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**Appendix**

**Teacher of Students with Severe 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 Form 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 Severe Disabilities License** |
| **1. Definitions, etiologies, and characteristics of severely disabling conditions, including the impact on learning** |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Fails to demonstrate or rarely demonstrates knowledge and understanding of definitions, etiologies, and characteristics of students with severe disabilities and ineffectively communicates student learning needs, orally and in writing.  | Has demonstrated knowledge and understanding of definitions, etiologies, and characteristics of students with severe disabilities through accurate communication of student learning needs in a variety of settings, both orally and in writing. | Frequently demonstrates knowledge and understanding of definitions, etiologies, and characteristics of students with severe disabilities through consistent and effective communication of student learning needs in a variety of settings, both orally and in writing.  | Consistently demonstrates comprehensive knowledge and understanding of definitions, etiologies, and characteristics of students with severe disabilities through consistently excellent and effective communication of student learning needs in a variety of settings, both orally and in writing.  |
| **2. Theories of first and second language development and acquisition and their impact on learning** |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Fails to demonstrate or rarely demonstrates the ability to develop and implement communication systems/strategies that accurately address students' varied developmental levels of language skills.  | Has developed and implemented effective communication systems & strategies that accurately address students' varied developmental levels of language skills. | Frequently develops and implements effective communication systems & strategies that accurately address students' varied developmental levels of language skills. | Consistently develops and implements effective communication systems & strategies that accurately address students' varied developmental levels of language skills across varied settings and among multiple team members.  |

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| **3. Assessment of physical, emotional, intellectual and social development including test administration and interpretation and progress monitoring** |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Fails to conduct or rarely conducts assessment strategies. Fails to collaborate or rarely collaborates with family and team members Fails to provide or rarely provides assessment information that accurately communicates orally or in writing a profile of the strengths and challenges of students. | Has conducted formal or informal assessment strategies with direction from supervisor. Has collaborated with family and team members. Has provided assessment information that communicates orally or in writing a basic profile of the strengths and challenges of students. | Frequently conducts formal and informal assessment strategies.Frequently collaborates with family and team members. Frequently provides assessment information that communicates orally or in writing a comprehensive profile of the strengths and challenges of students. | Consistently conducts comprehensive formal and informal assessment strategies. Consistently collaborates with family and team members. Consistently provides assessment information that effectively communicates orally or in writing a dynamic profile of the strengths and challenges of students. |

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| **4. Development, implementation, and evaluation of IEPs including demonstration of a working knowledge of federal and state laws pertaining to special education** |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Does not accurately develop IEPs that reflect student learning needs and services; does not document and evaluate IEP services. Does not demonstrate knowledge of federal and state laws pertaining to special education. | Develops accurate IEPs that reflect student learning needs and services through some data analysis and collaboration with stakeholders; partially documents and evaluates IEP services. Effectively collaborates with IEP teams (parents, student, teachers/paraprofessionals and other educational staff) in a manner that demonstrates knowledge of federal and state laws pertaining to special education. | Develops internally consistent IEPs that reflect student learning needs and services through data analysis and collaboration with stakeholders; documents, and evaluates IEP services. Effectively collaborates with IEP teams (parents, student, teachers/ paraprofessionals and other educational staff) in a manner that demonstrates knowledge of federal and state laws pertaining to special education.  | 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. Supports and collaborates with IEP teams (parents, student, teachers/ paraprofessionals, other educational staff) while continuously demonstrating knowledge of federal and state special education laws. |

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| **5. Differentiation of curriculum, instruction, assessment, and classroom environment including integration of augmentative and alternative communication and other assistive and medical technologies including orthotic devices, computer-moderated prosthetic devices** |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Fails to demonstrate or rarely demonstrates the ability to plan, design, modify, differentiate and evaluate curriculum, instructional materials and classroom environments for students with severe disabilities. Fails to utilize or rarely utilizes appropriate team members to integrate augmentative and alternative communication and other assistive and medical technologies.  | Has demonstrated the ability to plan, design, modify, differentiate and evaluate curriculum, instructional materials and classroom environments for students with severe disabilities. Has utilized appropriate team members to integrate augmentative and alternative communication and other assistive and medical technologies.  | Frequently demonstrates the ability to plan, design, modify, differentiate and evaluate curriculum, instructional materials and classroom environments for students with severe disabilities while utilizing appropriate team members to integrate augmentative and alternative communication and other assistive and medical technologies. | Consistently demonstrates ability to plan, design, modify, differentiate and evaluate curriculum, instructional materials and classroom environments for students with severe disabilities. Consistently supports and utilizes appropriate team members while integrating augmentative and alternative communication and other assistive and medical technologies. |

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| **6. Strategies to support inclusion of students with severe disabilities in general education classrooms and across school settings** |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Fails to demonstrate or rarely demonstrates strategies to support inclusion of students with severe disabilities in general education classrooms and across all school settings and activities. Fails to communicate and consult with team members.  | Has demonstrated strategies to support inclusion of students with severe disabilities in general education classrooms and across all school settings and activities.Has communicated and consulted with team members. | Frequently demonstrates strategies to support inclusion of students with severe disabilities in general education classrooms and across all school settings and activities. Frequently communicates and consults with team members. | Consistently demonstrates strategies to support inclusion of students with severe disabilities in general education classrooms and across all school settings and activities. Consistently communicates and consults with team members.  |

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| **7. Knowledge of alternative program models and human service agency options across the education/transition continuum ages 3-22** |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Fails to demonstrate or rarely demonstrates understanding of the continuum of service options and/or agency supports or their role in the coordination of services for students ages 3-22. | Has demonstrated a partial understanding of the continuum of service options and/or agency supports for students ages 3-22.  | Frequently demonstrates an understanding of the continuum of agency supports for students ages 3-22, facilitation of transitions, and the process for securing services aligned to student needs.  | Consistently demonstrates a comprehensive understanding of the continuum of agency supports for students ages 3-22, systematically coordinate transitions and services, and consistently work collaboratively with external agencies.  |
| **8. Understanding of the foundations of reading including phonological awareness, phonemic awareness, concepts of print, the alphabetic principle, phonics and word analysis skills and strategies and comprehension** |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Fails to demonstrate an understanding or rarely demonstrates understanding of the principles and practices of reading assessment and instruction. | Has demonstrated a basic understanding of the principles and practices of reading assessment and instruction, including formal and informal methods of assessing reading development, knowledge of multiple approaches to reading instruction, and strategies and resources for supporting individual students. | Frequently demonstrates an understanding of the principles and practices of reading assessment and instruction, including formal and informal methods of assessing reading development, knowledge of multiple approaches to reading instruction, and strategies and resources for supporting individual students. | Consistently demonstrates a comprehensive understanding of the principles and practices of reading assessment and instruction, including formal and informal methods of assessing reading development, knowledge of multiple approaches to reading instruction, and strategies and resources for supporting individual students. |

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| **9. Assessment of reading skills using a variety of standardized, criterion-referenced and informal instruments** |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| Fails to conduct or rarely conducts reading assessment using a variety of instruments. Fails to provide or rarely provides reading assessment information that accurately communicates orally or in writing a profile of the reading skills of students. | Has conducted reading assessment using a variety of instruments with direction from supervisor. Has provided reading assessment information that accurately communicates orally or in writing a profile of the reading skills of students.  | Frequently conducts reading assessment using a variety of instruments. Frequently provides reading assessment information that accurately communicates orally or in writing a profile of the reading skills of students.  | Consistently conducts comprehensive reading assessment using a variety of instruments.Consistently provides reading assessment information that accurately communicates orally or in writing a profile of the reading skills of students. |

**Teacher of Students with Severe 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 VerificationI 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 Severe 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. Definitions, etiologies, and characteristics of severely disabling conditions, including the impact on learning
 | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
 | * Observation
* Artifacts of Practice
* Student Feedback
* Measures of Student Learning
 |
| 1. Theories of first and second language development and acquisition and their impact on learning
 | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
 | * Observation
* Artifacts of Practice
* Student Feedback
* Measures of Student Learning
 |
| 1. Assessment of physical, emotional, intellectual and social development including test administration and interpretation and progress monitoring
 | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
 | * Observation
* Artifacts of Practice
* Student Feedback
* Measures of Student Learning
 |
| 1. Development, implementation, and evaluation of IEPs including demonstration of a working knowledge of federal and state laws pertaining to special education
 | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
 | * Observation
* Artifacts of Practice
* Student Feedback
* Measures of Student Learning
 |
| 1. Differentiation of curriculum, instruction, assessment, and classroom environment including integration of augmentative and alternative communication and other assistive and medical technologies including orthotic devices, computer-moderated prosthetic devices
 | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
 | * Observation
* Artifacts of Practice
* Student Feedback
* Measures of Student Learning
 |
| 1. Strategies to support inclusion of students with severe disabilities in general education classrooms and across school settings
 | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
 | * Observation
* Artifacts of Practice
* Student Feedback
* Measures of Student Learning
 |

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

| 1. Knowledge of alternative program models and human service agency options across the education/transition continuum ages 3-22
 | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
 | * Observation
* Artifacts of Practice
* Student Feedback
* Measures of Student Learning
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| 1. Understanding of the foundations of reading including phonological awareness, phonemic awareness, concepts of print, the alphabetic principle, phonics and word analysis skills and strategies and comprehension
 | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
 | * Observation
* Artifacts of Practice
* Student Feedback
* Measures of Student Learning
 |
| 1. Assessment of reading skills using a variety of standardized, criterion-referenced and informal instruments
 | * 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/) |