

EDSP 471: Field Experience - Evaluation Rubric (Revised Jan, 2024)

TPE 1: Engaging and Supporting all Students (MMSN)	Integrating: Holistic demonstration of ability to apply knowledge, skills, and disposition.	Maturing: Sufficient demonstration of ability to apply knowledge, skills and disposition.	Developing: Partial demonstration of ability to apply knowledge, skills and disposition.	Beginning: Limited demonstration of ability to apply knowledge, skills and disposition.	N/A - Not Applicable at this time
1. Collaborative development and implementation of Individualized Education Programs (IEP) that lead to effective inclusive practices in general education core curriculum.	Under the supervision of a Mentor Teacher, the teacher candidate (TC) participates in the development of an IEP for at least one student. This includes 1-2 areas of present levels, progress on goals related to areas of need, new IEP goal/s if needed.	Participates collaboratively with mentor teacher in the discussion of the IEP prior to the meeting regarding the data on previous goals and proposed new goals.	Participates with mentor teacher in the review of IEP paperwork for focal students and attends IEP meetings.	Participates in the discussion with the mentor teacher about IEP schedule for the semester and the development of IEP.	
2. Supporting students' complex communication needs and design strategies to foster development of language and comprehension. [1.6]	Under the supervision of Mentor Teacher, TC develops IEP language goals for a student with complex communication needs based on multiple data collected through observations, progress monitoring and assessment	Demonstrates the ability to identify which students in the classroom have complex communication needs and what instructional strategies are being used to support them	Articulates understanding of the different communication needs and instructional strategies for the students with complex communication needs	Articulates awareness of students' with communication needs and observe some instructional strategies used to support and build comprehension and language development based on IEP language goals	

<p>3. Knowledge of students' language development, communication skills, social pragmatics, and language skills across disabilities and the life span, including typical and atypical language development. [1.6]</p>	<p>Under the direction of the mentor teacher, develops instructional plans and implements them that utilize various teaching formats that support language development</p> <p>(e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills</p>	<p>Demonstrates knowledge of student language needs in the classroom by following instructional plans given by mentor teacher</p> <p>Looks like: use of teaching formats that support language development</p>	<p>Develop an understanding of how students' language development can impact or relate to the acquisition of academic knowledge and skills across disabilities targeting students on program caseload</p> <p>Understand the difference between receptive and expressive language</p> <p>Looks Like: Review IEP language goals for students you are working with that may also include accommodations and modifications</p>	<p>Have an awareness of language development across disabilities that may include the following:</p> <ul style="list-style-type: none"> ● Atypical/typical language development ● Social pragmatic skills ● Executive functioning ● Vocabulary (semantic) development <p>Looks like: Talk with Mentor Teacher about the range of disabilities in their program and target language development for those disabilities first</p>	
<p>4. Monitoring student's progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). [1.4]</p>	<p>Under the direction of the mentor teacher, develops instructional plans and data sheets that appropriately measure student IEP goals.</p> <p>monitor</p>	<p>Deliver instructional plans from the Mentor teacher and demonstrate the ability to take appropriate data.</p> <p>Looks like: leading small group instruction or</p>	<p>Discuss with Mentor Teacher about progress monitoring and data collection that includes how often they collect data and how they use that data to drive their instruction.</p>	<p>Observe Mentor Teacher deliver their instructional plans in one academic area and look at ways the Mentor Teacher collects data and checks for understanding during the lesson.</p> <p>Looks Like: During small</p>	

		<p>assisting students to complete work in a larger classroom setting</p>	<p>Participate in lessons taught by Mentor Teacher and begin collecting data during your observation to assist with your discussion with Mentor Teacher</p> <p>Begin thinking what next steps in lesson should be</p>	<p>group instruction and/or assisting students in a larger classroom setting, how do staff monitor student progress? Do they have a planning sheet with supports and modifications? How do they collect data (e.g. data collection sheet)</p>	
<p>5. Developing comprehensive (appropriate connections between the school curriculum and life beyond high school) IEPs/ITPs with students and their families. [1.3]</p>	<p>Under the direction of the mentor teacher, makes suggestions for IEP goals and accommodations and modifications that demonstrate a clear understanding of the needs of the student in all areas of life, including goals for independent living, post-secondary education, and/or careers.</p>	<p>Develop a plan with the mentor teacher to participate in a IEP that includes transition plans (Preschool to kinder, Elementary to secondary or secondary to adult life)</p>	<p>Participate with Mentor Teacher in their gathering of information with families, student, and support providers to help develop IEP/ITP</p> <p>Looks Like: Interview student/parent for goals and what they hope for beyond highschool)</p>	<p>Awareness of which students will have transition IEPs during the semester</p> <p>Understand the difference between IEP and ITP and the legal requirements</p> <p>Interview Mentor Teacher on how they work with families and students for their input on goals and Individual Transition Plans</p> <p>Looks like: Observe use of any documents sent home for input in to IEP development, phone calls asking parents for input, interviewing</p>	

				students for their input	
6. Facilitating and supporting students' responsibility for learning and self-advocacy based on individual needs. [1.3]	Under the direction of the mentor teacher, develops inventive ways for students to express their needs and concerns in their learning and school experience; develop appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation	Develop ways for students to express their individual needs and concerns in regards to their learning and school experience	Assist Mentor Teacher (instructional team) in helping students take responsibility for their learning and teaching students self advocacy skills for their needs related to learning (e.g. Scaffolding across content areas, EL needs, IEP accommodations, modifications)	Observe ways the students express their individual needs and how the Mentor Teacher, paraeducators and support staff teach responsibility for learning and self advocacy for each student	
7. Using strategies to support positive psychosocial development and self-determined behavior of students with disabilities. [1.1]	Implements inventive ways for students to build positive relationships with peers	Demonstrate ways to help students to build positive relationships with peers Looks like:	Develop relationships with students you will be supporting by getting to know each student's interests, experiences, culture, social emotional needs to help engage them in learning	Observe how Mentor Teacher and support staff use different ways to help students build their positive psychosocial development (e.g. peer relationships, independence, positive self awareness) Looks Like:	

<p>8. Applying and collaboratively implementing supports needed to establish and maintain student success in the least restrictive environment.</p>	<p>Implements inventive ways for students to be independent in more than one area of their learning according to students' unique needs.</p>	<p>Develop a plan for a student to be able to be more independent in one area of their learning</p>	<p>Assist Mentor Teacher and support team in developing and implementing supports for students you are working with for CSUS projects</p>	<p>Observe Mentor Teacher and support team assist students to establish and maintain success in the LRE through their student plans that takes in to account each student's unique needs.</p> <p>Ask Mentor Teacher about the components of a student plan to be more independent in specific area of their learning</p>	
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TPE 2: Creating and Maintaining Effective Environments for Student Learning	Integrating: Holistic demonstration of ability to apply knowledge, skills, and disposition.	Maturing: Sufficient demonstration of ability to apply knowledge, skills and disposition.	Developing: Partial demonstration of ability to apply knowledge, skills and disposition.	Beginning: Limited demonstration of ability to apply knowledge, skills and disposition.	N/A - Not Applicable at this time
9. Skills required to ensure that interventions and/or Instructional environments (including community-based instructional) are appropriate to the student's chronological age, developmental levels, and disability-specific needs. [2.5]	Under the direction of the mentor teacher, makes suggestions for what interventions would be appropriate for students. Demonstrate the skills required to ensure that interventions and/o	Work with the mentor teacher to examine a student's interventions and discuss how they are appropriate for the student's chronological age, developmental levels and disability- specific needs.	Observe and ask how 4 or more students are placed and how interventions are determined for these individual students	Observe and ask how 1-3 students are placed and how interventions are determined for these individual students Secondary: Discuss with Mentor Teacher how they incorporate community based instructional environments	
10. Implementing systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students. [2.6]	Under the direction of the mentor teacher, develops inventive ways to implement positive behavior plans for students, including those who present complex social communication,	Work with the mentor teacher to learn how they assess and plan for academic and social skills and suggest at least one implementation	Support Mentor Teacher and students	Observe how Mentor Teacher/support staff implement systems of support for students	

	behavioral and emotional needs				
11. Knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.	Under the direction of the mentor teacher, develops inventive ways to work with students and family members	Work with the mentor teacher to learn the type of needs families have when a member has sustained a traumatic brain injury	Read IEP and any reports for a student who has a traumatic brain injury on your Mentor Teacher's caseload Shared what you learned in your weekly reflection Identify how you can support this student in your role as a student teacher	Discuss with Mentor Teacher any students on caseload with a traumatic brain injury	
Overall Statement:					

TPE 3: Understanding and Organizing Subject Matter for Student Learning Elements	Integrating: Holistic demonstration of ability to apply knowledge, skills, and disposition.	Maturing: Sufficient demonstration of ability to apply knowledge, skills and disposition.	Developing: Partial demonstration of ability to apply knowledge, skills and disposition.	Beginning: Limited demonstration of ability to apply knowledge, skills and disposition.	N/A - Not Applicable at this time
12. Effective adaptation, modification, accommodation and/or differentiation of	Under the direction of the mentor teacher,	Work with the mentor teacher to learn how they	Identify differences between accommodations/	Observe 1-2 students in their general education program and/or specialized	

<p>instruction for students with identified disabilities t (LRE). [3.5]</p>	<p>develops inventive ways to adapt, modify, accommodate and differentiate instruction so that student can be in the Least Restrictive environment</p>	<p>adapt, modify and/or differentiate the instruction of students and suggest at least one implementation to make</p>	<p>modifications</p>	<p>time for instruction and identify any adaptations, accommodations or modifications that help students access their Least Restrictive Environment</p>	
<p>13. Knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access services and additional support. [3.2]</p>	<p>Demonstrate knowledge of the disabilities of the students and ways to support them in accessing and using related services and additional support to organize and support effective instruction.</p>	<p>Learn the various disabilities in the classroom and be able to articulate some effects these have to a student's development and their need for related services</p>	<p>Aware of 1 or 2 students and their disabilities.</p>	<p>Unaware of the disabilities in the classroom.</p>	
<p>14. Knowledge of atypical development associated with various disabilities and risk conditions, as well as resilience and protective factors.</p>	<p>Demonstrates a clear understanding of atypical development (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy)</p>	<p>Learn the various disabilities in the classroom and be able to articulate some effects these have to a student's learning and be able to implement at least one instructional plan they have</p>	<p>Limited understanding of typical and atypical development in children</p>	<p>Unaware of what is typical and atypical development in children</p>	

	and the effects on student learning	developed			
Overall Statement					

TPE 4: Planning Instruction and Designing Learning Experiences for All Students	Integrating: Holistic demonstration of ability to apply knowledge, skills, and disposition.	Maturing: Sufficient demonstration of ability to apply knowledge, skills and disposition.	Developing: Partial demonstration of ability to apply knowledge, skills and disposition.	Beginning: Limited demonstration of ability to apply knowledge, skills and disposition.	N/A - Not Applicable at this time
15. Using assistive technology, augmentative and alternative communication (AAC) to facilitate communication, curriculum access, and skills development of students with disabilities. [4.4]	Under the direction of the mentor teacher, develops inventive ways to use the AAC devices, including low- and high-tech equipment and materials	Work with the mentor teacher to learn the various ways in which the students in the classroom communicate and help implement at least one communication support	Read IEPs of students who are utilizing assistive technology and AAC	Observe students in their programs that use assistive technology, augmentative and alternative communication (AAC) that includes low tech/high tech equipments and materials to communicate and access curriculum	
16. Using evidenced-based high leverage practices to support the needs of students,	Able to develop lesson plans that are inventive and integrating in their use of	Be able to create one lesson plan for each observation that follows the scope and sequence of an	Assist Mentor Teacher with their developing a lesson plan for a specific subject that meets the intent of the	Observe Mentor Teacher implement lesson plan for 2 different subject areas	

<p>and determining a variety of pedagogical approaches and instruction to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum. [4.3]</p>	<p>instructional practices, including scope and sequence, and unit and lesson plans,</p>	<p>academic area and includes the use of various instructional practices</p>	<p>IEP goals in that subject area</p>		
<p>17. Identifying and using behaviorally based teaching strategies</p>	<p>Under the direction of the mentor teacher, develops inventive ways to extend the classroom behavior plan, with the understanding that behaviors are communicative and serve a function.</p>	<p>Be able to implement the classroom behavioral system that the mentor teacher has established for all students or groups you are supporting</p>	<p>During small group instruction assist Mentor Teacher with, implementation of the classroom/program behavioral expectations as established</p>	<p>Learn about the classroom behavioral system that Mentor Teacher has established for their program through observation</p> <p>Observe how staff implements behavioral systems in their inclusive setting</p>	
<p>18. Creating short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core</p>	<p>Under the direction of the mentor teacher, develops lesson plans that meet the needs of</p>	<p>Be able to follow through with lesson plans created by the mentor teacher and then create and implement a lesson plan for each</p>	<p>Assist Mentor Teacher with developing a lesson plan for a specific subject area for students in a specified grade that supports their unique learning</p>	<p>Observe</p>	

curriculum. [4.1]	students at grade level; systematically adjust as needed to promote academic achievement within inclusive environments	observation with the IEP goals being worked on being clearly stated	needs to assist with grade level requirements/access to core curriculum subject		
19. Understanding core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students with physical/medical access issues, or demonstrate difficulty acquiring and retaining new information.	Under the direction of the mentor teacher, develop a lesson plan that is effective for the challenges associated with head injuries	Work with the mentor teacher to learn what the challenges associated with the neurology of open or closed head injuries are and how to adjust teaching strategies based upon this unique profile	Read IEP/assessment reports for a student on caseload with with a closed or open head injury for information that will help you understand how best to serve this student Talk with additional support providers and gather additional information oh how they support and work with student's challenges from their neurological injury	Observe student with an open or closed head injury for any challenges in the following areas: <ul style="list-style-type: none"> ● Physical needs ● Medical needs ● Retention of general knowledge ● Acquiring or or retaining information ● Memory needs ● Thinking skills ● Judgment skills ● Sensory needs ● Communication <p>Discuss with Mentor Teacher what supports they have put in place to assist student with access to their learning</p>	

<p>20. Effectively coordinating, collaborating, co-teaching and communicating with other service providers for instructional planning and successful student transitions. [4.6]</p>	<p>Under the direction of the mentor teacher, develops ways to communicate with the adults in the program that is respectful and constructive</p>	<p>Demonstrate the ability to communicate and work with other adults in the classroom in a manner that is effective and beneficial to the student</p>	<p>Attend any weekly or monthly meeting of 1-2 students' collaborative team to assist with instructional planning and/or successful student transitions Collaborative members could include but not limited to the following:</p> <ul style="list-style-type: none"> ● Paraeducators ● Gen Ed Teacher ● SLP, OT, PT ● Parents ● Student ● Outside agency such as ACRC ● School Nurse ● Counselor ● School Psychologist 	<p>Meet all the service providers on campus who provide support for students on campus</p>	
<p>21. Using person-centered/family centered planning processes, and strengths-based, functional/ecological assessments that lead to students' meaningful participation in curriculum, and that support progress toward IEP goals and objectives. [4.5]</p>	<p>Under the direction of the mentor teacher, develops inventive ways to include the family in planning programming for the student</p>	<p>Develop lesson plans that are person centered and work from the student's strengths to address their learning needs.</p>	<p>Observes the mentor teacher reaching out to the family, but does not communicate with a family</p>	<p>Is aware of the need to involve the family in planning, but has not had any direct communication with any of the families in the program.</p>	

Overall statement					
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TPE 5: Assessing Student Learning	Integrating: Holistic demonstration of ability to apply knowledge, skills, and disposition.	Maturing: Sufficient demonstration of ability to apply knowledge, skills and disposition.	Developing: Partial demonstration of ability to apply knowledge, skills and disposition.	Beginning: Limited demonstration of ability to apply knowledge, skills and disposition.	N/A - Not Applicable at this time
22. Using different types of assessments to determine special education eligibility, progress monitoring, placement in LRE, and services; integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs. [5.1/5.2]	Under the direction of the mentor teacher, develops inventive ways to access student learning on an on-going basis	Work with the mentor teacher to learn the various types of assessments they use and use one of them to either establish baseline or check for growth with at least 3 students.	Develop an understanding of what type of assessments are needed for an initial and triennial IEP to determine special education eligibility: Attend at least 1 initial IEP and 1 triennial IEP to observe how assessments were integrated into student's IEP	Observe Mentor Teacher and other service providers administering different types of assessments including but not limited to the following: <ul style="list-style-type: none"> • Alternative statewide assessments • Formative assessments • formal/informal assessments 	
23. Utilizing assessment data to: 1) identify effective	Under the direction of the mentor teacher, develops	Work with the mentor teacher to have on-going discussion of what the data is	Works with mentor teacher to discuss what student should be learning, but does	Does not utilize the assessment data the mentor teacher has gathered in planning	

<p>intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods; and 6) address the unique learning, sensory and access needs of students.</p>	<p>inventive ways to work with students with physical/orthopedic disabilities, other health impairments, and multiple disabilities</p>	<p>showing about student learning and adjust teaching to reflect this knowledge and represent this in the lesson plans developed for the observations.</p>	<p>not adjust teaching to reflect the needs of the student</p>	<p>instruction.</p>	
<p>24. Knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings.</p>		<p>Develop familiarity of the legal timelines required for IEPs by assisting</p>	<p>Observe and Assist Mentor Teacher (IEP Case Manager) to develop each of these documents following special education timelines:</p> <ul style="list-style-type: none"> ● Assessment Plan for an IEP ● IEP Meeting Notice 	<p>Discuss with Mentor Teacher and support staff including but not limited to the School Psychologist and Speech Language Pathologist about how the assessment team develops a collaborative assessment plan</p>	

<p>25. Knowledge of appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified. [5.6]</p>	<p>Under the direction of the mentor teacher, demonstrate the ability to use an assessment that is appropriate for student bases on personal and cultural background</p>	<p>Work with the mentor teacher to learn what the appropriate assessments are for students with various backgrounds and able to explain why these changes were made</p>	<p>Discuss with mentor teacher and other service providers how they determine which services to give to students</p>	<p>Discuss with Mentor Teacher how they determine which services to give to students</p>	
<p>26. Knowledge of second language development</p>	<p>Under the direction of the mentor teacher, develops inventive ways to work on second language development of student</p> <p>Understand the distinction between language disorders, disabilities, and language differences.</p>	<p>Work with the mentor teacher to know which students are classified EL and indicate in lesson plans developed for observations instructional strategies using to support these students</p>	<p>Observe the assessment of an English Learner and discuss with examiner what the results mean and how best to support student with instructional strategies</p>	<p>Ask Mentor Teacher or EL Specialist how a student is identified as an English Learner</p> <p>Find out which students in your class/program are identified as English Learners</p> <p>Discuss with Mentor Teacher and other service providers (SLP, EL Specialist) how they determine whether a students language needs are because of a language difference or a language disability/disorder</p>	
<p>27. Appropriately administer</p>	<p>Under the direction of the mentor teacher,</p>	<p>Work with the mentor teacher to observe them administering</p>	<p>Observe and assist Mentor Teacher to administer</p>	<p>Observe Mentor Teacher and other support providers in administering</p>	

<p>assessments according to the established protocols, implement appropriate accommodations on assessments for students with disabilities, and how to use AAC appropriately to support the assessment of students with complex communications needs. [5.2/5.4]</p>	<p>administer at least one assessment and use the information from that assessment to determine appropriate accommodations that do not fundamentally alter the nature and/or content of what is being tested</p>	<p>assessments</p>	<p>assessments according to protocol and how to implement appropriate accommodations on assessments with students that do not alter the validity of what is being tested</p> <p>If possible, observe how Mentor Teacher uses AAC during an assessment for a student with complex communication needs</p>	<p>assessments according to protocol for each assessment and how they score or take notes to assist with their report and presentation at IEP</p>	
<p>Overall statement</p>					

<p>TPE 6: Developing as a Professional Educator</p>	<p>Integrating: Holistic demonstration of ability to apply knowledge, skills, and disposition.</p>	<p>Maturing: Sufficient demonstration of ability to apply knowledge, skills and disposition.</p>	<p>Developing: Partial demonstration of ability to apply knowledge, skills and disposition.</p>	<p>Beginning: Limited demonstration of ability to apply knowledge, skills and disposition.</p>	<p>N/A - Not Applicable at this time</p>
<p>28. Effectively coordinating and collaborating with paraprofessionals and other adults in the classroom. [6.4]</p>	<p>Under the direction of the mentor teacher, develop at least one training for</p>	<p>Communicate clearly with the general education teacher, mentor teacher and other adults in the</p>	<p>Discuss with Mentor Teacher the following: How do they use the paraeducators in their</p>	<p>Observe the role of paraeducators in each classroom setting along with other adults working in the classroom</p>	

	paraeducators	classroom so that learning is able to continue for students easily on days student teacher is not present Attend a collaborative planning meeting with Mentor Teacher and Paraeducators	program? How do they determine which paraeducators will work with specific students or groups? How does the Mentor Teacher collaborate and communicate with paraeducators?	throughout the week. Discuss with paraeducators how they coordinate and collaborate with teacher or other service providers	
29. Identifying and understanding conflict resolution techniques to address conflicts and disagreements	Demonstrate the ability to communicate at all times in a manner that is respectful; use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during an IEP meeting or collaboration with other professionals.	Demonstrate the ability to collaborate with the mentor teacher and other adults in the classroom	Observe 1-2 IEP meetings and take notes (observe) how team resolves any conflicts or disagreements that may arise during IEP	Discuss with Mentor Teacher how they address a potential conflict with any of the following members of the IEP team: <ul style="list-style-type: none"> ● Parent ● Gen Ed Teacher ● Service Providers 	
30. Knowledge of historical	Develop instances to	Through words and actions, promote the	Understand the meaning of "all	Discuss with Mentor Teacher and other school	

<p>interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities. [6.7]</p>	<p>prompt the ideal of special education in terms of pedagogy</p>	<p>idea that all students can learn</p>	<p>students are general education students first” Understand that special education is not a place but a service</p>	<p>site staff about the culture of the school, use of People First language at school site, school wide integration of students with disabilities</p>	
<p>31. Knowledge of federal, state, and local policies related to specialized health care in educational settings.</p>	<p>Under the direction of the mentor teacher, develops inventive ways for students with specialized health care plans to have their needs met in the educational setting</p>	<p>Work with the mentor teacher to know which students have specialized health care plans and how those plans are being fulfilled</p>	<p>Observe a student in program with specialized health care needs after learning about their specialized health care plans Discuss with Mentor Teacher and paraeducators about their role with specialized health care plans Your role when working with student with a specialized health care plan</p>	<p>Ask Mentor Teacher about any students on caseload with a specialized health care plan Understand there individualized health care plans and protocols that are developed for students with specialized health needs Find out about nursing services at the school site including any healthcare aids and what constitutes a specialized health care plan (e.g. feeding tube, diabetes)</p>	
<p>32. Knowledge of the unique experiences of families of</p>	<p>Under the direction of the mentor teacher, develops</p>	<p>Work with the mentor teacher to know which students have been hospitalized and to</p>	<p>Review and discuss IEP for a student who is chronically ill and has an IEP for home</p>		

<p>students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.</p>	<p>inventive ways for students with chronic illnesses to be a part of the school community</p>	<p>know the district procedures for re-entry into the school system</p>	<p>hospital instruction</p>		
<p>33. Understanding that the diminishment or loss of previous abilities may have significant, long-term effects on the self-concept and emotional well-being of the student with a traumatic brain injury as well as on their family members, and provide appropriate supports and services.</p>	<p>Under the direction of the mentor teacher, develops inventive ways for students with traumatic brain injuries to be an active part of the school environment and enhance their learning, social, and physical abilities.</p>	<p>Through words and actions, demonstrate a belief that students who have suffered a traumatic brain injury are in need of support.</p>	<p>Questions and reflects after lessons:</p> <ul style="list-style-type: none"> ● Students engaged 	<p>Discuss with Mentor Teacher how they determine a student's baselines for their student learning, physical ability, and social skills</p>	
<p>Overall Statement</p>					