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**Appendix**

**Teacher of Students with Moderate Disabilities**

**Structured Guidance & Supports (SG&S)**

**Performance Rubrics and Required Form**

This Appendix includes a performance rubric to assess the candidate’s performance against indicators aligned to the subject matter knowledge requirements for the license being sought. The rubric should be reviewed at the Initial, Formative, and Summative meetings and it should be used for guidance and supports as well as for evaluation for meeting the competency review requirements. This Appendix also includes the required SG&S Form (3 pages) that should be submitted to the licensure office as documentation of the completed process.

Upon completion of the SG&S process, conducted over a supervised 150-hour field-based experience, the candidate and supervising educator should review progress and fill out the required licensure forms. The candidate must submit these forms to the licensure office to document completion of the competency review requirement. The forms may also be used to verify the successful completion of a 150-hour internship with a qualified mentor during the SG&S process for licensure candidates seeking to obtain an additional Initial or Professional license.

Candidates must meet at least a Proficient readiness threshold across all indicators on the specific license. The ultimate determination of competency is to be made by the supervising educator based on a holistic evaluation of the candidate’s demonstrated skills across the indicators. This is indicated by selecting Met Requirements or Not Met Requirements on the SG&S form. See the “Performance Level” section of the SG&S Guidelines for more information on using the rubric.

If the supervising educator and supervising administrator determine that the licensure candidate has Not Met Requirements, the candidate may still submit the SG&S forms as partial fulfillment of this requirement. The candidate could then complete an additional 150 hour field-based experience or internship with an emphasis on high quality professional support growth opportunities and intensive supervision and support on areas where improvement is needed.

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| **Rubric for Teacher of Students with Moderate Disabilities License** | | | |
| **1. Educational Terminology for Students with mild to moderate disabilities** | | | |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Rarely demonstrates knowledge and understanding of appropriate educational terminology (e.g., person first language, least restrictive environment) as evidenced by inaccurate and ineffective oral and written communication of student learning needs with stakeholders. | Demonstrates basic knowledge and understanding of appropriate educational terminology (e.g., person first language, least restrictive environment) through accurate and effective oral and written communication of student learning needs with stakeholders. | Frequently demonstrates sound knowledge and understanding of appropriate educational terminology (e.g., person first language, least restrictive environment) through accurate and effective oral and written communication of student learning needs with stakeholders. | Consistently demonstrates deep knowledge and understanding of appropriate educational terminology (e.g., person first language, least restrictive environment) through accurate and effective oral and written communication of student learning needs with stakeholders. |

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| **2. Preparation, implementation and evaluation of Individualized Education Programs (IEPs)** | | | |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Does not accurately develop IEPs that reflect student learning needs and services; does not document and evaluate IEP services. | Develops accurate IEPs that reflect student learning needs and services through some data analysis and collaboration with stakeholders; partially documents and evaluates IEP services. | Develops internally consistent IEPs that reflect student learning needs and services through data analysis and collaboration with stakeholders; documents, and evaluates IEP services. | Develops clear, internally consistent IEPs that reflect student learning needs and services through data analysis and collaboration with stakeholders; leads, documents and evaluates IEP services. |
| **3. Design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities** | | | |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Rarely demonstrates curricular modifications and design that utilize evidence-based inclusive practices. | Demonstrates basic curricular modifications and design that sometimes make academic content, learning environments (including playground, cafeteria, school events), and social and emotional supports accessible for students. | Frequently demonstrates curricular modifications and design that utilize evidence-based inclusive practices that make academic content, learning environments (including playground, cafeteria, school events), and social and emotional supports accessible for students. | Consistently demonstrates impactful curricular modifications and design that utilize evidence-based inclusive practices that make academic content, learning environments (including playground, cafeteria, school events), and social and emotional supports accessible for students. |

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| **4. Instruction on the appropriate use of augmentative and alternative communication and other assistive technologies** | | | |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Rarely identifies when a child would require the use of assistive technology (low tech, medium tech, high tech) or augmentative communication and rarely finds appropriate resources for the student and communicates this need to caregivers and service providers as appropriate. | Identifies some cases when a child would require the use of assistive technology (low tech, medium tech, high tech) or augmentative communication and identifies appropriate resources for the student; communicates this need to caregivers and service providers as appropriate. | Frequently identifies when a child would require the use of assistive technology (low tech, medium tech, high tech) or augmentative communication and identifies and delivers appropriate resources for the student; communicates this need to caregivers and service providers as appropriate. | Consistently identifies when a child would require the use of assistive technology (low tech, medium tech, high tech) or augmentative communication and identifies and delivers appropriate resources for the student; communicates this need to caregivers and service providers as appropriate. |

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| **5. Ways to prepare and maintain students with disabilities for general education classrooms; for example, use of behavior management principles** | | | |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Rarely collaborates with general education staff to identify skills and supports students need to be successful in the general education environment; rarely develops and implements instructional and behavioral strategies that improve academic and social-emotional outcomes for students with disabilities. | Coordinates with general education staff to identify the basic skills and supports students need to be successful in the general education environment; develops and implements basic instructional and behavioral strategies that improve academic and social-emotional outcomes for students with disabilities. | Collaborates with general education staff to identify the essential skills and supports students need to be successful in the general education environment; develops and implements instructional and behavioral strategies that improve academic and social-emotional outcomes for students with disabilities. | Partners with general education staff to identify the essential skills and supports students need to be successful in the general education environment; develops and implements impactful instructional and behavioral strategies that significantly improve academic and social-emotional outcomes for students with disabilities. |
| **6. Knowledge of services provided by other agencies** | | | |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Does not articulate knowledge of services and resources provided by area agencies; rarely coordinates with stakeholders to obtain access to services and resources that support basic student needs. | Articulates knowledge of services and resources provided by area agencies; coordinates with stakeholders to obtain access to services and resources that support basic student needs. | Articulates comprehensive knowledge of services and resources provided by area agencies; collaborates with stakeholders to obtain access to services and resources that support the overall well-being of the student. | Articulates fluent knowledge of services and resources provided by area agencies; frequently collaborates with stakeholders to obtain access to services and resources that support the overall well-being of the student. |

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| **7. Federal and state laws and regulations pertaining to Special Education** | | | | | | | |
| **Unsatisfactory** | | **Needs Improvement** | | **Proficient** | | **Exemplary** | |
| Rarely demonstrates sound knowledge and understanding of the laws and regulations governing the processes of special education and rarely completes all compliance responsibilities in a timely and thorough manner, impacting the due process rights of students and parents/guardians, | | Demonstrates, through accurate oral and written communication, a basic knowledge and understanding of the laws and regulations (e.g., IDEA, Section 504, FERPA, Parent Rights) governing the processes of special education; completes all compliance responsibilities thereby ensuring the due process rights of students and parents/ guardians. | | Frequently demonstrates, through accurate and effective oral and written communication, sound knowledge and understanding of the laws and regulations (e.g., IDEA, Section 504, FERPA, Parent Rights) governing the processes of special education; completes all compliance responsibilities in a timely and thorough manner, thereby ensuring the due process rights of students and parents/guardians. | | Consistently demonstrates, through accurate and effective oral and written communication, comprehensive knowledge and understanding of the laws and regulations (e.g., IDEA, Section 504, FERPA, Parent Rights) governing the processes of special education; completes all compliance responsibilities in a timely, thorough, and engaging manner, thereby ensuring the due process rights of students and parents/guardians. | |
| **8. Applies instructional implications relating to characteristics of moderately and severely disabling conditions** | | | | | | |
| **Unsatisfactory** | **Needs Improvement** | | **Proficient** | | **Exemplary** | |
| Rarely applies instructional approaches that support individualized student learning needs. | Applies instructional approaches that support individualized student learning needs; differentiates supports based on a sound understanding of the basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence. | | Frequently applies instructional approaches that support individualized student learning needs; differentiates supports based on a thorough understanding of the basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence. | | Consistently applies instructional approaches that support individualized student learning needs; meaningfully differentiates supports based on a thorough understanding of the basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence. | |

**Teacher of Students with Moderate Disabilities: SG&S Form (Page 1 of 3)**

\*Please print where signature is not required

| General Information | | | | | | | | | |
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| Candidate Information (Please Print) | | | | | | | | | |
| First Name |  | | Last Name | | | |  | | |
| Street Address |  | | | | | | | | |
| City |  | | State | |  | | Zip | |  |
| Massachusetts Educator License Number or MEPID |  | | | | | | | | |
| SG&S Setting (150-hour minimum) | | | | | | | | | |
| School District |  | | School Name | | | |  | | |
| License Field |  | | License Grade Levels of Field-based Experience | | | |  | | |
| Select only one of the following. Was this experience a/an: | | | | | | | | | |
| * Internship to meet the requirements of adding an Initial or Professional license? | | | | * Field-based experience to meet the requirements of earning a Provisional license? | | | | | |
| Supervising educator  *(to be completed by the Supervising educator – see Guidelines for requirements for this role)* | | | | | | | | | |
| First Name |  | | Last Name | | | |  | | |
| School District |  | | School Name | | | |  | | |
| Position |  | | License Field(s) | | | |  | | |
| Massachusetts Educator License Number or MEPID |  | | | | | | | | |
| Number of years of experience under license | |  | | | | Type of license | | * Initial * Professional | |
| Was your most recent summative evaluation proficient or higher? | | | | | | * Yes * No | |  | |
| Supervising administrator  *(to be completed by the Supervising administrator – see Guidelines for requirements for this role)* | | | | | | | | | |
| First Name | |  | | | | Last Name | |  | |
| School District or Institution | |  | | | | Position | |  | |
| Superintendent’s Verification  I have reviewed the attached information and attest that the candidate listed above has completed the SG&S process. | | | | | | | | | |
| Print name of superintendent/or equivalent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Signature of superintendent/or equivalent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | |

**Teacher of Students with Moderate Disabilities: SG&S Form (Page 2 of 3)**

| **Initial Meeting** | | |
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| Supervising educator (Print Name) |  | |
| Supervising educator (signature) | Date: | |
| Supervising administrator (Print Name) |  | |
| Supervising administrator (signature) | Date: | |
| Candidate (Print Name) |  | |
| Candidate (Signature) | Date: | |
| **Formative Meeting** | | |
| Supervising educator (signature) | Date: | |
| Supervising administrator (signature) | Date: | |
| Candidate (Signature) | Date: | |
| **Summative Meeting**  By signing, I acknowledge that this experience has been completed factually as represented in this form and described in official Department Guidelines. I acknowledge that the Department may conduct an audit of the candidate’s portfolio for verification purposes. | | |
| **Supervising educator:** Document how candidate has demonstrated competency in each indicator. All indicators must be rated Proficient or higher. | | |
| **Indicator** | **Rating** | **Form of Evidence Documented**  **(*select all that apply*)** |
| 1. Educational terminology for students with mild to moderate disabilities | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 1. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs) | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 1. Design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 1. Federal and state laws and regulations pertaining to special education | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 1. Knowledge of services provided by other agencies | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| 1. Ways to prepare and maintain students with disabilities for general education classrooms; for example, use of behavioral management principles | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |

**Teacher of Students with Moderate Disabilities: SG&S Form (Page 3 of 3)**

| 1. Instruction on the appropriate use of augmentative and alternative communication and other assistive technologies | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
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| 1. Applies instructional implications relating to characteristics of moderately and severely disabling conditions | * Exemplary * Proficient * Needs Improvement * Unsatisfactory | * Observation * Artifacts of Practice * Student Feedback * Measures of Student Learning |
| **Based on the candidate’s performance in the SG&S process, we have determined this candidate to have:** | * **Met Requirements** | * **Not Met Requirements** |
| **Supervising educator (Print Name)** |  | |
| **Supervising educator (Signature)** | **Date:** | |
| **Supervising administrator (Print Name)** |  | |
| **Supervising administrator (Signature)** | **Date:** | |
| **Candidate (Print Name)** |  | |
| **Candidate (Signature)** | **Date:** | |
| **Please note:** Documents may be uploaded into your ELAR account or mailed to the Office of Educator Licensure. Information regarding the uploading and mailing of documents may be found [here](http://www.doe.mass.edu/licensure/elar/) | | |