

## **Assessment 1: Comprehensive Assessment**

### **Description of the assessment**

The state does not require a universal assessment specific to content in special education. The Comprehensive Assessment provides program candidates a means to demonstrate their knowledge, skills and dispositions in serving English Language Learners (ELLs) with disabilities and their families. The assessment consists of 10 performance areas that are evaluated by an exit portfolio and exit interview. Candidates use various course projects, letters of support from other professionals, their professional works, a brief reflection on each performance area and responses to interview questions to demonstrate their competencies in the 10 performance areas. Program candidates take the comprehensive assessment in the last semester of the program.

### **How the assessment aligns with the standards cited**

Through the Comprehensive Assessment, program candidates demonstrate and reflect the culmination of learning throughout their program study. The assessment consists of two parts: the compilation of an exit portfolio and an oral examination through an exit interview.

This assessment is aligned mainly with CEC Standards 4, 5, 6, 7, 8, 9 and 10. It also reflects on CEC 3 Individual differences, specifically ICC3K 2, ICC3K3.

**CEC 4 Instructional Strategies:** Candidates are required to use various course projects to reflect on their practices on culturally and linguistically responsive instructional strategies, and their selections of methods/technologies and materials to promote 1<sup>st</sup> and/or 2<sup>nd</sup> language development of ELLs with disabilities in content-based instruction and literacy instruction (ICC4S3, GC4S16). Candidates also need to demonstrate understanding of research-based instructional practices for ELLs with disabilities (ICC4K1) and the ability to implement a range of 1<sup>st</sup> and 2<sup>nd</sup> language development approaches in their practices (GC4S14, GC4S15, GC4S16).

**CEC 5 Learning Environments and Social Interaction:** Candidate must provide evidence that (a) demonstrates enthusiasm and confidence for teaching and learning; (b) conveys respect for the feelings, ideas, and backgrounds of students (ICC5K4, ICC5S7, ICC5K9); (c) creates an environment that is engaging; (d) allows all to participate and promotes teamwork and respect among students (ICC5K7, ICC5K8, ICC5K10); and (e) use room design to support learning (ICC5S4, ICC5S5, ICC5S13).

**CEC 6 Language:** Candidates must demonstrate understanding of 1<sup>st</sup> and 2<sup>nd</sup> language development (ICC6K1; ICC6K2) and language differences from language disorders (GC6K3). They also need to demonstrate skills in using effective communicational strategies for ELLs in content-based instruction and literacy instruction (ICC6S2).

CEC 7 Instructional Planning: Candidates use various projects and performance-based evaluation to demonstrate their ability to create culturally and linguistically instruction by (a) taking consideration of linguistic and cultural factors and family inputs (ICC7S8, ICC7S3), (b) selecting effective methods and materials (GC7S4), (3) adapting curriculum and instruction (ICC7S8), (d) involving families in instructional development (ICC7S3), and (e) using research-based instruction (ICC7K1).

CEC 8 Assessment: Candidates use various course projects to demonstrate the ability to use non-biased and appropriate assessments to distinguish language differences from disabilities (ICC8S6). They must be able to select, conduct and interpret various assessments (formal, informal curriculum based, portfolio) and use the results of assessments to develop culturally and linguistically responsive IEPs and instruction (ICC8S2, ICC8S5, ICC8S9).

CEC 9 Professionalism: Candidates use various course projects and their professional works to demonstrate serous professional ethnic consideration throughout their internship (ICC9S1) and demonstrate the advocate behavior to promote best practices for their students and families (ICC9S3, GC9S2).

CEC 10 Collaboration: Candidates need to demonstrate effective collaboration with families and other professionals and communities in culturally responsive ways (ICC10K4, ICC10S10, GC10S1, ICC7K1). They need to collaborate with families and other professionals in assessing ELLs and instructional decisions (ICC10S2).

### **Analysis of Data**

In order to pass the comprehensive assessment (i.e., exit portfolio and exit interview), candidates must meet or exceed the standards in 8 out of 10 areas. Since Fall 2007, seventeen candidates completed the comprehensive assessment; they all passed the assessment. In Spring 2008, seven candidates completed the assessment; they all met or exceeded on all performance areas (21% met, 79% exceeded). In Spring 2009, nine candidates completed the comprehensive assessment; they met or exceeded on all performance areas (39% met, 61% exceeded). In Fall 2009, one candidate completed the comprehensive assessment; she met and exceeded all performance areas (50% met, 50% exceeded).

### **Evidence for Meeting Standards**

Area 1: Enhancing The Multicultural Nature Of Standardized Curriculum & Instruction addresses standard 7 Instructional Planning. All 17 candidates met or exceeded this standard, with 12% meeting the standard and 88% exceeding the standard.

Area 2: Dual Language Development And Intervention Strategies address standards 6, 2, 7, 4, and 8. All 17 candidates met or exceeded the standards, with 11% meeting the standards, and 89% exceeding the standards.

Area 3: Parent And Family Involvement And Outreach addresses Standards 10 and 3. All 17 candidates met or exceeded the standards, with 48% meeting the standards, and 52% exceeding the standards.

Area 4: Second Language Development In Content-Based Instruction addresses standards 7 and 4. All 17 candidates met or exceeded the standards, with 36% meeting the standards, and 64% exceeding the standards.

Area 5: Curriculum Design And Development addresses standard 7. All 17 candidates met or exceeded the standard, with 47% meeting the standard, and 53% exceeding the standard.

Area 6: Literacy Instruction For Ells With Disabilities addresses standards 4 and 7. All 17 candidates met or exceeded the standards, with 41% meeting the standards, and 59% exceeding the standards.

Area 7: Assessment Of Culturally And Linguistically Diverse Learners With Disabilities addresses standards 8 and 10. All 17 candidates met or exceeded the standards, with 35% meeting the standards, and 65% exceeding the standards.

Area 8: Maintaining An Environment That Promotes Learning addresses standard 5. All 17 candidates met or exceeded the standards, with 24% meeting the standards, and 76% exceeding the standards.

Area 9: Classroom-Based Research addresses standards 9, 8, 7 and 4. All 17 candidates met or exceeded the standards, with 53% meeting the standards, and 47% exceeding the standards.

Area 10: Professional Behavior/Advocacy addresses standards 9 and 10. All 17 candidates met or exceeded the standards, with 29% meeting the standards, and 71% exceeding the standards.

## Assessment 1: Comprehensive Assessment: Exit Portfolio and Exit Interview

### Direction and Guideline

The comprehensive assessment consists of two parts: The compilation of an **exit portfolio** and an **oral examination** through an exit interview. Through this process you are to demonstrate your satisfactory or exemplary performance in 10 areas related to this specialized program. The areas are:

- 1) Enhancing the Multicultural Nature of Curriculum and Instruction
- 2) Dual Language Development and Intervention Strategies
- 3) Parent and Family Involvement and Outreach
- 4) Second Language Development in Content-based Instruction
- 5) Curriculum Design and Development for ELLs with Disabilities
- 6) Literacy Instruction for ELLs with Disabilities
- 7) Assessment of Culturally and Linguistically Diverse Learners with Disabilities
- 8) Maintaining an Environment the Promotes Learning
- 9) Classroom-based Research
- 10) Professional Behavior/Advocacy

Under each of the 10 performance areas there are several performance indicators listed. By showing how you meet each of these performance indicators, you will demonstrate that you have acquired the knowledge, skills, and dispositions that your graduate program is designed to instill. You will note that there are a total of 32 performance indicators across the 10 performance areas. Your comprehensive assessment is designed to allow you to show that you meet the expected level of performance these 10 dimensions, through evidence in the exit portfolio or through your performance during the exit interview. Criteria are given for each performance indicator to show the level of performance that approaches, meets, or exceeds the indicator. These ratings will be combined to produce *a summary rating for each of the 10 areas*. In order to graduate, you must meet or exceed the standards in a minimum of 8 out of the 10 performance areas.

Each of the components of your comprehensive assessment (portfolio and exit interview) will be further described in the next section.

### Part I—Compilation of Exit Portfolio

First review the chart which lists the 10 performance areas and the corresponding performance indicators. You will notice that for each indicator you are to list the evidence that you have included in your exit portfolio to show your competency level for a particular indicator (bulleted statement cross-referenced to the CEC/NCATE Teacher Education Standards). Suggested artifacts for meeting the indicators in each area are listed at the bottom of each chart. An additional resource for compiling the exit portfolio is the *Listing of Course Projects Completed Across the Program*. This should assist you in identifying what specific artifacts you would like to include in your portfolio to demonstrate your competence in a given area. You may also include other products/artifacts that you have produced outside of your courses (e.g. letters from supervisors or parents; lesson/unit plans that were produced outside of your coursework, recent IEPs that you believe are models of best practice, etc.)

For example, in Area 1, the first indicator states that “the candidate understands the indicators of and uses culturally and linguistically responsive instruction”. This performance indicator involves *knowledge* and *skill*. It is suggested that you might use a unit/lesson plan or a curriculum materials evaluation to show your abilities in this area. In order to show that you “*understand the indicators of culturally and linguistically responsive instruction*” you are to provide **written commentary (a written reflection)** on the aspects you considered in designing your unit/lesson plan. This discussion would be constructed to show that *you understand the aspects of a lesson/unit plan that make it culturally as well as linguistically responsive*. In terms of your *skill to create culturally and linguistically responsive instruction*, this should be self-evident in the unit/lesson plan artifact that you include **and you must identify the exact section or sections of the artifact that pertain to the particular indicator, using notation such as the number and letter of the indicator (1a, 7b, etc.)**. If you believe that, based on your current understandings at the end of your program, the unit/lesson plan you originally produced needs to be revised to make it more culturally or linguistically responsive, you can discuss this in your reflection (i.e. how you would now change the artifact to make it even more responsive to ELL students with disabilities.)

In summary, in each of the 10 performance areas listed above, you will list an artifact that demonstrates how you have met each indicator listed. It is highly recommended that you select artifacts for your portfolio that meet more than one indicator. Using the above example, a candidate might include a unit/lesson plan in his/her portfolio to demonstrate satisfactory performance on relevant indicators under Performance Areas 1, 2, 4, 5, 6, and 9. Thus one well-selected artifact might demonstrate knowledge and skills pertaining to 9 or 10 indicators out of the 32. This might mean that, if you select your artifacts judiciously, you might only have a small number of artifacts in your portfolio (8-12).

We suggest that you organize your notebook as follows:

- Place your 11-page chart of the 10 Performance Areas in the front of the notebook. On the chart, list the artifacts contained in your exit portfolio that you believe demonstrate your knowledge and skill related to each performance indicator.
- Next place the selected artifacts each in their own section of your binder. Number or name the artifacts (e.g. unit/lesson plan; Artifact 1).

**You must identify on each artifact, the exact location (s) in the artifact that demonstrates your competence for the particular indicator named. You can do this by noting the indicator number and letter next to the section or sections of the artifact to which you are referring in your commentary.**

- You can place your **written commentary/reflections** pertaining to each indicator in a separate section or you can place them with the artifact to which they apply.

## Part II—Preparation for Your Oral Examination/Exit Interview

Some performance indicators are not easy to demonstrate with an artifact. For example, under Performance Area 2, the fourth performance indicator states “candidate respects the primary language and coordinates intervention with families.” Under Performance Area 8, the first performance indicator states “candidate demonstrates enthusiasm & confidence for teaching and learning and conveys respect for the feelings, ideas, and backgrounds of parents.” These dispositions may be hard to capture in a product or artifact. Therefore, the exit interview was created to complement your written documentation, so that an examiner; preferably the one who supervised your internship; can investigate these aspects with you. The examiner who conducts

your oral interview will have reviewed your exit portfolio prior to the exit interview and will have a set of questions prepared regarding those aspects that can not be well demonstrated in your portfolio.

Make certain that your assigned interviewer has your portfolio with sufficient time to review it prior to your scheduled interview.

### Steps

- 1) Review all the documents you have been given. Call your assigned advisor if you have any questions
- 2) Locate potential artifacts to include in your exit portfolio
- 3) Review the performance indicators
- 4) Determine which can be met by artifacts with written reflection/commentary and which you believe can only be met through oral examination during the exit interview
- 5) Try to limit the number of artifacts included in your exit portfolio while being sure to include enough to demonstrate your abilities
- 6) Organize your notebook into sections—Summary Chart of Performance Areas and Indicators; Numbered or Labeled Artifacts; Commentary/Reflection Pertaining to How You Believe the Artifact Demonstrates the Particular Performance Indicator (cross-referenced by number to the performance area and indicator, e.g. 1a, 2e, etc.)  
**Be sure that you identify on each artifact, the exact location (s) in the artifact that demonstrates your competence for the particular indicator named. You can do this by noting the indicator number and letter next to the section or sections of the artifact to which you are referring in your commentary.**
- 7) Submit your exit portfolio with sufficient time for review prior to your scheduled interview. You must schedule your interview with your assigned examiner.

### Timetable

Your exit portfolio is due the first Saturday in December if you take the comprehensive assessment in the fall or the first Saturday in April if you take the assessment in the spring. Your interview must be scheduled by or before this date. **Please coordinate all of this the program advisor to whom you will submit your assessment.** You cannot graduate without meeting the comprehensive assessment requirement by the dates specified. We are required to notify the Records Office of your successful fulfillment of the comprehensive assessment requirement shortly after you submit it. We strongly suggest that you complete everything as early as possible to allow for any revisions that may be required in order for you to successfully meet this requirement and graduate.

**COMPREHENSIVE ASSESSMENT FOR THE M.ED IN SPECIAL EDUCATION WITH CONCENTRATION IN URBAN MULTICULTURAL SPECIAL EDUCATION**

PERFORMANCE AREA 1: ENHANCING THE MULTICULTURAL NATURE OF STANDARDIZED CURRICULUM & INSTRUCTION: <i>CEC 7 Instructional Planning; TESOL 2 culture</i>				
<b>Performance Indicators</b>	<b>Approaches</b>	<b>Meets</b>	<b>Exceeds</b>	<b>Evidence Used</b>
<ul style="list-style-type: none"> <li>• candidate recognizes national, and state curricula standards and understands the indicators of and uses culturally and linguistically responsive instruction CEC 7: ICC7K1; ICC7K2; ICC7K3 TESOL: (1.a.8), (1.b.8), (2.a.1), (2.a.4), (2.b.1), (2.b.2), (2.b.3), (2.b.4), (3.a.2), (3.a.3), (3.a.4), (5.a.2)</li> <li>• candidate collaborate effectively with diverse students and their families in curriculum development CEC 7: ICC7S3 TESOL: (2.a.2), 2.a.4), (2.b.1), (2.b.2), (2.b.3)</li> <li>• candidate infuses multicultural indicators in the curriculum to prevent ELL students who may be at risk for learning disabilities CEC 7: ICC7S8, GC7 K3, GC7S2 TESOL: (2.a.2), (2.b.2), (2.b.3), (2.b.5)</li> </ul>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p>	
<p>Suggested Artifacts: Socio-cultural Autobiography, Take Home Exam, Case Study, Reflective Journal, Family Letter, <b>Curriculum Material Evaluation, Unit/Lesson Plans</b></p>				

*Criteria are to be demonstrated through artifacts combined with written or oral reflection (exit interview) for each performance area*

**PERFORMANCE AREA 2: DUAL LANGUAGE DEVELOPMENT AND INTERVENTION STRATEGIES**

*CEC 6 Communication; CEC 2: Development and Characteristics of Learners; CEC 7 Instructional Planning; CEC 4 Instructional Strategies; CEC 8 Assessment; TESOL I Language*

<b>Performance Indicators</b>	<b>Approaches</b>	<b>Meets</b>	<b>Exceeds</b>	<b>Evidence Used</b>
<ul style="list-style-type: none"> <li>• candidate understands the components of language and the process of language acquisition and uses that knowledge to design effective intervention CEC 6: ICC6K1; ICC6K2 CEC 7: ICC7S8 TESOL: (1.a.1 to 1.a.5), (1.a.6), (1.a.9), (1.b.5), (1.b.6), (1.b.7), (1.b.8), (1.b.9), (2.a.4)</li> <li>• candidate uses appropriate criteria to distinguish speech and language differences from disabilities in ELL populations CEC 8: ICC8S6 TESOL: (4.a.4), (4.b.2), (4.b.3), (4.b.5)</li> <li>• candidate respects the primary language and coordinates intervention with the family CEC 7: ICC7S3 TESOL: (1.a.8), (1.b.7)</li> <li>• candidate uses effective methods and materials to promote dual language development CEC 7: GC7S4 CEC 4: ICC4S3 TESOL: (1.b.1 to 1.b.5), (1.b.9), (1.b.10 to 1.b.13), (3.b.3 to 3.b.5), (3.c.1 to 3.c.5)</li> </ul>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge/skill pertaining to indicator</p> <p>Evidence indicates satisfactory level of knowledge/skill pertaining to indicator</p> <p>Evidence indicates satisfactory level of knowledge/skill pertaining to indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to indicator</p>	

Suggested Artifacts: Language Group Specific Fact Sheet, Language Learning (Auto)biography, Learning Log, Case Study, Assessment Protocols, Language Proficiency Assessment, Classroom Observations, Lesson/Unit Plans

*Criteria are to be demonstrated through artifacts combined with written or oral reflection (exit interview) for each performance area*



**PERFORMANCE AREA 3: PARENT AND FAMILY INVOLVEMENT AND OUTREACH**

*CEC 10 Collaboration; CEC 3 Individual Learning Differences; TESOL 2 Culture*

<b>Performance Indicators</b>	<b>Approaches</b>	<b>Meets</b>	<b><i>Exceeds</i></b>	<b>Evidence Used</b>
<ul style="list-style-type: none"> <li>• candidate demonstrates sensitivity and respect for the feelings and viewpoints of diverse families CEC 10: ICC10K4 CEC 3: ICC3K3, ICC3K4 TESOL: (2.a.1), (2.a.2), (2.a.4), (2.b.1)</li>   <li>• candidate communicates and collaborates effectively with ELL families CEC 10: ICC10S10 TESOL: (2.a.2), (2.a.3), (2.a.4), (2.b.2), (2.b.3), (2.b.4)</li>   <li>• candidate accesses and utilizes agencies, community and religious organizations and other supports for ELL families and their children CEC 10: GC10S1 TESOL: (5.b.1), (5.b.2), (5.b.3), (2.b.5)</li> </ul>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p>	

Suggested Artifacts: Family Interviews of Diverse Family Members of Children with Disabilities; Reflections; Action Research in Classrooms; Letters/Evaluations from School Administrators; Letters from Parents/Community Agency Personnel

*Criteria are to be demonstrated through artifacts combined with written or oral reflection (exit interview) for each performance area*

**PERFORMANCE AREA 4: SECOND LANGUAGE DEVELOPMENT IN CONTENT-BASED INSTRUCTION**

*CEC7 Instructional Planning; CEC 4 Instructional Strategies; TESOL 3 Instruction;*

<b>Performance Indicators</b>	<b>Approaches</b>	<b>Meets</b>	<b><i>Exceeds</i></b>	<b>Evidence Used</b>
<ul style="list-style-type: none"> <li>• candidate designs and delivers comprehensible academic instruction and promotes language development for ELLs with exceptional needs at different stages of English proficiency CEC 7: ICC7S8, CEC 4: GC4S16 TESOL: (3.a.1 to 3.a.4), (3.b.1)</li> <li>• candidate provides level-appropriate, standards-based instruction using well-selected methods &amp; materials for ELLs with exceptional needs (including technology) CEC 4: ICC4S3, GC4S16 CEC 6: ICC6S2 CEC 7: GC7S4, TESOL: (1.b.1 to 1.b.6), (1.b.10 to 1.b.13), (3.b.2 to 3.b.8), (3.c.1 to 3.c.5); (4.c.1 to 4.c.3)</li> <li>• candidate provides extend learning opportunity to the home and community in order to develop language, literacy, and academic concepts CEC 7: ICC7S3 TESOL: (1.b.7), (2.a.3),</li> </ul>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p>	

Suggested Artifacts: Textbook Analysis, Principles and Practices Paper (principles of instruction; implications for practice), Interdisciplinary Unit, Content-based Lesson Plans/Units for ELLs with Disabilities

*Criteria are to be demonstrated through artifacts combined with written or oral reflection (exit interview) for each performance area*

**PERFORMANCE AREA 5: CURRICULUM DESIGN AND DEVELOPMENT**

*CEC 7 Instructional Planning; TESOL 3 Instruction*

<b>Performance Indicators</b>	<b>Approaches</b>	<b>Meets</b>	<b><i>Exceeds</i></b>	<b>Evidence Used</b>
<ul style="list-style-type: none"> <li>• candidate designs curriculum that responds to individual learner’s experiences, values, norms, abilities, needs, interests, learning styles, language characteristics, and other important learning characteristics CEC 7: ICC7K1; IC7S8 TESOL: (1.a.6), (1.b.1 to 1.b.4), (1.b.9), (3.a.3), (3.c.1),</li> <li>• candidate adapts curriculum and instruction to meet students’ cultural, linguistic, academic, and behavior support needs CEC 7: ICC7S8 TESOL: (3.a.3), (3.a.4), (3.b.1), (3.b.3 to 3.b.8), (3.c.1 to 3.c.5)</li> <li>• candidate communicates with diverse families and other service providers to plan well-coordinated and specially tailored curriculum and instruction for students CEC 7: ICC7S3 TESOL: (2.a.3), (5.b.1) (5.b.2), (5.b.3), (5.c.2), (5.c.3)</li> </ul>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p>	

Suggested Artifacts: Curriculum Unit, Curriculum Unit Evaluation, Evaluation of a Curriculum Material, Curriculum Materials You Have Developed/Adapted for Students, Feedback from Internship

*Criteria are to be demonstrated through artifacts combined with written or oral reflection (exit interview) for each performance area*

**PERFORMANCE AREA 6: LITERACY INSTRUCTION FOR ELLS WITH DISABILITIES**

*CEC 4 Instructional Strategies; CEC 7: Instructional Planning; TESOL 1Langague*

<b>Performance Indicators</b>	<b>Approaches</b>	<b>Meets</b>	<b><i>Exceeds</i></b>	<b>Evidence Used</b>
<ul style="list-style-type: none"> <li>• candidate demonstrates respect for the role of a student’s first language and oral language development to cultivate literacy CEC 4: ICC4K1 CEC 7: ICC7S8 TESOL: (1.b.5), (1.b.6), (3.b.6)</li> <li>• candidate implements a range of first and second literacy development approaches in teaching reading and writing CEC 4: GC4S14, GC4S15, GC4S16 CEC 6: GC6S2, GC6S3 TESOL: (1.a.1), (1.a.2), (1.a.3), (1.a.4), (1.a.5), (1.a.7), (1.b.5), (1.b.6), (3.b.3), (3.b.8), (4.c.1), (4.c.3)</li> <li>• candidate selects appropriate materials and curriculum to support literacy development for ELLs with disabilities CEC 7: GC7S4 TESOL: (a.b.6), (3.b.7), (3.b.8), (3.c.1), (3.c.3), (3.c.4)</li> </ul>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p>	

Suggested Artifacts: Letter to a family of an English Language Learners; Literature-based or Content-based Thematic Unit (L2 literacy development & content instruction); Five Developmental Reading Lessons (phonemic awareness, word recognition, fluency, comprehension, literacy strategies), Reflections on Principles of Effective Literacy Instruction

*Criteria are to be demonstrated through artifacts combined with written or oral reflection (exit interview) for each performance area*

**PERFORMANCE AREA 7: ASSESSMENT OF CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS WITH DISABILITIES**

*CEC 8 Assessment; CEC10 Collaboration; TESOL 4 Assessment*

<b>Performance Indicators</b>	<b>Approaches</b>	<b>Meets</b>	<b><i>Exceeds</i></b>	<b>Evidence Used</b>
<ul style="list-style-type: none"> <li>• candidate evaluates, selects, conducts, and interprets formal and informal assessments, including authentic, performance, curriculum and portfolio-based assessment CEC 8: ICC8S2, ICC8S5, ICC8S9 TESOL: (2.b.4), (4.a.1 to 4.a.3), (4.b.1 to 4.b.5), (4.c.1 to 4.c.3)</li> <li>• candidate uses the results of assessments conducted to develop standards-based, culturally-, linguistically-, and educationally-responsive IEPs for ELL students that meet current state and federal guidelines CEC 8: ICC8S6 TESOL: (3.a.1), (3.a.3), (3.b.1), (3.c.2), (3.c.4), (5.a.2)</li> <li>• candidate collaborates effectively with parents and other professionals to conduct comprehensive assessments of ELL students CEC 10: ICC10S2 TESOL (2.a.3), (5.c.2)</li> </ul>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p>	

Suggested Artifacts: Test Review, Research Paper on Assessment Issues, Assessment Resource Guide, Assessment Course Reading Log, Assessment Case Study, Parent-Friendly Assessment Report, IEP Goals and Objectives (IEP Pages)

*Criteria are to be demonstrated through artifacts combined with written or oral reflection (exit interview) for each performance area*

**PERFORMANCE AREA 8: MAINTAINING AN ENVIRONMENT THAT PROMOTES LEARNING**

*CEC 5 Learning Environment and Social Interactions; TESOL 1 language; TESOL 2 culture*

<b>Performance Indicators</b>	<b>Approaches</b>	<b>Meets</b>	<b><i>Exceeds</i></b>	<b>Evidence Used</b>
<ul style="list-style-type: none"> <li>• candidate demonstrates enthusiasm &amp; confidence for teaching and learning and conveys respect for the feelings, ideas, and backgrounds of students CEC 5: ICC5K4, ICC5S7, ICC5K9 TESOL: (1.b.4), (1.b.7), (1.b.9), (1.b.11), (2.a.1)</li> <li>• candidate creates an environment that is engaging and allows all to participate; promotes teamwork and respect among students CEC 5 : ICC5K7, ICC5K8, ICC5K10 TESOL: (1.a.6), (1.a.10), (1.b.1), (1.b.2), (1.b.3), (1.b.4), (1.b.9), (1.b.11), (2.a.2), (3.a.2), (3.a.3)</li> <li>• candidate uses room design to support learning CEC 5: ICC5S4, ICC5S5, ICC5S13 TESOL: (1.b.3), (3.a.3)</li> </ul>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p>	

Suggested Artifacts: Action Research Course Project, Reflection, Internship Evaluations, Evaluations from School Administrators, Letters from Parents

*Criteria are to be demonstrated through artifacts combined with written or oral reflection (exit interview) for each performance area*

**PERFORMANCE AREA 9: CLASSROOM-BASED RESEARCH**

*CEC 9 Professionalism; CEC 8 Assessment; CEC 7 Instructional Planning; CEC 4: Instructional Strategies, TESOL 5 Professionalism*

<b>Performance Indicators</b>	<b>Approaches</b>	<b>Meets</b>	<b><i>Exceeds</i></b>	<b>Evidence Used</b>
<ul style="list-style-type: none"> <li>• candidate is familiar with and uses research-based assessment practices designed for English Language Learners with disabilities CEC 9:ICC9S1 CEC 8: ICC8S3, ICC8S6 TESOL: (4.a.2), (4.b.4)</li> <li>• candidate is familiar with and uses research-based teaching practices designed for English Language Learners with disabilities CEC 9: ICC9S1 CEC 7: ICC7K1 CEC 4: ICC4K1 TESOL: (3.a.1), (3.a.2), (3.b.2), (3.c.3), (3.c.4), (3.c.5), (5.a.1)</li> <li>• candidate poses important instructional questions and collects data to make the best instructional decisions in his/her classroom CEC: ICC9S1, ICC8S6, ICC7K1, ICC4K1 TESOL: (5.c.1)</li> </ul>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p>	

Suggested Artifacts: Curriculum Unit Designed for the Curriculum Course, Action Research Project, Journals, Reflections

*Criteria are to be demonstrated through artifacts combined with written or oral reflection (exit interview) for each performance area*

**PERFORMANCE AREA 10: PROFESSIONAL BEHAVIOR/ADVOCACY**

*CEC 9 Professionalism; CEC 10 Collaboration; TESOL 5 Professionalism*

<b>Performance Indicators</b>	<b>Approaches</b>	<b>Meets</b>	<b><i>Exceeds</i></b>	<b>Evidence Used</b>
<ul style="list-style-type: none"> <li>• candidate creates and maintains respectful and productive relationships with ELL parents/families CEC 10: ICC10S3 TESOL: (1.b.7), (1.b.8), (2.a.3), (2.b.1), (2.b.4), (2.b.5), (3.c.2), (5.b.1)</li> <li>• candidate collaboratively plans and provides appropriate learning experiences for ELL students in their classroom/school CEC 10:ICC10S6, ICC10S7, ICC10S9 TESOL: (5.b.2), (5.c.2), (5.c.3)</li> <li>• candidate advocates for best practices for ELL children and their families at a local school level and works with others to gain needed changes in policies and practices CEC 9: ICC9S3, GC9S2 TESOL: (5.b.3), (5.c.1), (5.c.2)</li> </ul>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p>	

Suggested Artifacts: Letters from School Administrators, Correspondence to/from Parents, Parent-Friendly Assessment Report, Letter to Family re: Literacy, Feedback from Colleagues, Supervisory Reports, Documentation of Advocacy Efforts (e.g. Action Research Project), Local Policies Developed, Recommendations for Improved Practice in Literacy Instruction, Assessment in Papers/Journals

*Criteria are to be demonstrated through artifacts combined with written or oral reflection (exit interview) for each performance area*



**Summary Sheet:** *(You must meet or exceed the standards in 8 out of 10 areas to pass this assessment)*

**Overall Rating of Each Area (Combining all Scores Given to Indicators in Each Area)**

AREA I	<input type="radio"/> APPROACHES	<input type="radio"/> MEETS	<input type="radio"/> EXCEEDS	Comments:
AREA II	<input type="radio"/> APPROACHES	<input type="radio"/> MEETS	<input type="radio"/> EXCEEDS	Comments:
AREA III	<input type="radio"/> APPROACHES	<input type="radio"/> MEETS	<input type="radio"/> EXCEEDS	Comments:
AREA IV	<input type="radio"/> APPROACHES	<input type="radio"/> MEETS	<input type="radio"/> EXCEEDS	Comments:
AREA V	<input type="radio"/> APPROACHES	<input type="radio"/> MEETS	<input type="radio"/> EXCEEDS	Comments:
AREA VI	<input type="radio"/> APPROACHES	<input type="radio"/> MEETS	<input type="radio"/> EXCEEDS	Comments:
AREA VII	<input type="radio"/> APPROACHES	<input type="radio"/> MEETS	<input type="radio"/> EXCEEDS	Comments:
AREA VIII	<input type="radio"/> APPROACHES	<input type="radio"/> MEETS	<input type="radio"/> EXCEEDS	Comments:
AREA IX	<input type="radio"/> APPROACHES	<input type="radio"/> MEETS	<input type="radio"/> EXCEEDS	Comments:
AREA X	<input type="radio"/> APPROACHES	<input type="radio"/> MEETS	<input type="radio"/> EXCEEDS	Comments:

Performance Areas/Standards	2007 -2008 Spring N=7 Fall N=0			2008-2009 Spring N=9 Fall N=0			2009-2010 Fall N=1 *Spring N=9		
	Approaches	Meets	Exceeds	Approaches	Meets	Exceeds	Approaches	Meets	Exceeds
Area 1: Enhancing The Multicultural Nature Of Standardized Curriculum & Instruction <i>CEC 7</i>	0 0%	0 0%	7 100%	0 0%	2 22%	7 78%	0 0%	0 0%	1 100%
Area 2: Dual Language Development And Intervention Strategies <i>CEC 6, CEC2, CEC 7, CEC 4, CEC 8</i>	0 0%	0 0%	7 100%	0 0%	3 33%	6 67%	0 0%	0 0%	1 100%
Area 3: Parent And Family Involvement And Outreach <i>CEC10, CEC 3</i>	0 0%	2 29%	5 71%	0 0%	3 33%	6 67%	0 0%	0 0%	1 100%
Area 4: Second Language Development In Content-Based Instruction <i>CEC7, CEC 4</i>	0 0%	2 29%	5 71%	0 0%	3 33%	6 67%	0 0%	1 100%	0 0%
Area 5: Curriculum Design And Development <i>CEC7</i>	0 0%	3 43%	4 57%	0 0%	4 44%	5 56%	0 0%	1 100%	0 0%
Area 6: Literacy Instruction For Ells With Disabilities <i>CEC 4, CEC 7</i>	0 0%	2 29%	5 71%	0 0%	4 44%	5 56%	0 0%	1 100%	0 0%
Area 7: Assessment Of Culturally And Linguistically Diverse Learners With Disabilities <i>CEC8, CEC 10</i>	0 0%	1 14%	6 86%	0 0%	4 44%	5 56%	0 0%	1 100%	0 0%
Area 8: Maintaining An Environment That Promotes Learning <i>CEC5</i>	0 0%	0 0%	7 100%	0 0%	4 44%	5 56%	0 0%	0 0%	1 100%
Area 9: Classroom-Based Research <i>CEC9, CEC8, CEC7, CEC4</i>	0 0%	4 57%	3 43%	0 0%	4 44%	5 56%	0 0%	1 100%	0 0%
Area 10: Professional Behavior/Advocacy <i>CEC9, CEC10</i>	0 0%	1 14%	6 86%	0 0%	4 44%	5 56%	0 0%	0 0%	1 100%
Overall Assessment of Comprehensive Assessment	0 0%	21%	79%	0 0%	39%	61%	0 0%	50%	50%

\*Spring 2010: Data will be available in June 2010.