaching Special Education (MAT)	10
3. Program Outcomes	11
4. Clinical Experiences Partnerships	13
5. Student Learning & Licensure (SLL)	15
Part II: MAT Clinical Experience Sequence	16
1. Clinical Experiences Sequence at a Glance	17
2. Supporting Candidates in Dual Roles	18
3. Gateways and Clinical Experience Activity Description Tables	23
a. Admission Gateway	24
b. Early-Level Transition Gateway	25
c. Mid-Level Transition Gateway	27
d. Final Practicum Gateway	29

e. Post-Completion Gateway	30
Part III: Appendices	32
A. MAT Student Learning Goals and Outcomes	33
B. Student Learning & Licensure Directions	36
C. SLL Forms & Rubrics	38

Welcome from the Program Director

Dear Special Education Teacher Candidate,

Welcome to the Master of Arts in Teaching (MAT) in Special Education at Minot State University! At MSU, we have a proud history of preparing high-quality special educators and are glad to have you among our future alumni making a difference in the lives of children with disabilities and their families!

Clinical practice is the bridge between professional preparation and professional practice. It is where coursework and reflection become the knowledge, skills, and professional judgment required in the field of special education.

Throughout your clinical experiences, you will have the opportunity to apply evidence-based instructional practices, collaborate with families and interdisciplinary teams, engage in data-informed decision making, and develop the confidence necessary to become an effective special educator.

The MAT clinical sequence is intentionally designed to provide increasingly authentic experiences. Beginning with guided observations and reflective instructional practice and culminating in a final practicum experience in your last semester, each placement builds upon the previous one through carefully scaffolded opportunities to assume greater instructional responsibility and apply skills.

Successful educators are more than effective instructors. They are advocates, collaborators, reflective practitioners, and lifelong learners. Our goal is to prepare professionals who demonstrate excellence in instruction while fostering inclusive learning environments that honor the strengths and needs of every learner.

This handbook is intended to serve as your primary resource throughout your clinical experiences. We encourage you to refer to it often and to communicate openly with your mentor teacher, university supervisor, and faculty whenever questions arise.

We are honored to be part of your professional journey and look forward to supporting your development as a future special educator. Welcome to the profession!

Sincerely,



Dr. Holly Pedersen, Program Director, Master of Arts in Teaching Special Education

Letter to Mentor Teachers and School Administrators

Dear Mentor Teachers and Administrators,

Thank you for partnering with Minot State University in preparing future special educators!

Your willingness to mentor a special education teacher candidate represents an investment not only in one future special educator, but also in the students, families, and schools they will serve throughout their career.

Clinical experiences are among the most influential components of educator preparation. While coursework provides candidates with foundational knowledge, it is through observation, coaching, guided practice, and reflection that candidates learn to transform theory into effective instructional practice.

As a mentor teacher, you serve as a professional model, instructional coach, collaborator, and advocate. Your expertise helps candidates develop instructional confidence, professional judgment, and the habits of reflective practice that define effective educators.

We encourage you to provide frequent feedback, invite meaningful professional dialogue, and provide situation-specific support and guidance to the candidate.

We sincerely appreciate your partnership and the commitment you make to preparing highly qualified special educators! Thank you for your service to the profession.

Sincerely,

A handwritten signature in cursive script, reading "Holly J. Pedersen".

Dr. Holly Pedersen, Program Director, Master of Arts in Teaching Special Education

Letter to University Supervisors

Dear University Supervisor,

Thank you for serving as a clinical supervisor for the Master of Arts in Teaching in Special Education.

Your role is essential in supporting candidates as they integrate university coursework with authentic classroom practice. Through observation, coaching, reflective dialogue, and collaboration with mentor teachers, you help candidates develop the professional knowledge, instructional expertise, and reflective habits expected of beginning special educators.

University supervisors serve as instructional coaches who facilitate candidate growth through constructive feedback grounded in evidence-based practices and professional standards.

Your collaboration with mentor teachers ensures candidates receive consistent guidance while maintaining high expectations for professional growth and instructional excellence. Thank you for your dedication to preparing highly effective special educators!

Sincerely,

A handwritten signature in cursive script, reading "Holly F. Pedersen".

Dr. Holly Pedersen, Program Director, Master of Arts in Teaching Special Education

About this Handbook

This handbook has been developed for graduate candidates, mentor teachers, university supervisors, school administrators, and faculty participating in the Master of Arts in Teaching (MAT) in Special Education clinical experiences. This handbook supplements, but does not replace, the [Minot State University Graduate Catalog](#) and the [Teacher Licensure Programs Policy Manual](#).

Teacher Licensure Programs (TLP) is an interdisciplinary body comprised of faculty in unit programs, administrators, and candidates from the School of Arts, Humanities, and Social Sciences; the School of Business, Math, and Technology; the School of Education and Behavioral Sciences; and the School of Health and Science and stakeholders from the surrounding community. Teacher Licensure Programs develops and monitors requirements and policies for programs across the university.

The policies and procedures described in this handbook are intended to support high-quality clinical practice and special educator preparation for initial licensure candidates at the graduate level. Because state licensure requirements, university policies, and district procedures may change, Minot State University reserves the right to revise this handbook at any time.

Because all MAT candidates are required to be employed in a school special education capacity during their program, clinical opportunities take place all day everyday on the job! *While authentic clinical practice occurs daily, the MAT clinical experience sequence provides intentional opportunities to document, assess, and verify their professional growth.* This handbook has been organized as a comprehensive resource for all participants in the MAT Special Education clinical experience sequence including candidates, mentor teachers, school administrators, and university faculty.

Questions regarding this handbook should be directed to:

Dr. Holly Pedersen, Program Director

MAT in Special Education

Holly.pedersen@minotstateu.edu

Dr. Kathy Hintz, Head

Teacher Licensure Programs

kathryn.hintz@minotstateu.edu

Part I: Program Overview

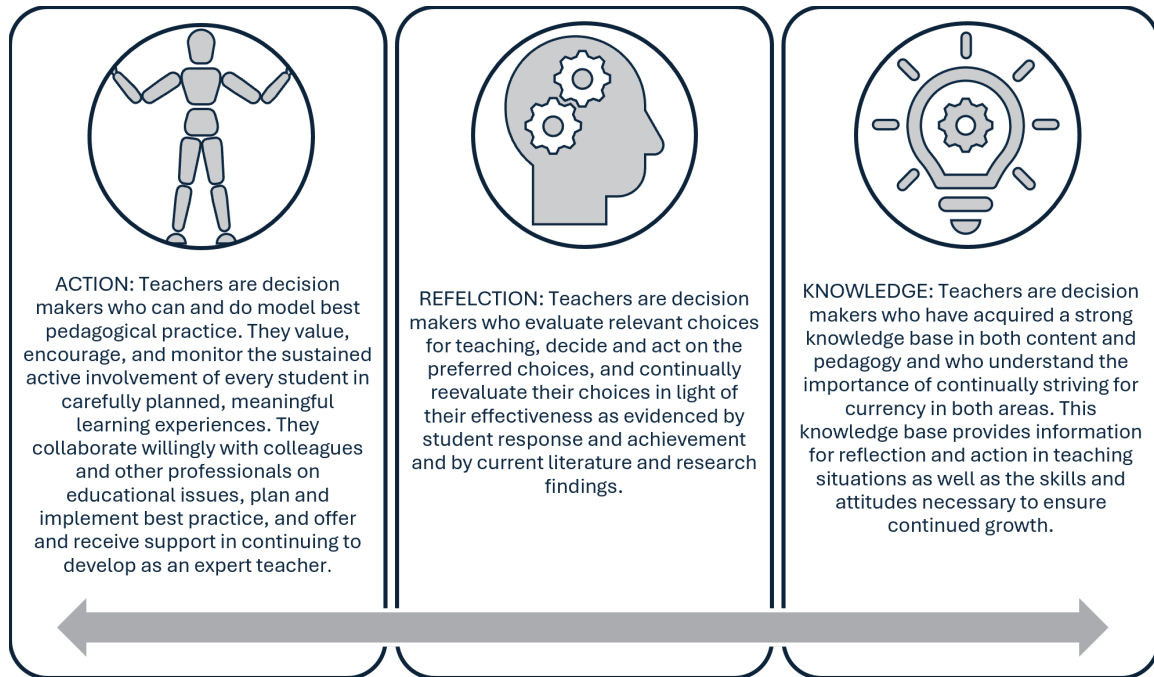
Teacher Licensure Programs (TLP)

The TLP at Minot State University is an interdisciplinary body comprising faculty/staff, administrators, and candidates from all teacher education areas including the School of Arts, Humanities, and Social Sciences, the School of Business, Math, and Technology, the School of Education and Behavioral Sciences, the School of Science and Health. External stakeholders in school districts both in and out of state as well as program alumni are key partners in the TLP.

Teacher Licensure Programs Mission Statement: *Teacher Licensure Programs at Minot State University, in its graduate and undergraduate programs, prepare teachers who will be reflective decision-makers. Decision-making builds from a knowledge base. From that base, teachers are able to draw conclusions, make inferences, internalize concepts, and act. Our mission is to provide opportunities for candidates to acquire the knowledge, skills, attitudes, and behaviors that will allow them to deliver optimum learning experiences for diverse pupils in changing classroom environments.*

TLP emphasizes the role of the teacher as a reflective decision-maker through a conceptual model that stresses action, reflection, and knowledge (ARK):

Figure 1.1 ARK Framework



The TLP develops and monitors curriculum changes, admission and exit requirements, unit wide assessment activities, and other policies for teacher education programs across the university. All TLP programs meet CAEP (Council for the Accreditation of Educator Preparation), ND ESPB (Education Standards & Practices Board), and other appropriate university and program accreditation requirements.

Within the TLP, the Teacher Advisement and Field Placement Office (TAFP office) serves all candidates enrolled in teacher education program across campus. The TAFP office is responsible for coordination of all TLP field-based experiences in partnership with the program director and the schools. It is also the responsibility of the TAFP office to monitor and track all clinical experiences.

TAFP Contact Information (<https://www.minotstateu.edu/teu/>):

Dr. Kathryn Hintz, TAFP Office Director

Kathryn.hintz@minotstateu.edu

701-858-3572

Deborah Ringham, TAFP Office Education Program Coordinator

deborah.ringham@minotstateu.edu

701-858-3838

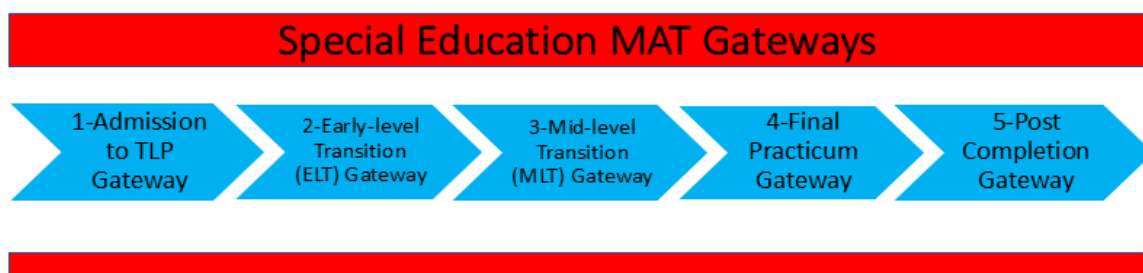
Master of Arts in Teaching Special Education (MAT)

The Master of Arts in Teaching Special Education (MAT) is intended for candidates seeking initial teacher licensure. The program provides a solid foundation in special education pedagogy through sequenced coursework and clinical application, including a final practicum equivalent to "student teaching". The MAT is structured as a set of common core classes and a concentration area. Concentrations are available in 1) general special education (supporting students with mild-moderate learning disabilities, intellectual disabilities and autism, and emotional/behavioral disabilities) or 2) deaf/hard of hearing education.

The MAT is designed as a practice-based program, delivered online and accessible to meet the varied needs of candidates. MAT candidates are required to be working in a prek-12 special education setting to complete the degree; this may be as a special education paraprofessional, as an emergency licensed teacher, or similar role. More information about the specific coursework and programs of study may be found in the [Graduate Catalog](#).

The MAT is organized around five program "gateways" that mark significant milestones in candidate progression. These gateways provide a coherent framework for monitoring candidate development from admission through the first years of professional practice. Each gateway represents a formal transition point at which candidates demonstrate readiness to advance through the program based on multiple measures of performance, professional growth, and clinical competence.

Figure 1.2 MAT Gateways at a Glance



The gateway sequence provides the organizational framework for the MAT program and ensures that candidates experience a coherent progression of coursework, clinical practice, assessment, and professional growth. Rather than viewing courses and clinical experiences as isolated requirements, the gateway model intentionally connects each stage of the program to the next, allowing candidates to build increasingly sophisticated

knowledge and skills while receiving ongoing support from faculty, mentor teachers, and university supervisors.

These gateways also serve as the program's assessment framework. At each transition point, candidates complete key assessments that provide evidence of progress toward meeting program outcomes. Information gathered through these assessments is used to provide meaningful feedback to candidates, verify readiness for advancement, and inform continuous improvement of both candidate performance and the MAT program.

Successful completion of the gateway sequence culminates in the Final Practicum and recommendation for initial teacher licensure in special education. Following program completion, additional follow-up measures continue to provide valuable information about graduate success and program effectiveness, reinforcing Minot State University's commitment to preparing highly effective special educators through an ongoing cycle of assessment, reflection, and continuous improvement.

Program Outcomes

The program outcomes for the MAT are the Council for Exceptional Children (CEC) Initial Practice-Based Professional Preparation Standards, which define the competencies expected of beginning special educators. These nationally recognized standards serve as the foundation for curriculum, clinical experiences, candidate assessment, and program improvement. The CEC standards are aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, providing a comprehensive framework for effective teaching and learning across diverse educational settings.

The MAT program is also approved by the North Dakota Education Standards and Practices Board (ESPB) and is designed to prepare candidates to meet the requirements for initial teacher licensure in special education. The ND ESPB recognizes the CEC initial standards for state program approval. Finally, the program incorporates the Council for the Accreditation of Educator Preparation (CAEP) Initial Standards, ensuring that candidate preparation reflects high-quality clinical practice, meaningful partnerships with P–12 schools, and a comprehensive assessment system focused on continuous improvement.

Upon successful completion of the MAT program, candidates will demonstrate proficiency in all of the seven CEC Initial Practice-Based Standards:

- ✓ Learner Development and Individual Learning Differences
- ✓ Learning Environments
- ✓ Curricular Content Knowledge
- ✓ Assessment
- ✓ Instructional Planning and Strategies
- ✓ Professional Learning and Ethical Practice
- ✓ Collaboration

A detailed table of the MAT student learning goals and outcomes based on the CEC initial standards is provided in Appendix A.

Professional Dispositions

In addition to the InTASC and CEC Standards/Code of Ethics, the TLP uses seven professional dispositions statements which embody how we expect our graduates to be disposed toward the students, curriculum, and reasons they teach.

1. The teacher candidate demonstrates respect: Actively observes, recognizes, respects, and responds to all learners and their families (the diversity present in a classroom).
2. The teacher candidate demonstrates communication: Uses effective written and oral communication to develop positive interactions with others through a variety of venues (face-to-face, digital, etc.) to achieve a common goal.
3. The teacher candidate demonstrates collaboration: Recognizes, values, and seeks out the voices of various stakeholders for the ultimate purpose of cooperation and collaboration inside and outside of the classroom.
4. The teacher candidate demonstrates a commitment to complexity of content: Actively seeks to understand content at a deeper, fuller level and seeks the same for students.
5. The teacher candidate demonstrates a commitment to student learning: Actively engages learners in their own learning and uses data as an impetus to make decisions, both instructional and otherwise, short-term and long-term.
6. The teacher candidate demonstrates reflection: Engages in thinking about teaching and learning, evaluating what is working and what is not working, and actively seeking to improve practice and student learning
7. The teacher candidate demonstrates responsibility: Takes responsibility for teaching strengths and weaknesses, as well as student learning and non-learning.

In a practice-based program such as the MAT, dispositions are developed, monitored and assessed throughout the program through a variety of activities. If, at any time a mentor teacher/administrator or university personnel observe professional dispositions that require individualized intervention for a candidate, a [Disposition Development form](#) should be submitted to the TLP. This form is also contained in Appendix C.

Clinical Experiences Partnerships

As a practice-based special educator preparation program, the MAT is intentionally designed to integrate graduate coursework with candidates' daily responsibilities as personnel in P–12 special education settings. Unlike traditional educator preparation programs in which clinical experiences occur during designated field placements, MAT candidates engage in authentic clinical practice every day through their employment. This unique model allows candidates to immediately apply new knowledge and skills within their own educational settings while receiving ongoing support from experienced practitioners and university faculty.

The success of the MAT program hinges upon strong partnerships among Minot State University, school districts and special education unit personnel and the teacher candidates. These partnerships create a shared responsibility for preparing highly qualified beginning special educators through authentic, practice-based learning.

Figure 1.3 Essential Partnerships



A distinguishing feature of the MAT is its commitment to collaborative clinical partnerships. Rather than prescribing a rigid set of identical clinical activities for every candidate or school, Minot State University works collaboratively with school districts, special education units, and school personnel to design clinical experiences that are both aligned with program outcomes and responsive to the unique context of each educational setting. Together, university and school partners identify authentic opportunities that enable candidates to demonstrate the required professional competencies while honoring local practices, organizational structures, and the diverse needs of students, educators, and communities. This collaboratively developed plan for the candidate is submitted and tracked in the assessment Gateways.

This collaborative approach recognizes that no two schools or districts are exactly alike. Candidates may serve in different roles, support students with varying needs, and work within unique service delivery models. Through ongoing communication and shared problem-solving, university faculty and school-based professionals ensure that each candidate's clinical experiences provide meaningful opportunities to develop and

demonstrate the competencies required for initial teacher licensure, while remaining relevant to the candidate's professional responsibilities and local educational context.

Student Learning & Licensure (SLL)

As a practice-based program, the intentional documentation of candidates' knowledge, skills and progression through the program is essential. Minot State University's TLP uses an electronic platform known as Student Learning & Licensure (SLL) to house all forms, rubrics and related paperwork. Candidates and their identified Mentor will have access to SLL in order to upload documents and submit rubrics.

Candidates & Mentors

- visit <https://sll.watermarkinsights.com>
- When logging in for the first time
 - MSU students and faculty use your minotstateu.edu email. Do not use @.ndus
*This process is the same for mentor teachers using other mail servers.
(eg. k12.nd.us, Public school emails, or gmail)
 - Click **Forgot Password**
 - Re-Enter your minotstateu.edu email in the "Lets find your account" box that appears.
 - Login to your campus email and check for a password reset link.

Additional instructions regarding SLL for both candidates and mentors are contained in Appendix B and will also be sent via email when each clinical takes place.

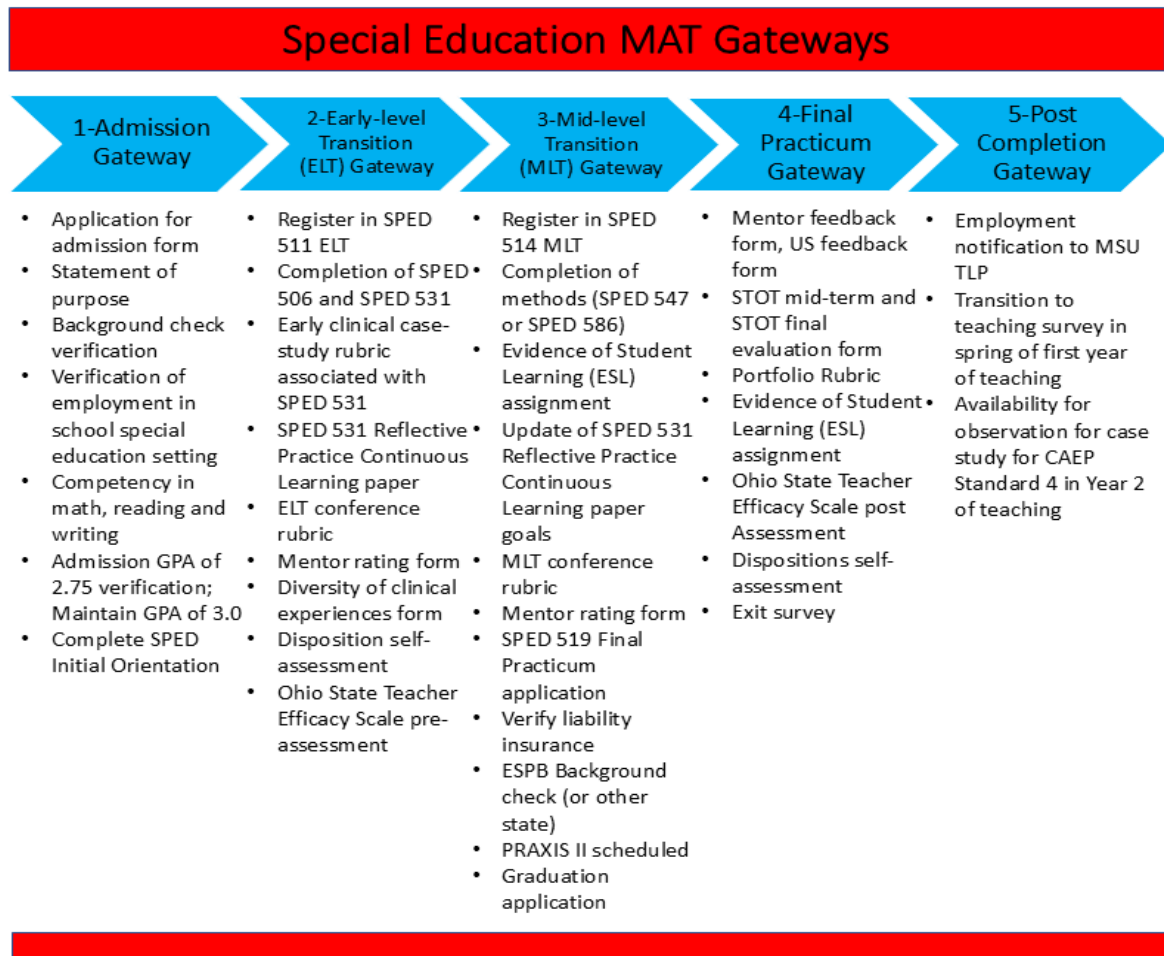
Part II: MAT Clinical Experience Sequence

As a practice-based program, clinical experiences are the cornerstone of the MAT. Candidates in this program are employed in P–12 special education settings throughout their preparation. As practicing paraprofessionals, emergency licensed teachers, or other special education personnel, candidates engage in authentic clinical practice every day as part of their employment.

While authentic clinical practice occurs daily through candidates' employment in special education settings, *the MAT clinical experience sequence provides intentional opportunities to document, assess, and verify professional growth*. Rather than creating additional field experiences, the clinical sequence establishes formal transition points where candidates demonstrate their developing competencies through signature assignments, mentor feedback, university supervision, and performance evaluations aligned with program outcomes and standards.

The five gateway model shown in Figure 2.1 provides the organizational framework for candidate progression through the MAT program. Each gateway represents a significant milestone in the candidate's professional development and serves as a structured opportunity for the university and school partners to collaboratively evaluate readiness to progress to the next stage of preparation. As candidates advance through the program, expectations gradually increase from demonstrating foundational professional competencies to assuming the responsibilities of an independently practicing special educator during the Final Practicum.

Figure 2.1 MAT Special Education Gateway Model



The bulleted activities under each Gateway include clinical experiences and are completed by the candidate, the mentor, the university supervisor, and the TLP. The "who does what?" Question is answered in the following section.

The Clinical Experience Sequence at a Glance

The MAT clinical experience sequence is embedded within the broader program gateway model. Each gateway includes one or more documented and assessed clinical experience that provides evidence of candidate growth and readiness to advance through the program. Table 2.1 below illustrates a snapshot of the early, middle and final formal clinical experiences that are embedded within the program Gateways.

Table 2.1

<i>Clinical Experience</i>	<i>Occurs When</i>	<i>Description/ Focus</i>	<i>Hours</i>	<i>Gateway</i>
Early Clinical Case Study	In Sped 531	Application of learning theories to learners with disabilities, reflection, evaluation and improvement of instruction.	10+	2-Early-level Transition (ELT) Gateway
Methods Clinical	In Sped 447 or Sped 586	Application of evidence-based and high-leverage practices in the field of special education, including Science of Reading. Main assignment: Evidence of Student Learning	50+	3-Mid-level Transition (MLT) Gateway
Final Practicum (AKA student teaching)	In Sped 519	An integrated application of all 7 CEC practice-based standards reflecting the comprehensive responsibilities of a beginning special education teacher. Main assignments: Evidence of Student Learning; Candidate Portfolio	10 weeks continuous placement	4-Final Practicum Gateway

Supporting Teacher Candidates in Dual Roles

While many MAT candidates are working in a special educator capacity as the teacher of record through an alternative/emergency license, others are working in special education paraprofessional roles.

"How do we intentionally support the MAT candidate to transition from the responsibilities of a paraprofessional to those of a licensed special educator?"

One of the unique strengths of the MAT is that candidates are already employed in schools while completing their educator preparation. Candidates simultaneously serve as valued employees and teacher candidates. These dual roles provide authentic opportunities for growth while also requiring thoughtful planning to ensure candidates have opportunities to develop and demonstrate the competencies expected of beginning special educators.

The purpose of clinical experiences is not to remove candidates from their employment responsibilities, but to intentionally expand those responsibilities through structured mentoring, coaching, observation, and reflection. Throughout the program, mentor teachers, school administrators, university supervisors, and candidates work collaboratively to identify authentic opportunities that allow candidates to gradually assume the responsibilities of a licensed special educator while continuing to support the needs of students and schools.

Much like the I DO, WE DO, YOU DO sequence we use with our P-12 learners, supporting MAT students involves a structured plan of increasing levels of responsibility and professional dispositions. For example:

As a Paraprofessional	Developing Teacher Candidate
Implements teacher plans	Designs instructional plans
Supports instruction	Leads instruction
Collects data	Analyzes and uses data
Assists with behavior support	Develops behavior interventions
Participates in IEP meetings	Helps prepare and facilitate IEP meetings
Follows instructional decisions	Makes instructional decisions with mentor support
Supports family communication	Participates in family collaboration
Carries out interventions	Selects and evaluates interventions

Methods Clinical and Final Practicum

A signature assignment completed by MAT candidates in the methods clinical and the final practicum is the *ESL (Evidence of Student Learning)*. This formal assignment is a case study with a P-12 learner containing the steps in the teaching cycle:

- determine the student's present skill level
- design instruction to develop the skill/address skills gaps
- monitor the effectiveness of the intervention
- adjust instruction accordingly

Flexibility Within a Shared Framework

Because candidates serve in diverse educational settings throughout North Dakota and other states, no single clinical model is appropriate for every candidate or every school. Rather than prescribing identical clinical activities, the MAT program establishes common professional competencies while allowing school personnel and university faculty to collaboratively determine how candidates will demonstrate those competencies within their unique educational context.

This flexible approach ensures that all candidates meet the same rigorous program outcomes while recognizing the strengths, resources, and authentic learning opportunities available within each school building, school district, and special education unit.

Planning Meaningful Clinical Experiences

The *examples* below are intended to support this planning process. They are not intended to be completed as a checklist of required activities. Instead, they illustrate the types of experiences that provide evidence of candidate growth and readiness for initial teacher licensure. Similar experiences that address the same competencies may be used based on the candidate's role, school context, and the needs of students they serve.

Methods Clinical (participating, co-planning, and practicing) Examples:

<i>CEC Initial Practice-Based Standard</i>	<i>Example of Intentional Clinical Learning Opportunities</i>
Learner Development and Individual Learning Differences	☐ Review one or more students' IEPs with the mentor teacher and discuss how disability-related needs influence instruction (HLPs 4, 5). ☐ Observe a student across two different instructional settings and discuss how learning needs influence participation and learning (HLPs 4, 6).

	☐ Modify one instructional activity to address an individual student's accommodations or IEP goals (HLPs 13, 19).
Learning Environments	☐ Lead a morning meeting, transition activity, or classroom routine (HLPs 7, 8). ☐ Implement a classroom behavior support strategy or reinforcement system with mentor guidance (HLPs 7, 9). ☐ Organize and teach a small-group instructional activity while maintaining classroom routines and expectations (HLPs 7, 16).
Curricular Content Knowledge	☐ Co-plan and teach a lesson aligned with grade-level standards and IEP goals (HLPs 11, 12, 16). ☐ Adapt instructional materials or assignments for an individual learner (HLPs 13, 19). ☐ Select and implement an evidence-based instructional strategy during a lesson (HLPs 11, 15, 16).
Assessment	☐ Administer a curriculum-based measure or classroom assessment (HLP 5). ☐ Collect progress-monitoring data for one or more students (HLPs 5, 6). ☐ Graph or summarize assessment data and discuss instructional implications with the mentor teacher (HLP 6).
Instructional Planning and Strategies	☐ Develop a lesson plan using the program lesson plan template (HLPs 11, 12). ☐ Teach one or more lessons and participate in a reflective conference with the mentor teacher (HLPs 16, 22). ☐ Revise a lesson based on student performance or mentor feedback (HLPs 6, 22).
Professional Learning and Ethical Practice	☐ Attend a staff meeting, professional learning community (PLC), or professional development activity (HLPs 1, 2). ☐ Participate in a post-observation coaching conversation with the mentor teacher or university supervisor (HLPs 1, 22). ☐ Maintain confidential student records and demonstrate professional communication with staff and families (HLPs 1, 3).
Collaboration	☐ Attend an IEP meeting, eligibility meeting, MTSS/problem-solving meeting, transition planning meeting, or multidisciplinary team meeting (HLPs 2, 3). ☐ Meet with a related service provider (e.g., speech-language pathologist, occupational therapist, school psychologist) to discuss student supports (HLPs 1, 4).

	☐ Co-plan instruction with a general education teacher or another member of the educational team (HLPs 1, 4).
--	--

Final Practicum (leading, facilitating, making decisions, demonstrating independence)Examples:

<i>CEC Initial Practice-Based Standard</i>	<i>Example of Intentional Clinical Learning Opportunities</i>
Learner Development and Individual Learning Differences	☐ Independently analyze student data and identify instructional priorities for one or more learners (HLPs 5, 6). ☐ Develop instructional accommodations or modifications for a lesson or unit based on individual student needs (HLPs 13, 19). ☐ Explain and justify instructional decisions using student IEP goals, assessment data, or learner characteristics (HLPs 5, 6).
Learning Environments	☐ Independently establish classroom routines and manage instructional transitions during a lesson or instructional block (HLPs 7, 8). ☐ Implement and monitor an individualized behavior support or classroom management strategy (HLPs 7, 9). ☐ Organize classroom materials, schedules, or supports to increase student independence and engagement (HLPs 7, 13).
Curricular Content Knowledge	☐ Plan and teach a sequence of lessons aligned with curriculum and IEP goals (HLPs 11, 12, 16). ☐ Adapt instructional materials for multiple learners with differing needs (HLPs 13, 19). ☐ Select and implement evidence-based instructional practices appropriate to the candidate's concentration area (HLPs 15, 16, 18).
Assessment	☐ Administer formal or informal assessments and interpret the results (HLP 5). ☐ Develop progress-monitoring tools and use assessment data to adjust instruction (HLP 6). ☐ Prepare or contribute assessment information for an IEP meeting or progress report (HLPs 5, 6).
Instructional Planning and Strategies	☐ Independently plan, teach, and reflect on multiple lessons or a complete instructional unit (HLPs 11, 12, 16, 22). ☐ Differentiate instruction for students with varying instructional needs within the same lesson (HLPs 13, 15, 16). ☐ Analyze student learning following instruction and identify next instructional steps (HLPs 6, 22).

Professional Learning and Ethical Practice	☐ Participate as an active contributor in a parent conference, professional development activity, faculty meeting, or professional learning community (HLPs 1, 2, 3). ☐ Demonstrate ethical decision-making when discussing confidential student information (HLPs 1, 3). ☐ Set a professional growth goal, collect evidence of progress, and reflect on professional learning with the mentor teacher or university supervisor (HLPs 1, 22).
Collaboration	☐ Lead or co-lead an IEP meeting, eligibility meeting, MTSS/problem-solving meeting, transition planning meeting, family conference, or interdisciplinary team meeting, as appropriate to the candidate's role (HLPs 2, 3). ☐ Present assessment data, instructional recommendations, or student progress during a team meeting (HLPs 2, 5, 6). ☐ Collaborate with a general education teacher or related service provider to develop accommodations, instructional supports, or intervention plans for a student (HLPs 1, 4, 13).

Gateways and Clinical Experience Activities Description Tables

The next pages provide a description of the activities to be completed in each Gateway, who does them, and when are they to be completed. Both candidates and mentors will receive additional communication regarding instructions at the time of each clinical within the Gateways. *All activities within each Gateway are submitted in SLL.* Examples of forms and rubrics contained in SLL are included in Appendix C.

1- Admission Gateway

Gateway Activity	What is it?	When does it happen?	Who does it?
Application for admission form	A Microsoft form verifying all of the items below have been uploaded to SLL.	Early in the candidate's first semester.	Candidate
Background check verification	A copy of your license issued from your state licensure agency. or <i>Paras:</i> ask your supervisor to email deborah.ringham@minotstateu.edu and say “(your name) is employed by (name of the school/unit) as a (insert your job title) and a background check is required for employment.” Deb will then email you confirmation of this and you can upload her email into the gateway in SLL.		
Statement of purpose	The statement of purpose you included in your application to the graduate program. If you do not still have this, contact Dr. Pedersen or the graduate school.		
Verification of employment in school special education setting	Ask your supervisor to write an email or letter stating “(your name) is employed by (name of the school/unit) as a (insert your job title)”. Upload this document in SLL. <i>Reminder: any change in employment status must be conveyed to Dr. Pedersen ASAP.</i>		
Competency in	This is stated on your signed		

math, reading and writing	program of study – either grades, SAT/ACT or Praxis scores.		
Admission GPA of 2.75 verification; Maintain GPA of 3.0	A check box acknowledging the GPA requirements for retention in the program.		
Complete SPED Initial Orientation	A check box indicating you have completed the virtual program orientation.		

2-Early-Level Transition (ELT) Gateway

Gateway Activity	What is it?	When does it happen?	Who does it?
Register in SPED 511 ELT	A zero credit "course" through which the ELT activities are completed.	The semester after completion of SPED 506 and 531.	Candidate
Completion of SPED 506 and SPED 531	A checkbox verifying completion of key early level courses.	Usually in the first semester of the program.	
Early clinical case-study rubric associated with SPED 531	Candidate uploads a case study completed in SPED 531 to be assessed in SLL.	When registered for SPED 511	Candidate uploads case study. University supervisor completes assessment rubric.
SPED 531 Reflective Practice Continuous Learning paper	Candidate uploads their Reflective Practice paper completed in	When registered for SPED 511	Candidate

	SPED 531 containing their self development goals for feedback during the ELT conference.		
Mentor rating form	Mentor completes a rating form of the candidate's performance		Mentor
Diversity of clinical experiences form	A collaborative plan indicating how the candidate will obtain a range of clinical experiences in the program.	Near the end of the semester of SPED 511	Candidate, mentor, sped director/administrator/university supervisor.
ELT conference discussion and rubric	Once the above items have been submitted in SLL, the ELT discussion takes place. Following the ELT discussion, the university supervisor completes the rubric in SLL.	Near the end of the semester of SPED 511	Candidate, mentor, school, university supervisor
Disposition self-assessment (pre)	A self-assessment of professional dispositions completed in SLL.	Near the end of the semester of SPED 511	Candidate
Ohio State Teacher Efficacy Scale pre-assessment	A self-assessment of candidate self-efficacy completed in	Near the end of the semester of SPED 511	Candidate

	SLL.		
--	------	--	--

3-Mid-Level Transition (MLT) Gateway

Gateway Activity	What is it?	When does it happen?	Who does it?
Register in SPED 514 MLT	A zero credit "course" through which the MLT activities are completed.	The semester after completion of SPED 547 or SPED 586.	Candidate
Completion of methods (SPED 547 or SPED 586)	A checkbox verifying completion of key early level courses.	Middle of the program.	Candidate
Evidence of Student Learning (ESL) assignment	A signature assignment in the methods course demonstrating competency in assessing, designing, and delivering specially designed instruction.	In methods (either SPED 547 or SPED 586). Submitted in SLL near the end of the semester of SPED 514	Candidate submits the assignment and course instructor completes the rubric in SLL.
Update of SPED 531 Reflective Practice Continuous Learning paper goals	Candidate updates their reflection and self development goals from the ELT and submits to SLL for discussion at the MLT conference.	Near the end of the semester of SPED 514	Candidate
Mentor rating form	Mentor completes a rating form of the candidate's performance	Near the end of the semester of SPED 514	Mentor

MLT conference rubric	Once the above items have been submitted in SLL, the MLT discussion takes place. Following the MLT discussion, the university supervisor completes the rubric in SLL.	Near the end of the semester of SPED 514	Candidate, mentor, school, university supervisor
SPED 519 Final Practicum application	A Microsoft form in SLL verifying the candidate is ready to participate in their final practicum experience.	This application is due early in the semester preceding the final practicum. (February 15 for fall final practicum and October 15 for spring final practicum.)	Candidate
Verify liability insurance			
ND ESPB Background check (or other state)	Emergency/substitute licensed teachers will have met this requirement. Upload a copy of your license. <i>Paras:</i> ND paras will require an ESPB background check. Out of state paras will be advised on a case by case basis.	No later than the end of the semester prior to final practicum.	Candidate
PRAXIS II scheduled	A Praxis II content exam is required for all candidates regardless of whether it is required in your state. MAT Generalists take Special Education: Foundational Knowledge (5355) and MAT DHH take either 5355 or	Test must be scheduled no later than the end of the semester prior to final practicum. Test can be taken anytime before graduation.	Candidate

	Special Education: Education of Deaf and Hard of Hearing Students (5272).		
Graduation application	An EForm in Campus Connection submitted the semester prior to the semester the candidate intends to complete their program.	The end of the semester preceding final practicum/completion of program.	Candidate

4-Final Practicum Gateway

Gateway Activity	What is it?	When does it happen?	Who does it?
Mentor feedback form	The mentor teacher provides feedback on the university supervisor.	End of final practicum.	Mentor
US feedback form	The US teacher provides feedback on the mentor.	End of final practicum.	US
STOT mid-term evaluation rubric	The Skills of Teaching Observation Tool (STOT) is ND's common rubric to assess teacher performance. It is completed in SLL.	In the middle of the 10 week final practicum.	Candidate completes a self evaluation. Mentor SPED 519 instructor
STOT final evaluation rubric	The Skills of Teaching Observation Tool (STOT) is ND's	At the end of the 10 week final practicum.	Candidate completes a self evaluation.

	common rubric to assess teacher performance. It is completed in SLL		Mentor SPED 519 instructor
Portfolio Rubric	Candidate submits their portfolio as an assignment in SPED 519.	At the end of SPED 519	SPED 519 instructor
Evidence of Student Learning (ESL) assignment	A signature assignment in the methods course demonstrating competency in assessing, designing, and delivering specially designed instruction.	In final practicum SPED 519 Submitted in SLL near the end of the semester of SPED 519	Candidate submits the assignment and the University supervisor completes the rubric in SLL.
Ohio State Teacher Efficacy Scale post Assessment	A self-assessment of candidate self-efficacy completed in SLL.	Near the end of the semester of SPED 519	Candidate
Dispositions self-assessment (post)	A self-assessment of professional dispositions completed in SLL.	Near the end of the semester of SPED 519	Candidate
Exit survey	An exit survey in SLL	Near the end of the semester of SPED 519	Candidate



Gateway Activity	What is it?	When does it happen?	Who does it?
Employment notification to MSU	For accreditation purposes, we are	At or soon after graduation.	Completer

TLP	required to track the number of our candidates who are employed and retained in the field.		
Transition to teaching survey	Near the end of the year school year following program completion, the TLP will send out a survey to gather graduate information on teaching.	In spring of first year after program completion	Completer
Availability for possible participation in case study for CAEP Standard 4 in Year 2 of teaching	For accreditation purposes, we are required to gather data on our completers' impact on P-12 learners. This is done through a case study.	You will be contacted in your second year after program completion about your willingness and availability to participate.	Completer

Appendix A: MAT Student Learning Goals and Outcomes

All student learning goals (SLGs) and outcomes (SLOs) for the MAT in Special Education are aligned to the Council for Exceptional Children's 2020 Practice Based Standards for Initial Special Education Teachers.

SLG 1: Engaging in Professional Learning and Practice within Ethical Guidelines

Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

SLO 1.1: Candidates practice within ethical guidelines and legal policies and procedures.

SLO 1.2: Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.

SLO 1.3: Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.

SLG 2: Understanding and Addressing Each Individual's Developmental and Learning Needs

Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.

SLO 2.1: Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.

SLO 2.2: Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.

SLG 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge

Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

SLO 3.1: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.

SLO 3.2: Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum

and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.

SLG 4: Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making

Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

SLO 4.1: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.

SLO 4.2: Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.

SLO 4.3: Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and longterm planning, and make ongoing adjustments to instruction.

SLG 5: Supporting Learning Using Effective Instruction

Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

SLO 5.1: Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.

SLO 5.2: Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.

SLO 5.3: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.

SLO 5.4: Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.

SLO 5.5: Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.

SLO 5.6: Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

SLG 6: Supporting Social, Emotional, and Behavioral Growth

Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

SLO 6.1: Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.

SLO 6.2: Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.

SLO 6.3: Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

SLG 7: Collaborating with Team Members

Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

SLO 7.1: Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.

SLO 7.2: Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.

SLO 7.3: Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.

SLO 7.4: Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.

Appendix B: Student Learning & Licensure Directions

Student Learning & Licensure (SLL)

As a practice-based program, the intentional documentation of candidates' knowledge, skills and progression through the program is essential. Minot State University's TLP uses an electronic platform known as Student Learning & Licensure (SLL) to house all forms, rubrics and related paperwork. Candidates and their identified Mentor will have access to SLL in order to upload documents and submit rubrics.

Candidates & Mentors

- visit <https://sll.watermarkinsights.com>
- When logging in for the first time
 - MSU students and faculty use your minotstateu.edu email. Do not use @.ndus
*This process is the same for mentor teachers using other mail servers. (eg. k12.nd.us, Public school emails, or gmail)
 - Click **Forgot Password**
 - Re-Enter your minotstateu.edu email in the "Lets find your account" box that appears.
 - Login to your campus email and check for a password reset link.

Appendix C: SLL Forms & Rubrics



Teacher Licensure Programs

Action • Reflection • Knowledge

Disposition Development Form

Minot State University expects teacher candidates to display appropriate dispositions and wants to support candidates who need development.

Please indicate concerns and level below and send the completed copy to the student, the student's advisor, and the TLP Administrative Coordinator (Teresa Witteman).

- | | |
|--------------------------|--------------------------------|
| ☐ | Collaboration |
| ☐ | Commitment to Content |
| ☐ | Commitment to Student Learning |
| ☐ | Communication |
| ☐ | Reflection |
| ☐ | Respect |
| ☐ | Responsibility |

☐ **Level One - Candidate must meet with their advisor and/or department representative**

Level One Examples (including but not limited to):

- inconsistent attendance in class or clinical placements,
- minor confidentiality breaches, plagiarism, or other instances of dishonesty
- unprofessional comments in person or on social media
- inadequate or unprofessional communication with a cooperating teacher.

☐ **Level Two – Reported to the Teacher Education Administrative Council (TEAC) for review**

Level Two Examples (including but not limited to):

- third repetition of a previous Level One difficulty following intervention
- major confidentiality breaches, conviction of a crime, plagiarism, or other instances of dishonesty
- incredibly unprofessional comments in person or on social media
- appearing in class or at a clinical placement under the influence of drugs or alcohol.

Briefly describe the issue:

Candidate name: _____

Reporting faculty or mentor teacher name: _____ Date: _____

Send completed forms to teresa.witteman@minotstateu.edu
Please Name File – “Student name – Inappropriate Disposition – Date”

SPED 531 Early Clinical Case Study Paper Rubric (CAEP & CEC Aligned)

Criterion	Distinguished (4)	Proficient (3)	Emerging (2)	Underdeveloped (1)	Aligned Standards
1. Learner Description & Context	Provides a rich, data-based description of the learner's strengths, needs, cultural and linguistic background, and learning environment. Demonstrates deep understanding of diversity and its instructional implications.	Describes learner's characteristics and needs with adequate detail; shows understanding of diversity factors.	Provides limited or generic information about the learner; minimal attention to diversity or context.	Description is incomplete or missing key learner characteristics.	CAEP 1 – R1.1; CEC 2.1, 2.2
2. Description of Learning Episode / Lesson Plan	Lesson plan is clear, detailed, and demonstrates alignment between goals, standards, and learner needs. Integrates UDL principles and evidence-based practices.	Lesson plan identifies goals, standards, and strategies appropriate for learner needs. Some evidence of UDL or differentiation.	Lesson plan lacks clear alignment or sufficient instructional detail. Limited attention to learner variability.	Plan missing or disconnected from learner needs.	CAEP 1 – R1.3; CAEP 2 – R2.3; CEC 5.1–5.4
3. Connection to Learning Theory and Research	Makes explicit, accurate connections between multiple theories, empirical research, and instructional practice. Demonstrates scholarly integration.	Connects instructional practice to at least one relevant theory or research source; explanation is accurate and clear.	References theory or research superficially or with limited understanding.	No meaningful connection to theory or research.	CAEP 1 – R1.1, R1.4; CEC 1.3

4. Analysis of Instructional Effectiveness	Uses multiple assessment data sources to evaluate effectiveness; interprets learner performance and identifies next steps with evidence.	Uses assessment results to describe effectiveness and offers logical next steps.	Mentions results or observations without linking them to instructional impact.	Provides no analysis of effectiveness or data.	CAEP 4 – R4.1; CEC 4.1–4.3
5. Reflection and Professional Growth	Provides critical, evidence-based reflection demonstrating self-awareness and concrete plans for professional growth.	Reflects on strengths and weaknesses with general plans for improvement.	Provides limited reflection or vague ideas for improvement.	No reflection or inaccurate self-evaluation.	CAEP 1 – R1.4; CAEP 5 – R5.4; CEC 1.3
6. Communication, Organization, and APA Style	Writing is clear, logical, and free of errors; APA format is accurate; ideas flow coherently and professionally.	Writing is generally clear with minor errors; mostly accurate APA formatting.	Writing lacks organization or includes frequent mechanical errors; inconsistent APA format.	Writing unclear or incomplete; does not follow APA guidelines.	CAEP 1 – R1.4; CEC 7.1

MAT SPED Mentor Teacher Rating Form - used at ELT, MLT and Final Practicum (more if concerns) (8/2026)

Disposition	Observable Indicators	CEC Initial K–12 Practice-Based Standards Alignment	Comments
Respect	Demonstrates respect for all learners and families; recognizes and responds appropriately to learner diversity; promotes inclusive, safe, and culturally responsive learning environments	Standard 1: Engaging in Professional Learning and Practice Within Ethical Guidelines Standard 2: Understanding and Addressing Each Individual’s Developmental and Learning Needs Standard 5: Supporting Learning Using Effective Instruction	
Communication	Uses effective written, verbal, and professional communication with students, families, colleagues, and professionals; provides clear directions, feedback, and instructional explanations	Standard 1: Ethical Practice Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge Standard 5: Effective Instruction Standard 7: Collaboration	
Collaboration	Seeks, values, and incorporates perspectives of families, colleagues, related service providers, and stakeholders; participates professionally in team-based decision making and problem solving	Standard 1: Ethical Practice Standard 2: Understanding Individual Needs Standard 7: Collaboration	
Commitment to Complexity of Content	Demonstrates deep understanding of content and specialized instructional strategies; uses evidence-based practices to support access to rigorous	Standard 3: Subject Matter and Specialized Curricular Knowledge Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based	

	curriculum for learners with exceptionalities	Decision Making Standard 5: Effective Instruction	
Commitment to Student Learning	Engages learners actively; uses assessment and data to guide instruction; adjusts instruction to support learner progress and achievement	Standard 2: Individual Learning Needs Standard 4: Assessment and Data-Based Decision Making Standard 5: Effective Instruction Standard 6: Supporting Social, Emotional, and Behavioral Growth	
Reflection	Reflects on teaching effectiveness and learner outcomes; applies feedback and self-assessment to improve instructional practice and professional growth	Standard 1: Professional Learning and Ethical Practice Standard 4: Assessment and Data-Based Decision Making Standard 6: Supporting Social, Emotional, and Behavioral Growth	
Responsibility	Demonstrates professionalism, preparedness, reliability, ethical conduct, and accountability for teaching practices and student learning outcomes	Standard 1: Professional Learning and Ethical Practice Standard 5: Effective Instruction Standard 7: Collaboration	

1 – Unsatisfactory

Inappropriate or absent performance;
requires significant support and/or
intervention

2 – Developing	Basic skills evident; requires continued guidance
3 – Proficient	Consistent, effective performance expected of student teacher
4 – Exemplary	Highly effective, independent, and reflective practice

Evidence of Student Learning Directions for Methods – Updated June, 2026

Purpose: To assess individual progress as a teacher candidate and the teacher licensure programs at Minot State University, student teachers will provide evidence of a positive impact on student learning. The ability to impact student learning and to adjust instruction through reflection is a significant portion of being an effective teacher.

File Format: Please put all parts together in one PDF. If the PDF is too large, search the internet for ways to reduce the size of a PDF.

Submission: Please submit your ESL to SLL.

Number of ESLs: Practicum students will submit at least one evidence of student learning for methods. The number of ESLs is determined by the department.

Due Dates: Please refer to due dates for the ESLs in your syllabus.

Intervention Process: Candidates who earn a rating of 1 in any area on the ESL rubric will receive feedback and will be asked to revise the document. The original copy and the revised portion should be uploaded to SLL. If the revision still does not earn a rating of 2 or above, then the candidate will meet with the reader of the ESL and an additional TLP faculty member to continue the process of revision. Methods who do not earn at least a 2 on all criteria or who do not submit an Evidence of Student Learning will not earn an S in their methods and/or practicum.

Use of AI: Please describe any support that you use to write your ESL and specify what it was used for (Grammarly to edit paper, Chat GPT to organize ideas, etc).

Faculty Feedback: Faculty in methods classes can provide feedback before submission if they wish to provide it.

Template: Please use the directions below as a template for the reflection.

Section One - Research on needs of your k-12 students
Responsiveness to Individual Differences (2a)
Investigate the developmental levels of your students (or individual student or small groups for SPED majors). Read any IEPs or 504 plans. Learn about the diversities that might affect their learning including families, SES, religion, parent support, culture, gender identity, as well as learning strengths and challenges. Explain your process, what you learned from the pre-assessment, and how you used this information to plan your lesson in this section.
Section Two - Lesson Plan
Responsiveness to Individual Differences (2a), Instructional Approaches (8a), Effective Content Strategies (4a), Use of Technology with P-12 students (8a)

Provide a detailed lesson plan. The lesson plan must show meaningful engagement of p-12 students with technology

Section Four - Pre and post assessment

Quality of Assessment (6a), Ethical and Bias-Free Assessment Tool (6c)

Include copies of the assessments. Your assessment should align with your objectives, be free of potential bias, and be conducted with individual students.

Section Five - The rubric, answer key, or scoring guide

Ethical and Bias-Free Assessment Tool (6c), Quality of Assessment (6a)

Paste your rubric, answer key, or scoring guide here

Section Six - Levels of performance

Accurate Representation of Assessment Results (6c)

For each unit objective, present levels of performance (pre and post) for the whole class. Use individual student information with no last names. SPED majors should present the levels for their individual student. This is usually a chart, table, or graph and should be clearly labeled to help the reader understand your data. Please include three columns: pre-assessment score, post-assessment score, and change.

Section Seven - Error Patterns

Responsiveness to Individual Differences (2a), Error Patterns (6a), Reflection on Instruction (9b), Positive Impact on Candidates (8g)

For the whole class (or individual student for SPED majors) clearly indicate and describe error patterns (categories of frequent misunderstandings that students have) along with a description of how you would address those error patterns if you could continue teaching them. Recommend future instruction to assist students who did not demonstrate an appropriate level of achievement and who need more challenges.

Section Eight - Three samples

Error Patterns (6a)

Provide three samples of student work (1 for SPED) that are representative of the common kinds of error patterns you noticed. Be clear about what parts of the student work are representative of that error pattern. Remove last names from the student work and use only first names in your written document.

Section Nine - Positive Impact on p-12 Diverse Student Learning

Positive Impact on Candidates (8g)

Explain whether you had a positive impact on diverse p-12 student learning

Section Ten - Reflection on content and plan
Responsiveness to Individual Differences (2a), Error Patterns (6a), Reflection on Instruction 9b), Effective content strategies (4a)
Include the following: -How you researched and learned about the diversity of learners -What teaching strategies your lesson/unit used to address the learning levels and diversity you learned from the pre-assessment -How your unit engaged students effectively -Area of the lesson/unit plan that went well -Area of the lesson/unit plan that you would do differently if you could do again -Strategies for you to improve your challenges

Section Eleven - Reflection on interactions
Responsiveness to Individual Differences (2a), Reflection on Instruction 9b)
Include the following: -How you responded to the diversity of the classroom during your teaching -How you adjusted your teaching to reflect things during the lesson -Area of the classroom interactions that went well -Area of the classroom interactions that you would do differently -Strategies for you to improve your challenges

Section Twelve - Reflection on P-12 use of technology
Use of Technology with P-12 students (8a)
Write a paragraph reflecting on what went well and how you might improve how your students' use technology in the future.

Rubric for Evaluating ESL

	Underdeveloped	Emerging	Proficient	Distinguished
Responsiveness to individual differences (INTASC 1/2a)	Plan is insensitive to individual differences in relation to both content and approach.	Plan is insensitive to individual differences in relation to either content or approach.	Plan is sensitive to individual differences, in relation to both content and approach.	Plan is adapted to individual differences, in relation to both content and approach.
Instructional approach	Instruction used is not varied, is not	Instruction used matches content and is aligned	Instruction used is varied, well-matched	Instruction is varied, well-matched to content, aligned

Evidence of Student Learning Directions for Methods – Updated June, 2026

es (INTASC 8a)	well-matched to content, and does not align with objectives .	with objectives but is not varied.	to content and aligned with objectives.	with objectives and instructional strategies are adjusted during instruction to contribute to student learning.
Quality of assessment (INTASC 6a)	Summative assessment is not individual, does not align with objectives , and does not align with learning activities.	Summative assessment is individual but either does not align with objectives or does not align with learning activities.	Summative assessment is individual and aligns with objectives and learning activities.	Summative assessment it is individual, aligns with objectives and learning activities, and promotes student self- evaluation.
Levels of Performance (INTASC 6a)	Levels of performance are not identified for all students present for instruction.	Levels of performance are identified for all students present for instruction. Either not all lesson objectives are included in interpretation or interpretation of results are inaccurate or misleading.	Levels of performance are accurately identified in relation to each lesson objective for all students present for instruction. Levels of performance between pre- and post-assessment are presented and discussed.	Levels of performance are accurately identified in relation to each lesson objective for all students present for instruction. Levels of performance between pre- and post- assessment for individual students are presented and discussed.
Error Patterns (INTASC 6a)	No error patterns are identified for all students present for instruction	Error patterns are identified as categories for all students in the sample but are inaccurate or misleading.	Error patterns are accurately identified as categories for all students present for instruction.	Error patterns are accurately identified and the teacher candidate outlines appropriate action steps to address those errors.
Ethical and Bias Free Assessment Tool (INTASC 6c)(PO IV .c)	Assessment tool is poorly designed and inappropriate for some learners.	Assessment tool is poorly designed or inappropriate for some learners.	Assessment is well- designed and appropriate for all learners in relation to content, process, and product.	Assessment is well designed and appropriate for all learners and content, process, or product is differentiated for learners.

Evidence of Student Learning Directions for Methods – Updated June, 2026

Accurate Representation of Assessment results (INTASC 6c)(PO IV .c)	Assessment results are not presented.	Assessment results are reported in a way that could lead to misinterpretation.	Assessment results are accurately presented.	Assessment results are accurately presented and connections are made to data beyond the assessment for one or more of the students.
Reflection on Instruction (INTASC 9b)	Reflection indicated either strengths or areas for growth.	Reflection indicated both strengths and areas for growth.	Reflection clearly indicated how this instruction demonstrated strengths, areas for growth, and strategies for improvement.	Reflection clearly indicated how instruction demonstrated strengths, areas for growth, and strategies for improvement that involve professional development.
Effective Content Strategies (INTASC 4a)	Plan and reflection use inappropriate instructional strategies for the content	Plan or reflection use inappropriate instructional strategies for the content	Plan and reflection use appropriate instructional strategies for the content	Plan and reflection include use appropriate instructional strategies and use recent developments in content-related pedagogy
Use of technology with P-12 students (INTASC 8a)	P-12 student engagement with technology is not included in the ESL plan or reflection.	Plan and reflection indicate little meaningful engagement of P-12 students in the use of technology.	Plan and reflection clearly show engagement of P-12 students in the use of technology.	Plan and reflection clearly show meaningful engagement of P-12 students in the use of technology that is discipline appropriate.
Positive Impact on Diverse Learners (INTASC 6g)	Candidate did not identify diversity in advance or did not use or identify any strategies for	Attempted to identify diversity but all areas of diversity were not included. Teaching of unit included strategies that were partially successful or	Appropriately identified diversity of classroom in advance of instruction. Teaching of unit reflected strategies for diverse	Includes extra research to thoroughly identify diversity in advance of instruction. Teaching of unit reflected multiple strategies for

Evidence of Student Learning Directions for Methods – Updated June, 2026

	diverse learners or did not reflect on impact.	not appropriate. Candidate's reflection minimally addressed the impact of strategy.	learners. Candidate reflected on some of the positive impact but key elements were not addressed.	diverse learners. Candidate reflected on diversity of learners and performance of all learners and levels of performance and addressed any impact.
--	--	---	---	--

**MAT SPED MLT Conference Rubrics (aligned to MSU TLP Dispositions) update to the
SPED 531 Reflective Practice & Continuous Learning paper from the ELT.**

Element	Proficient (3)	Basic (2)	Unsatisfactory (1)	Intervention Needed in any Disposition Area? Yes/No	Aligned MSU TLP Disposition
Philosophy Statement	Clear, cohesive, and well- supported philosophy grounded in ethics, values, and dispositions; includes examples and strong rationale	Philosophy identifies general beliefs, ethical obligations, and dispositions; provides a foundation for the paper	Philosophy is missing, vague, or unclear; lacks connection to ethics, dispositions, or special education; minimal reflection		1-Respect 2- Communicati on 4-Content Complexity 6-Reflection
Profession al Strengths and Needs	In-depth, evidence- based analysis; strong connection s to philosophy and literature; clear justificatio	Clearly identifies strengths and needs; connects to ethics/standar ds and philosophy; some supporting detail	Strengths/nee ds lack detail; weak or no connection to philosophy or literature; minimal analysis		6-Reflection 7- Responsibility 5- Commitment to Student Learning 3- Collaboration

	n and examples				
Professional Growth Plan	Detailed, strategic, and well-supported plan; clearly aligned to needs with specific actions and realistic timeline	Plan includes clear steps, activities, and timeline; addresses identified needs	Plan is missing or vague; lacks detail, timeline, or relevance to identified needs		5- Commitment to Student Learning 7- Responsibility 6-Reflection 3- Collaboration

Evidence of Student Learning Directions for Student Teaching (undergraduate) and Final Practicum (MAT) – Updated June, 2026

Purpose: To assess individual progress as a teacher candidate and the teacher licensure programs at Minot State University, student teachers will provide evidence of a positive impact on student learning. The ability to impact student learning and to adjust instruction through reflection is a significant portion of being an effective teacher.

File Format: Please put all parts together in one PDF. If the PDF is too large, search the internet for ways to reduce the size of a PDF.

Submission: Please submit your ESL to SLL.

Number of ESLs: Student teachers in multiple placements only need ONE evidence of student learning for student teaching.

Due Dates: Fall ESLs should be posted by November 15 and spring ESLs should be posted by April 15 in order to allow time for feedback. Please email the professor who is reading your ESL when it is ready to read. Students completing ESLs in their second placements should email the Field Placement Director with a plan for completion by April 15. ESLs that are turned in after December 1 or May 1 will require a course completion agreement to allow professors time to score them.

Evaluation Dates: Faculty should score fall ESLs by December 1 and spring ESLs by May 1.

Intervention Process: Candidates who earn a rating of 1 in any area on the ESL rubric will receive feedback and will be asked to revise the document. The original copy and the revised portion should be uploaded to SLL. If the revision still does not earn a rating of 2 or above, then the candidate will meet with the reader of the ESL and an additional TLP faculty member to continue the process of revision. Student teachers who do not earn at least a 2 on all criteria or who do not submit an Evidence of Student Learning will not earn an S in student teaching.

Use of AI: Please describe any support that you use to write your ESL and specify what it was used for (Grammarly to edit paper, Chat GPT to organize ideas, etc).

Faculty Feedback: Student teaching seminar professors can check for missing pieces and answer questions about the assignment. Student teachers can collaborate with other student teachers for feedback during the student teaching seminar.

Template: Please use the directions below as a template for the reflection.

Section One - Research on needs of your k-12 students
Responsiveness to Individual Differences (2a)
Investigate the developmental levels of your students (or individual student or small groups for SPED majors). Read any IEPs or 504 plans. Learn about the diversities that might affect their learning including families, SES, religion, parent support, culture, gender identity, as well

as learning strengths and challenges. Explain your process, what you learned from the pre-assessment, and how you used this information to plan your lesson in this section.

Section Two - Unit Plan

Responsiveness to Individual Differences (2a), Instructional Approaches (8a), Effective Content Strategies (4a), Use of Technology with P-12 students (8a)

Describe in a sentence or two the activities for the days, list the unit objectives, and include the assessment. Include any modifications or differentiation that you did. Either the lesson plan or the unit plan must show meaningful engagement of p-12 students with technology.

Section Three - Lesson Plan

Responsiveness to Individual Differences (2a), Instructional Approaches (8a), Effective Content Strategies (4a), Use of Technology with P-12 students (8a)

Select one lesson from the unit and provide a detailed lesson plan.

Section Four - Pre and post assessment

Quality of Assessment (6a), Ethical and Bias-Free Assessment Tool (6c)

Include copies of the assessments. Your assessment should align with your objectives, be free of potential bias, and be conducted with individual students.

Section Five - The rubric, answer key, or scoring guide

Ethical and Bias-Free Assessment Tool (6c), Quality of Assessment (6a)

Paste your rubric, answer key, or scoring guide here

Section Six - Levels of performance

Accurate Representation of Assessment Results (6c)

For each unit objective, present levels of performance (pre and post) for the whole class. Use individual student information with no last names. SPED majors should present the levels for their individual student. This is usually a chart, table, or graph and should be clearly labeled to help the reader understand your data. Please include three columns: pre-assessment score, post-assessment score, and change.

Section Seven - Error Patterns

Responsiveness to Individual Differences (2a), Error Patterns (6a), Reflection on Instruction (9b), Positive Impact on Candidates (8g)

For the whole class (or individual student for SPED majors) clearly indicate and describe error patterns (categories of frequent misunderstandings that students have) along with a description of how you would address those error patterns if you could continue teaching them. Recommend future instruction to assist students who did not demonstrate an appropriate level of achievement and who need more challenges.

Section Eight - Three samples
Error Patterns (6a)
Provide three samples of student work (1 for SPED) that are representative of the common kinds of error patterns you noticed. Be clear about what parts of the student work are representative of that error pattern. Remove last names from the student work and use only first names in your written document.

Section Nine - Positive Impact on p-12 Diverse Student Learning
Positive Impact on Candidates (8g)
Explain whether you had a positive impact on diverse p-12 student learning

Section Ten - Reflection on content and plan
Responsiveness to Individual Differences (2a), Error Patterns (6a), Reflection on Instruction 9b), Effective content strategies (4a)
Include the following: -How you researched and learned about the diversity of learners -What teaching strategies your lesson/unit used to address the learning levels and diversity you learned from the pre-assessment -How your unit engaged students effectively -Area of the lesson/unit plan that went well -Area of the lesson/unit plan that you would do differently if you could do again -Strategies for you to improve your challenges

Section Eleven - Reflection on interactions
Responsiveness to Individual Differences (2a), Reflection on Instruction 9b)
Include the following: -How you responded to the diversity of the classroom during your teaching -How you adjusted your teaching to reflect things during the lesson -Area of the classroom interactions that went well -Area of the classroom interactions that you would do differently -Strategies for you to improve your challenges

Section Twelve - Reflection on P-12 use of technology
Use of Technology with P-12 students (8a)
Write a paragraph reflecting on what went well and how you might improve how your students' use technology in the future.

Rubric for Evaluating ESL

	Underdeveloped	Emerging	Proficient	Distinguished
Responsiveness to individual differences (INTASC 1/2a)	Plan is insensitive to individual differences in relation to both content and approach.	Plan is insensitive to individual differences in relation to either content or approach.	Plan is sensitive to individual differences, in relation to both content and approach.	Plan is adapted to individual differences, in relation to both content and approach.
Instructional approaches (INTASC 8a)	Instruction used is not varied, is not well-matched to content, and does not align with objectives.	Instruction used matches content and is aligned with objectives but is not varied.	Instruction used is varied, well-matched to content and aligned with objectives.	Instruction is varied, well-matched to content, aligned with objectives and instructional strategies are adjusted during instruction to contribute to student learning.
Quality of assessment (INTASC 6a)	Summative assessment is not individual, does not align with objectives, and does not align with learning activities.	Summative assessment is individual but either does not align with objectives or does not align with learning activities.	Summative assessment is individual and aligns with objectives and learning activities.	Summative assessment is individual, aligns with objectives and learning activities, and promotes student self-evaluation.
Levels of Performance (INTASC 6a)	Levels of performance are not identified for all students present for instruction.	Levels of performance are identified for all students present for instruction. Either not all lesson objectives are included in interpretation or interpretation of results are inaccurate or misleading.	Levels of performance are accurately identified in relation to each lesson objective for all students present for instruction. Levels of performance between pre- and post-assessment are presented and discussed.	Levels of performance are accurately identified in relation to each lesson objective for all students present for instruction. Levels of performance between pre- and post-assessment for individual students are presented and discussed.
Error Patterns	No error patterns	Error patterns are identified as categories	Error patterns are accurately identified	Error patterns are accurately identified a

Evidence of Student Learning Directions for Student Teaching – Updated June, 2026

(INTASC 6a)	are identified for all students present for instruction	for all students in the sample but are inaccurate or misleading.	as categories for all students present for instruction.	and the teacher candidate outlines appropriate action steps to address those errors.
Ethical and Bias Free Assessment Tool (INTASC 6c)(PO IV .c)	Assessment tool is poorly designed and inappropriate for some learners.	Assessment tool is poorly designed or inappropriate for some learners.	Assessment is well-designed and appropriate for all learners in relation to content, process, and product.	Assessment is well designed and appropriate for all learners and content, process, or product is differentiated for learners.
Accurate Representation of Assessment results (INTASC 6c)(PO IV .c)	Assessment results are not presented.	Assessment results are reported in a way that could lead to misinterpretation.	Assessment results are accurately presented.	Assessment results are accurately presented and connections are made to data beyond the assessment for one or more of the students.
Reflection on Instruction (INTASC 9b)	Reflection indicated either strengths or areas for growth.	Reflection indicated both strengths and areas for growth.	Reflection clearly indicated how this instruction demonstrated strengths, areas for growth, and strategies for improvement.	Reflection clearly indicated how instruction demonstrated strengths, areas for growth, and strategies for improvement that involve professional development.
Effective Content Strategies (INTASC 4a)	Plan and reflection use inappropriate instructional strategies for the content	Plan or reflection use inappropriate instructional strategies for the content	Plan and reflection use appropriate instructional strategies for the content	Plan and reflection include use appropriate instructional strategies and use recent developments in content-related pedagogy
Use of technology with P-12	P-12 student engagement with technology is	Plan and reflection indicate little meaningful engagement of P-12	Plan and reflection clearly show engagement of P-12	Plan and reflection clearly show meaningful engagement of P-12

Evidence of Student Learning Directions for Student Teaching – Updated June, 2026

students INTASC 8a)	not included in the ESL plan or reflection.	students in the use of technology.	students in the use of technology.	students in the use of technology that is discipline appropriate.
Positive Impact on Diverse Learners (INTASC 6g)	Candidate did not identify diversity in advance or did not use or identify any strategies for diverse learners or did not reflect on impact.	Attempted to identify diversity but all areas of diversity were not included. Teaching of unit included strategies that were partially successful or not appropriate. Candidate's reflection minimally addressed the impact of strategy.	Appropriately identified diversity of classroom in advance of instruction. Teaching of unit reflected strategies for diverse learners. Candidate reflected on some of the positive impact but key elements were not addressed.	Includes extra research to thoroughly identify diversity in advance of instruction. Teaching of unit reflected multiple strategies for diverse learners. Candidate reflected on diversity of learners and performance of all learners and levels of performance and addressed any impact.

SPED 519 Final Portfolio:

This ePortfolio can take any form you want - Google Docs, livebinders, or "old school" scanned into one PDF document. There are many free ebinders available and free tutorials on how to use them simply. You can find an example here of a student who completed the portfolio in Google Docs

https://drive.google.com/drive/folders/16cUzgyAUksTzh02aByw775ALPFkDmSfu?usp=drive_link

PART I - CEC STANDARDS

Practicum Portfolio Checklist: Rationale & Artifacts

This checklist will help ensure that you have included necessary elements in your practicum portfolio. This checklist also will assist your evaluator in determining whether you have included all the required elements. Once the required elements are present, the quality of those elements will be assessed using the portfolio rubric. For each standard area, you must include 2 parts: a) your written rationale of why the artifact demonstrates you've met that standard area, and b) the actual artifact.

How do I select artifacts for my portfolio that demonstrates I've met the CEC Standards?

An artifact is a work sample that represents a candidate's performance as a special educator candidate. Artifacts uploaded to represent the skill component of any CEC standard should clearly demonstrate the candidate's ability to apply knowledge in educational settings. Artifacts should be quality products or documentation of significant experiences. Candidates should select artifacts that best represent their growth and competencies as a beginning professional educator. It is possible that the same artifact may illustrate more than one standard.

Checklist and Examples of Portfolio Components

Under each of the 7 areas, examples of possible artifacts to include are listed below.

The artifacts checklist below contains examples for candidates in various disability areas. Keep in mind, these are examples of artifacts and not an all-inclusive list; one artifact may address more than one standard area.

_____ Personal Introduction Page (Homepage)

_____ Résumé

_____ Reflective Practice & Continuous Learning Position Paper - original and revisited.

_____ **CEC Standard #1: Professional Learning and Ethical Practice**

Evidence of ways you have advocated for the needs of students with disabilities (SWD).

Demonstration of professional development activities you have undertaken to learn more about a specific communication philosophy and/or evidence based practice in DHH education.

Evidence of participation in a professional community (e.g. Facebook group or other local, state or virtual organization).

_____ **CEC Standard #2: Learner Development and Individual Learning Differences, Learning Environment**

Evidence of planning and/or instruction to maximize auditory skills and access to auditory information

Evidence of planning and/or instruction to maximize visual learning skills and or access to visual communication

Projects that demonstrate specific planning for students who are DHH with additional disabilities (such projects may also be appropriate artifacts for Standard 7: Collaboration).

Implement a peer interaction project to promote socialization amongst SWD.

After completing a classroom observation within the general education classroom, initiate at least 2 accommodations or modifications in the classroom to address the environment to manage inappropriate behaviors (e.g., scheduling changes, physical room rearrangements, behavior policies, etc.).

Teach self-advocacy skills in the general education classroom and/or transition skills.

Classroom management activities or an individual student behavior change project.

_____ **CEC Standard #3: Curricular Content Knowledge - general and special curriculum**

Evidence of ability to plan lessons that align with local, state, and national standards.

Lessons demonstrating ability to select instructional strategies and materials/resources to use that are responsive to diverse student needs and appropriate for the subject matter and effectively integrate instructional technology into your lessons.

_____ **CEC Standard #4: Assessment**

Select, administer, score and interpret assessment information to develop a profile of a student's skills in a particular area (language, speech, auditory skills, academic skills, social, or transition skills). This assignment includes a) a brief summary of the test administration, b) identifying the strengths and concerns and c) a plan of action including appropriate goals and activities based on the test results.

Artifact includes a) collect written products and/or data on one student's performance in an area of concern over a two week period of time and b) analyze errors as an error analysis c) summarize your findings, d) state implications and e) write recommendations within the context of the existing IEP, d) include sample products and IEP objectives in your report.

Develop and implement a monitoring system for one student's individualized goals and objectives through various data collection methods. Submit a narrative that describes the monitoring system, your analysis and plan.

____ CEC Standard #5: Effective Instruction

Teach a language or literacy lesson using an evidence-based methodology learned in your course work or one that is used in your practicum site. Submit your lesson plan.

Demonstrate your ability to teach small groups of students on different functioning levels. Submit your lesson plan and indicate how you met the needs of the different functioning groups.

Demonstrate your ability to utilize technology

Utilizing the student's present level of performance as indicated through assessment and as documented on the current IEP., plan an instructional unit and lessons with various materials. For example a week-long thematic unit.

Complete an accommodation or modification project using grade-specific curricular materials and adapting to the individual needs of the students.

____ CEC Standard #6: Supporting Social-Emotional & Behavioral Growth

Examples of classroom routines, procedures and guidance that support a safe classroom environment

Examples of Behavior Intervention Plans and accompanying data

Descriptions of school-wide PBIS plans

____ CEC Standard #7: Collaboration

Examples of how you facilitated team communication within the context of an IEP or other student meeting.

Examples of parent communications.

Evidence of inservice trainings you have provided to help other team members understand hearing loss and its impact.

How do I write the rationale for the artifact meeting the area?

Your written rationale for each artifact should:

- 1) Briefly describe the artifact and identify the CEC standards connected to the artifact,
- 2) Describe the knowledge and skills you mastered while completing the artifact. Relate your statements to the specific standards aligned with the artifact, and
- 3) Describe the ways in which your students, your school/agency and/or the profession were or will be positively affected by your mastery of the standards reflected by this artifact.

PART II - ND Standards for Teachers of Reading

Using the ND reading performance checklist attached, complete teaching activities for each specified literacy component. Your site mentor will sign off that each has been demonstrated in your practicum setting. Upload the checklist as a component of your portfolio.

SPED 519 PORTFOLIO RUBRIC

	Distinguished 4	Proficient 3	Basic 2	Unsatisfactory 1
Presentation	The Candidate confidently presents their portfolio in an exemplary manner.	The Candidate competently presents their portfolio in an adequate manner.	The Candidate presents their portfolio in an incomplete manner.	The Candidate inadequately presents their portfolio with multiple grammatical errors and unclear communication.
Introduction	The introduction is engaging and shows an integration of key concepts of the CEC standards.	The introduction is engaging and shows a connection to the CEC standards.	The introduction provides a description of the portfolio with little relation to the CEC standards.	The introduction is missing or lacking any connection to the CEC standards.
Resume	The resume is detailed, professional in appearance, and free of spelling and grammatical errors. The format is clear; comprehensively summarizes skills, abilities, and accomplishments	The resume is professional in appearance and is free of spelling and grammatical errors. The format is clear; adequately summarizes skills, abilities, and accomplishments	The resume lacks professional appearance and contains noticeable spelling and grammatical errors. The format is unclear and inadequately summarizes skills, abilities, and	The resume lacks professional appearance and contains numerous spelling and grammatical errors. The format is hard to follow and is incomplete
Reflective Practice & Continual Learning	Rationale thoroughly provides a comprehensive summary of the Candidate's philosophy and personal goals.	Rationale provides an adequate summary of the Candidate's philosophy and personal goals.	Rationale provides an incomplete summary of the Candidate's philosophy and personal goals.	Rationale inadequately summarizes the Candidate's philosophy and personal goals.
CEC Standard 1: Professional Learning & Ethical Practice Artifacts	The artifact shows the candidate actively engages in ongoing professional learning and/or ethical practice and continually evaluates the effects	The artifact shows the candidate engages in appropriate professional learning and/or ethical practice	The artifact shows the candidate engages in limited professional learning and/or ethical practice	The artifact shows the candidate engages in little or no professional learning and/or ethical practice
CEC Standard 1: Professional Learning & Ethical Practice Rationale	Rationale thoroughly describes the performance artifact and its context for use; clearly appraises, in specific terms, performance and personal insights of professional learning and ethical practice.	Rationale describes the performance artifact and its context for use; clearly discusses how the artifact demonstrates performance of professional learning and ethical practice	Rationale identifies the performance artifact; discusses in general, limited terms how the artifact demonstrates performance of professional learning and ethical practice	Rationale inadequately identifies the performance artifact; misjudges how the artifact demonstrates performance of professional learning and ethical practice
CEC Standard 2 Learner Development, Individual Learner Differences & Learning Environment Artifact	The artifact shows the candidate can apply deep understanding of the interconnections among different areas of learner and individual learner differences. The artifact shows the candidate can appropriately manage and collaboratively create a safe, respectful and engaging learning environment.	The artifact shows the candidate can correctly apply understanding of learner development and individual learner differences. The artifact shows the candidate can create appropriate learning environments.	The artifact shows the candidate partially applies their understanding of learner development and individual learner differences. The artifact shows the candidate partially creates appropriate learning environments.	The artifact shows the candidate has little or no application of their understanding of learner development and individual learner differences. The artifact shows the candidate has little or no ability to create appropriate learning environments.

CEC Standard 2 Learner Development, Individual Learner Differences & Learning Environment Rationale	Rationale thoroughly describes the performance artifact and its context for use; clearly appraises, in specific terms, performance and personal insights of learner development and individual learner differences. Rationale thoroughly describes the performance artifact and its context for use; clearly appraises, in specific terms, performance and personal insights of developing safe, respectful and engaging learning environments	Rationale describes the performance artifact and its context for use; clearly discusses how the artifact demonstrates performance of learner development and individual learner differences. Rationale describes the performance artifact and its context for use; clearly discusses how the artifact demonstrates the ability to create appropriate learning environments	Rationale identifies the performance artifact; discusses in general, limited terms how the artifact demonstrates performance of learner development and individual learner differences. Rationale identifies the performance artifact; discusses in general, limited terms how the artifact demonstrates the ability to create appropriate learning environments.	Rationale inadequately identifies the performance artifact; misjudges how the artifact demonstrates performance of learner development and individual learner differences. Rationale inadequately identifies the performance artifact; misjudges how the artifact demonstrates the ability to create appropriate learning environments.
CEC Standard 3: Curricular Content Knowledge Performance Artifact	The artifact shows the candidate can apply deep understanding of the central concepts, tools of inquiry and structures of the discipline	The artifact shows the candidate can correctly apply understanding of content knowledge	The artifact shows the candidate partially applies their understanding of content knowledge	The artifact shows the candidate has little or no application of their understanding of content knowledge
CEC Standard 3: Curricular Content Knowledge Performance Rationale	Rationale thoroughly describes the performance artifact and its context for use; clearly appraises, in specific terms, performance and personal insights of the central concepts, tools of inquiry and structures of the discipline.	Rationale describes the performance artifact and its context for use; clearly discusses how the artifact demonstrates performance of content knowledge	Rationale identifies the performance artifact; discusses in general, limited terms how the artifact demonstrates performance of content knowledge	Rationale inadequately identifies the performance artifact; misjudges how the artifact demonstrates performance of content knowledge
CEC Standard 4: Assessment Performance Artifact	The artifact shows the candidate can use, design and adapt multiple methods of assessment.	The artifact shows the candidate can use multiple methods of assessment.	The artifact shows the candidate uses assessment.	The artifact shows the candidate has little or no use of assessment.
CEC Standard 4: Assessment Performance Rationale	Rationale thoroughly describes the performance artifact and its context for use; clearly appraises, in specific terms, performance and personal insights of multiple methods of assessment.	Rationale describes the performance artifact and its context for use; clearly discusses how the artifact demonstrates performance of multiple methods of assessment.	Rationale identifies the performance artifact; discusses in general, limited terms how the artifact demonstrates performance of multiple methods of assessment.	Rationale inadequately identifies the performance artifact; misjudges how the artifact demonstrates performance of multiple methods of assessment.
CEC Standard 5: Effective Instruction Performance Artifact	The artifact shows the candidate uses a variety of instructional strategies that makes learning accessible and meaningful to all learners	The artifact shows the candidate can consistently plan and use appropriate instructional strategies	The artifact shows the candidate has inconsistent planning and use of appropriate instructional strategies	The artifact shows the candidate has inadequate planning and use of instructional strategies
CEC Standard 5: Effective Instruction Performance Rationale	Rationale thoroughly describes the performance artifact and its context for use; clearly appraises, in specific terms, performance and personal insights of a variety of instructional strategies	Rationale describes the performance artifact and its context for use; clearly discusses how the artifact demonstrates use of a variety instructional strategies	Rationale identifies the performance artifact; discusses in general, limited terms how the artifact demonstrates use of instructional strategies	Rationale inadequately identifies the performance artifact; misjudges how the artifact demonstrates use of instructional strategies

CEC Standard 6: Social-Emotional & Behavioral Growth Performance Artifact		The artifact thoroughly shows the candidate uses evidence based strategies to develop supportive and safe learning environments including preventative strategies. The candidate consistently uses data to support these instructional choices and modifies instruction in response to these data.	The artifact shows the candidate can implement evidence based practices to support safe learning environments and preventative behavior strategies. The candidate uses data to inform these decisions.	The artifact shows the candidate uses inconsistent evidence-based strategies to support social-emotional and behavioral growth. Weak evidence of data used to support decisions.	The artifact does not demonstrate that the candidate uses evidence-based strategies to support social-emotional and behavioral growth and no evidence of data-based decision making.
CEC Standard 6: Social-Emotional & Behavioral Growth Performance Rationale		The rationale thoroughly describes how evidence-based strategies are consistently chosen and implemented based on data analysis to support social-emotional and behavioral growth.	The rationale describes how evidence-based strategies are consistently chosen and implemented based on data analysis to support social-emotional and behavioral growth.	The rationale provides limited description of how evidence-based strategies are consistently chosen and implemented based on data analysis to support social-emotional and behavioral growth.	The rationale does not adequately describe how evidence-based strategies are consistently chosen and implemented based on data analysis to support social-emotional and behavioral growth.
CEC Standard 7: Collaboration Performance Artifact		The artifact shows the candidate can apply deep understanding of leadership and collaboration to ensure learner growth and advance the profession	The artifact shows the candidate can correctly apply understanding of leadership and collaboration	The artifact shows the candidate partially applies their understanding of leadership and collaboration	The artifact shows the candidate has little or no application of their understanding of leadership and collaboration
ND Standards for Teachers of Reading Performance Items Checklist		Majority of performance items on the checklist are rated as 4.	Majority of performance items on the checklist are rated as 3.	Majority of performance items on the checklist are rated as 2.	Majority of performance items on the checklist are rated as 1.