KSDE Standard 7: The candidate will demonstrate knowledge and skill in effective communication and collaboration as related to provision of educational services for students with adaptive learning needs by completing a written analysis of his or her collaboration/consultation and problem solving strategies, administering an assistant technology assessment and writing an assistive technology plan, and administering an ecological inventory and preparing a related instructional plan.

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration Consultation</td>
<td>When discussing collaboration and consultation in an analysis paper, the</td>
<td>When discussing collaboration and consultation in an analysis paper, the</td>
<td>When discussing collaboration and consultation in an analysis paper, the candidate shows adequate</td>
<td></td>
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<tr>
<td>Analysis Paper</td>
<td>candidate does not show adequate understanding of:</td>
<td>candidate shows adequate understanding of:</td>
<td>understanding of:</td>
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<tr>
<td></td>
<td>_Conceptual definition and implementation of the consultant role in the</td>
<td>_Conceptual definition and implementation of the consultant role in the</td>
<td>_Conceptual definition and implementation of the consultant role in the problem-solving process to</td>
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<tr>
<td></td>
<td>problem-solving process to benefit students with adaptive learning needs.</td>
<td>problem-solving process to benefit students with adaptive learning needs.</td>
<td>benefit students with adaptive learning needs.</td>
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<tr>
<td></td>
<td>_Conceptual definition and implementation practices in collaborative</td>
<td>_Conceptual definition and implementation practices in collaborative</td>
<td>_Conceptual definition and implementation practices in collaborative interaction between co-</td>
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<tr>
<td></td>
<td>interaction between co-equal parties voluntarily engaged in shared decision</td>
<td>interaction between co-equal parties voluntarily engaged in shared decision</td>
<td>equal parties voluntarily engaged in shared decision making regarding the needs of students with</td>
<td></td>
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<td></td>
<td>making regarding the needs of students with adaptive learning needs.</td>
<td>making regarding the needs of students with adaptive learning needs.</td>
<td>adaptive learning needs.</td>
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<tr>
<td></td>
<td>_Interpersonal problem-solving strategies in order to address agreed upon</td>
<td>_Interpersonal problem-solving strategies in order to address agreed upon</td>
<td>_Interpersonal problem-solving strategies in order to address agreed upon problems of students</td>
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<td></td>
<td>problems of students with adaptive learning needs by the application of the</td>
<td>problems of students with adaptive learning needs by the application of</td>
<td>with adaptive learning needs by the application of the following steps –</td>
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<td></td>
<td>following steps –</td>
<td>following steps –</td>
<td>(1) Identification of the problem; (2) Brainstorming solutions; (3) Evaluating potential solutions;</td>
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<td></td>
<td>(1) Identification of the problem; (2) Brainstorming solutions; (3)</td>
<td>(1) Identification of the problem; (2) Brainstorming solutions; (3)</td>
<td>(4) Implementing the solutions; and (5) Evaluating the outcomes.</td>
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<td></td>
<td>Evaluating potential solutions; (4) Implementing the solutions; and (5)</td>
<td>Evaluating potential solutions; (4) Implementing the solutions; and (5)</td>
<td>Evaluating the outcomes.</td>
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<td>Evaluating the outcomes.</td>
<td>Evaluating the outcomes.</td>
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<td>(0 to 15 points)</td>
<td>(16 to 18 points)</td>
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<td>Assisstive Technology Plan</td>
<td>When writing and sharing the assistive technology plan with parents,</td>
<td>When writing and sharing the assistive technology plan with parents,</td>
<td>When writing and sharing the assistive technology plan with parents, general educators, teachers,</td>
<td>Subtotal:</td>
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<td></td>
<td>general educators, teachers, administrators, and other school personnel,</td>
<td>general educators, teachers, administrators, and other school personnel,</td>
<td>administrators, and other school personnel, the candidate shows in depth understanding of or skills</td>
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<td></td>
<td>the candidate does not show adequate understanding of or skills related to:</td>
<td>the candidate shows in depth understanding of or skills related to:</td>
<td>related to:</td>
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<td></td>
<td>_Following federal, state, and local guidelines regarding parental rights</td>
<td>_Following federal, state, and local guidelines regarding parental rights</td>
<td>_Following federal, state, and local guidelines regarding parental rights</td>
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<td></td>
<td>_Concerns of parents and students from diverse backgrounds</td>
<td>_Concerns of parents and students from diverse backgrounds</td>
<td>_Concerns of parents and students from diverse backgrounds</td>
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<tr>
<td></td>
<td>_Effective communication with parents, general educators, administrators, and</td>
<td>_Effective communication with parents, general educators, administrators,</td>
<td>_Effective communication with parents, general educators, administrators, and other school personnel</td>
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<td>other school personnel throughout the</td>
<td>other school personnel throughout the</td>
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</table>
| KSDE Standard 7: K1-8; P1-11 | 1) assessment; 2) implementation; 3) progress monitoring  
Matching appropriate assistive technology to meet the needs of adaptive students in various educational environments | 1) assessment; 2) implementation; 3) progress monitoring  
Matching appropriate assistive technology to meet the needs of adaptive students in various educational environments | 1) assessment; 2) implementation; 3) progress monitoring  
Matching appropriate assistive technology to meet the needs of adaptive students in various educational environments |
<table>
<thead>
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<tbody>
<tr>
<td><strong>Ecological Inventory</strong></td>
<td><strong>0 to 15 points</strong></td>
<td><strong>16 to 18 points</strong></td>
<td><strong>19 to 20 points</strong></td>
</tr>
</tbody>
</table>
| When completing an ecological inventory, developing a plan to resolve discrepancies across classrooms, and sharing it with general education teachers, the candidate does not show adequate understanding of or skills related to:  
Use verbal, nonverbal, and written language effectively, including the selection and use of appropriate technology to communicate with others  
Communicate individual student’s program needs  
Use of appropriate assessment and evaluation tools to resolve discrepancies between classrooms  
Ethical practice for confidential communication with others about individuals who have adaptive learning needs | When completing an ecological inventory, developing a plan to resolve discrepancies across classrooms, and sharing it with general education teachers, the candidate shows adequate understanding of or skills related to:  
Use verbal, nonverbal, and written language effectively, including the selection and use of appropriate technology to communicate with others  
Communicate individual student’s program needs  
Use of appropriate assessment and evaluation tools to resolve discrepancies between classrooms  
Ethical practice for confidential communication with others about individuals who have adaptive learning needs | When completing an ecological inventory, developing a plan to resolve discrepancies across classrooms, and sharing it with general education teachers, the candidate shows in depth understanding of or skills related to:  
Use verbal, nonverbal, and written language effectively, including the selection and use of appropriate technology to communicate with others  
Communicate individual student’s program needs  
Use of appropriate assessment and evaluation tools to resolve discrepancies between classrooms  
Ethical practice for confidential communication with others about individuals who have adaptive learning needs |
| **Subtotal:** | | | |
| **Summative Comments:** | Unacceptable 0-79%  
Acceptable 80-94%  
Target 95-100% | | |
| **Total:** | | | 60 |
| **Percentage:** | | | % |
KSDE Standard #8: The candidate will demonstrate knowledge and skill in professionalism and ethics as related to provision of educational services for students with adaptive learning needs by creating a written personal philosophy statement, a behavior management plan, and a videotaped lesson activity.

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
<th>Comments</th>
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</thead>
</table>
| Written Personal Philosophy Statement     | When analyzing and sharing personal and professional beliefs, the candidate demonstrates a minimal understanding of:  
- Manner in which diversity among educators, families, and students may affect behavior, educational performance, and perceptions and how these factors might facilitate or interfere with professional or ethical practice when working with students with adaptive learning needs.  
- Instructional evidence-based strategies and best-practice educational methods when working with students with adaptive learning needs.  
- The need to uphold high standards of competence and integrity and a commitment to quality-of-life potential of students with adaptive learning needs.  
- Importance of engaging in ongoing activities that develop and advance professional and ethical skills that benefit students with adaptive learning needs, their families, and colleagues.  
(0 to 15 points)                                                                                                      | When analyzing and sharing personal and professional beliefs, the candidate demonstrates an adequate understanding of:  
- Manner in which diversity among educators, families, and students may affect behavior, educational performance, and perceptions and how these factors might facilitate or interfere with professional or ethical practice when working with students with adaptive learning needs.  
- Instructional evidence-based strategies and best-practice educational methods when working with students with adaptive learning needs.  
- The need to uphold high standards of competence and integrity and a commitment to quality-of-life potential of students with adaptive learning needs.  
- Importance of engaging in ongoing activities that develop and advance professional and ethical skills that benefit students with adaptive learning needs, their families, and colleagues.  
(16 to 18 points)                                                                                                      | When analyzing and sharing personal and professional beliefs, the candidate demonstrates a thorough understanding of:  
- Manner in which diversity among educators, families, and students may affect behavior, educational performance, and perceptions and how these factors might facilitate or interfere with professional or ethical practice when working with students with adaptive learning needs.  
- Instructional evidence-based strategies and best-practice educational methods when working with students with adaptive learning needs.  
- The need to uphold high standards of competence and integrity and a commitment to quality-of-life potential of students with adaptive learning needs.  
- Importance of engaging in ongoing activities that develop and advance professional and ethical skills that benefit students with adaptive learning needs, their families, and colleagues.  
(19 to 20 points)                                                                                                      | Subtotal: _____/20 |
| KSDE Standard #8: K1, 2, 4-8, P1-11      | When developing the behavior management plan, the candidate does not show the ability to:  
- Include information about diversity  
- Display awareness of personal attitudes that may interfere with professional or ethical practices  
- Model appropriate professional and ethical behaviors  
- Practice professional activities that foster maximum growth in all students  
- Maintain confidentiality of educational and medical records of students  
- Use practices that maintain positive classroom climate that helps all students grow  
- Demonstrate sensitivity for culture, language, disability and other diversity characteristics of students  
- Uphold high standards of competence and integrity | When developing the behavior management plan, the candidate shows acceptable levels of the ability to:  
- Include information about diversity  
- Display awareness of personal attitudes that may interfere with professional or ethical practices  
- Model appropriate professional and ethical behaviors  
- Practice professional activities that foster maximum growth in all students  
- Maintain confidentiality of educational and medical records of students  
- Use practices that maintain positive classroom climate that helps all students grow  
- Demonstrate sensitivity for culture, language, disability and other diversity characteristics of students  
- Uphold high standards of competence and integrity | When developing the behavior management plan, the candidate consistently shows the ability to:  
- Include information about diversity  
- Display awareness of personal attitudes that may interfere with professional or ethical practices  
- Model appropriate professional and ethical behaviors  
- Practice professional activities that foster maximum growth in all students  
- Maintain confidentiality of educational and medical records of students  
- Use practices that maintain positive classroom climate that helps all students grow  
- Demonstrate sensitivity for culture, language, disability and other diversity characteristics of students  
- Uphold high standards of competence and integrity |
### KSDE Standard #8: K1-4, 6; P1, 3-11

<table>
<thead>
<tr>
<th><em>Demonstrate and train others in objective and ethical behavior appropriate for the profession</em></th>
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<tbody>
<tr>
<td><em>Engage in activities that develop and advance professional and ethical skills</em></td>
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<tr>
<td><em>Follow laws, regulations, and policies governing the profession</em></td>
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<tr>
<td><em>Use and understand evidence-based practices to distinguish from unsubstantiated practices</em></td>
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<td><em>Use appropriate and ethical written and oral communication related to students</em> (0 to 15 points)</td>
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<td><em>Use appropriate and ethical written and oral communication related to students</em> (19 to 20 points)</td>
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</table>

#### Videotaped Lesson Assignment

When developing and implementing lesson plans, the candidate does not show the ability to:
- _Include information about diversity_
- _Use and understand evidence-based practices to distinguish from unsubstantiated practices_
- _Describe theories, methods or techniques for assessment_
- _Display awareness of personal attitudes that may interfere with professional or ethical practices_
- _Maintain confidentiality of educational and medical records of students_
- _Use practices that maintain positive classroom climate that helps all students grow_
- _Demonstrate and train others in objective and ethical behavior appropriate for the profession_
- _Follow laws, regulations, and policies governing the profession_
- _Use appropriate and ethical written and oral communication related to students_
- _Practice systematic self-evaluation and accepts criticism from others for professional growth_

When developing and implementing lesson plans, the candidate shows acceptable levels of the ability to:
- _Include information about diversity_
- _Use and understand evidence-based practices to distinguish from unsubstantiated practices_
- _Describe theories, methods or techniques for assessment_
- _Display awareness of personal attitudes that may interfere with professional or ethical practices_
- _Maintain confidentiality of educational and medical records of students_
- _Use practices that maintain positive classroom climate that helps all students grow_
- _Demonstrate and train others in objective and ethical behavior appropriate for the profession_
- _Follow laws, regulations, and policies governing the profession_
- _Use appropriate and ethical written and oral communication related to students_
- _Practice systematic self-evaluation and accepts criticism from others for professional growth_

When developing and implementing a lesson plan, the candidate consistently shows the ability to:
- _Include information about diversity_
- _Use and understand evidence-based practices to distinguish from unsubstantiated practices_
- _Describe theories, methods or techniques for assessment_
- _Display awareness of personal attitudes that may interfere with professional or ethical practices_
- _Maintain confidentiality of educational and medical records of students_
- _Use practices that maintain positive classroom climate that helps all students grow_
- _Demonstrate and train others in objective and ethical behavior appropriate for the profession_
- _Follow laws, regulations, and policies governing the profession_
- _Use appropriate and ethical written and oral communication related to students_
- _Practice systematic self-evaluation and accepts criticism from others for professional growth_

#### KSDE Standard #8: K1, 3-4, 6, 8; P1-5, 7-11

<table>
<thead>
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</table>

#### Summative Comments:

- **Percentage:** ____%
- **Total:** ____/60
- **Unacceptable 0-79%**
- **Acceptable 80-94%**
- **Target 95-100%**