

B.S. in Special Education Mild/Moderate (Elementary/Middle Levels)

CEC Assessment #3

Assessment of candidate ability to plan instruction

Teacher Candidate Work Sample

a. A brief description of the assessment and its use in the program

The Teacher Candidate Work Sample (TCWS) is completed during student teaching. This is the final special education experience taken by all undergraduate students with a concentration in special education (SPED 419). This culminating experience spans eight weeks full time teaching under the supervision of a cooperating teacher certified as a teacher of students with mild/moderate disabilities and a supervising professor on faculty within the Department of Special Education. During Student Teaching, candidates are required to teach a comprehensive unit for the purpose of the TCWS. The TCWS contains six teaching processes identified by research and best practice as fundamental to improving student learning. As a reflective practitioner, the teacher candidate also plans, acts, and reflects to inform practice. Each Teaching Process of the TCWS is followed by the Task, a Prompt, and a Rubric that defines levels of performance. The Rubrics are used to evaluate the TCWS. The sections of the TCWS that address **ASSESSMENT OF CANDIDATE ABILITY TO PLAN INSTRUCTION** are: Contextual Factors, Learning Goals and Unit Objectives, Assessment Plan, and Design for Instruction.

b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.

The TCWS relates most directly to the following Council for Exceptional Children Standard 1, 4, 7, 8, and 9:

CEC STANDARD 1: FOUNDATIONS

How assessment aligns with CEC Standard #1: Teacher candidates identify the *relationship of special education to the organization of the school* (ICC1K3), the *influences of families and their role within the school* (ICC1K7) and *impact of dominant cultures within the school* (ICC1K9). Teacher candidates describe the *potential impact of language differences, cultural differences, and values on the learning of students at the school* (ICC1K10). The *continuum of placements* within the district and school are described (IGC1K5, IGC1K8) and the supports available to meet the health, behavior, communication/language, and sensory needs are described (IGC1K4). Teacher candidates describe the learning needs of students with ELN and identify assessments (and their limitations) that have been used to describe the learning characteristics of students with disabilities in their teaching placement (ICC1K5, ICC1K6). CEC 1 is assessed primarily in rubric section: Contextual Factors.

CEC STANDARD 4: INSTRUCTIONAL STRATEGIES

How assessment aligns with CEC Standards #4: Teacher candidates provide a description of *the evidence based instructional strategies* that best support their students with exceptional learning needs (ICC4K1, IGC4K2-6). This includes a record of student past performance, *modifications to support each student's learning style* and the implications of each student's learning needs on their past and current performance. Teacher candidates summarize the past effective practices that support learning. These are individualized to each student's needs and may include instructional materials and strategies that foster student learning (ICC4S3), strategies that are most effective in generalizing skills in different learning environments (ICC4S4), behavioral strategies to provide student feedback and self-management (ICC4S5), strategies to promote successful transitions (ICC4S6). Additional information is described in terms of the methods to support individual students in terms of *reading, mathematics, organization, comprehension, memory, vocabulary, writing and oral language* (ICC4S3-6, IGC4S2-16 (as appropriate to students)). Teacher candidates use information gathered on students to develop lessons that match their learning similarities and differences. Student needs in areas of social/behavioral awareness (ICC4S5), pace of learning (IGC4S6) in addition to problem solving (ICC4S2), individual student needs in areas of study skills (IGC4S3), reading (IGC4S4), mathematics (IGC4S5), organization (IGC4S6), and memory (IGC4S11). Selection of adapted materials and other assistive technology (IGC4S7) are chosen based on the analysis of the characteristics of learners and the expectations of the environment. CEC 4 is assessed under rubric section: Contextual Factors, Design for Instruction.

CEC STANDARD 7: INSTRUCTIONAL PLANNING.

How assessment aligns with CEC Standard #7: Teacher candidates plan a series of lessons (a unit) to meet the individual needs of elementary/middle school level students with mild/moderate exceptional learning needs (ICC7S10). Teacher candidates *prepare/organize materials* (ICC7S11) and *plan instructional time* (ICC7S12) to match student needs and the school's curriculum. Based on the focus of each lesson and the age of learners involved, teacher candidates *sequence, implement, and evaluate individualized learning objectives* (ICC7S6). The lessons reflect the

scope and sequences of general and special curricula (ICC7K1) and are linked the Rhode Island learning expectations (ICC7K3): Rhode Island Grade Level Expectations (elementary/middle school level standards) or Rhode Island Grade Span Expectations (elementary/middle school level standards). Teacher candidates develop lesson-based objectives (ICC7S6) that link to longer range plans (IEP goals) that are evaluated, and they modify instruction in response to ongoing assessment data (ICC7S15). Instructional planning clearly identifies materials chosen to support content and student learning (ICC7S8, IGC7S2), social and/or behavioral learning needs (IGC7S14, ICC7S7, IGC7K1, IGC7S1) of the intended students. Teacher candidates utilize available technology to support student learning (ICC7K4). Teacher candidates design instruction that match student receptive and/or expressive communication needs (ICC6K4, IGC6K3, IGC6S5-6), embedding augmentative /alternative communication strategies as appropriate to the learners. Instructional procedures are selected to match student abilities and involve careful collaboration with teacher assistants and related service personnel (ICC7S2). A lesson plan structure is provided to all teacher candidates to ensure all aspects of lesson planning is considered. Upon completion of each lesson observation, teacher candidates demonstrate reflection skills by responding to a series of questions (see lesson plan template). Based on their reflection, teacher candidates evaluate student learning, re-prioritize student needs (ICC7S1), and modify future instruction (ICC7S13, ICC7S15) based on evaluation results. CEC 7 is assessed primarily under rubric sections: Learning Goals and Objectives, Design for Instruction, Instructional Decision Making, and Analysis of Student Learning.

CEC STANDARD #8: ASSESSMENT

How assessment aligns with CEC Standard # 8: Throughout the Teacher Candidate Work Sample project, teacher candidates gather relevant background information (ICC8S1), administer nonbiased formal and informal assessments (ICC8S2), use technology to either conduct assessments and/or graphically display data (ICC8S3), develop or modify individualized assessment strategies based on the performances of the group and/or individual student with ELN (ICC8S4), interpret information from formal and informal assessments (ICC8S5), and evaluate instruction and monitor progress of individuals with ELN based on both formative and summative assessment procedures. Teacher candidates demonstrate assessment skills by selecting appropriate baseline assessments (IGC8S2-3, IGC8S2) and by considering reliable methods of response of individuals who lack typical communication and performance abilities (IGC8S4). Records of performance are created and data is captured (ICC8S9). Teacher candidates interpret assessment results (ICC8S5) in combination with relevant background learning information (ICC8S1) to determine the learning objectives that are appropriate for their students. Teacher candidates monitor students continually to evaluate student growth in academic content areas and the expanded core curriculum as well as for purposes of IEP planning. In lesson planning and implementation, teacher candidates use student background information to develop criterion for lesson objectives and acceptable performance (ICC8S1, ICC8S5). As the lesson progresses, teacher candidates evaluate instruction and monitor progress of individuals with exceptional learning needs (ICC8S8) considering the communication/response modes for students with atypical abilities (IGC8S4). Teacher candidates use assessment information in program decisions (ICC8S6). Teacher candidates report results effectively (ICC8S7) and provide an explanation for the revisions based on assessment results (ICC8S8, ICC8S5). CEC 8 is primarily evaluated under the TCWS rubric sections: Learning Goals and Objectives, Assessment Plan, Design for Instruction, and Analysis of Student Learning.

CEC STANDARD #9: PROFESSIONAL AND ETHICAL PRACTICE

How assessment aligns with CEC Standard # 9: Teacher candidates are guided by the ethical and professional standards of the Council for Exceptional Children. In the final section of their TCWS, teacher candidates self-reflect on their practice within the CEC Code of Ethics (ICC9S1) and convey their current practice and plans for future growth (ICC9S9, ICC9S11). As they describe their experience, they evaluate areas of future growth to develop the highest education for individuals with ELN (ICC9S5) and use language effectively to convey a clear description of their learning (ICC9S8). To prepare themselves for their professional role as educators, teacher candidates reflect on their areas of teaching strength and areas in need of further development and knowledge (ICC9S10) and plan the professional activities (ICC9S12) that will further improve their commitment to providing high quality education and evidence-based practice (ICC9S5, ICC9S13). They identify sources of information to further address their information needs (ICC9S10, IGC9S1). CEC 9 is primarily evaluated under the TCWS rubric section: Reflection on Student Teaching.

c. A brief analysis of the data findings:

The TCWS began full implementation in Spring 2010. Overall teacher candidate performance on the TCWS indicates their performance at the Acceptable or Target level on all indicators that challenge students on a range of CEC standards. An analysis of teacher candidate performance data on individual components of the TCWS with a focus on candidate ability to plan instruction revealed areas of strength include:

TCWS Indicator	Spring 2010-Fall 2010 % TCs Performing at TARGET Level
CONTEXTUAL FACTORS	
Knowledge of District, Community, and School	63%
Knowledge of Characteristics of Class Members	63%
LEARNING GOALS AND OBJECTIVES	
Alignment with National, State or Local Standards	82%
Clarity of Objectives	72%
Appropriateness for Students	69%
ASSESSMENT PLAN	
Visual Organizer Format	77%
Alignment of Unit Objectives and Assessments	76%
Adaptations Based on the Individual Needs of Students	76%
DESIGN FOR INSTRUCTION	
Unit Visual Organizer	75%
Lesson Plans	75%
Alignment with Learning Goals and Unit Objectives	82%

No clear areas of weakness were identified in the analysis of data. Teacher candidates are required to achieve the level of “Acceptable” to graduate, and the level of Target is only provided when a student demonstrates exceptional abilities in the assessed component.

d. An interpretation of how that data provides evidence for meeting standards:

higher) on the TCWS. Data of teacher candidate performance conveys that CEC standards were met by:

PLANNING

Contextual Factors; (CEC 1): **All teacher candidates met or exceeded standards on all indicators** and demonstrated their ability to convey the responsibilities of special educators to meet the needs of students with mild to moderate disabilities at the elementary and middle school levels, the role of assessment and the influences of assessment in identifying students, and making placement decisions within a school district and within a school, the influence of culture and families in the school, knowledge of the district’s implementation of concepts of least restrictive environment in providing support to students with mild/moderate disabilities, and the school’s implementation of positive behavior support and intervention. *Learning Goals and Unit Objectives*; (CEC 7, CEC 8): **All teacher candidates met or exceeded standards on all indicators** (with the exception of one candidate who achieved an unacceptable performance level on the Rationale/Purpose indicator) and demonstrated their ability to prioritize focus of instruction (scope and sequence), develop a plan learning plan that addresses student difference and similarities, and link the goals and objectives to standards. Identified goals and objectives were developed based on teacher candidate assessment of current student performance, utilizing assessments and procedures to capture student abilities. A relative strength was noted in the ability of teacher candidates to make alignments with national, state, and local standards. *Assessment Plan*; (CEC 8): **All teacher candidates met or exceeded standards on all indicators** and demonstrated their ability to develop an assessment plan that was selected/modified to capture student learning consistent with the defined objectives. Teacher candidates consider student abilities (behavior, communication, sensory, attention, prior learning, technology needs) when developing their assessment plan. A relative strength was noted in the abilities of teacher candidates to align unit objectives and assessments. *Design for Instruction*; (CEC 4, CEC 7, CEC 8): **All teacher candidates met or exceeded standards on all indicators** (with the exception of two candidates who achieved an unacceptable performance level on the Use of Technology/Assistive Technology indicator) and demonstrated their ability to plan instruction that conveyed understanding of the effective strategies to support student need, utilized resources, materials, augmentative communication and assistive technology to enhance student learning, and assessed student learning. Teacher candidates demonstrated self reflection to identify lesson strength and areas for change to further develop student learning. Relative strengths included: unit visual organizer (indicates pre-assessment, formative assessment, and post-assessment plans), lesson plans, and alignment with learning goals and unit objectives.

ACTING

Instructional Decision-Making; (CEC 7): **All teacher candidates met or exceeded standards on all indicators** and demonstrated their ability to review their instruction, and make responsive adjustments to their instruction based on their self-reflection and group analysis. Student learning of defined objectives, behavioral support, communication,

class structure, and/or materials were all areas considered by teacher candidates in decisions. A relative strength was noted in the abilities of teacher candidates to rethink their plans for an individual student.

REFLECTING

Analysis of Student Learning; (CEC 8): **All teacher candidates met or exceeded standards on all indicators** and demonstrated their careful analysis of student data, linking components of instruction that facilitated maximum student growth. Teacher candidates interpreted data and reported their assessment findings using strength-based language. Relative strengths included: alignment with selected unit objective and interpretation of data. *Candidate Reflection on Student Teaching Experience*; (CEC 9): **All teacher candidates met or exceeded standards on all indicators**. Relative strengths included: descriptions of students, description of effect on student teaching experience, and description of self learning.

GUIDANCE DOCUMENT

Overview of FSEHD Teacher Candidate Work Sample (TCWS)

The Vision

Teacher candidates will design a Teacher Candidate Work Sample (TCWS) centered on an instructional unit that provides evidence of their ability to facilitate student learning by:

- Using information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
- Setting significant, challenging, varied, and appropriate learning goals and unit objectives.
- Using multiple forms of assessment aligned with learning goals to assess student learning before, during, and after instruction.
- Designing instruction for specific unit objectives, student characteristics and needs, and learning contexts.
- Using regular and systematic evaluations of student learning to make instructional decisions.
- Using assessment data to profile student learning and communicate information about student progress and achievement.
- Reflecting on his or her instruction and student learning in order to improve teaching practice and increase student motivation and achievement.

The Assignment

During Student Teaching, candidates are required to teach a comprehensive unit for the purpose of the TCWS. The TCWS contains six teaching processes identified by research and best practice as fundamental to improving student learning. These six teaching processes fit into the FSEHD Conceptual Framework themes of Knowledge, Pedagogy, Diversity, and Professionalism. Each Teaching Process of the TCWS is followed by the Task, a Prompt, and a Rubric that defines various levels of performance. The Rubrics are used to evaluate the TCWS. The prompts/directions/tips support the construction of the TCWS. As a reflective practitioner, the teacher candidate also plans, acts, and reflects to inform practice. The components of the TCWS include:

PLANNING

- Contextual factors related to the community and students to be taught;
- Learning goals and unit objectives aligned with state or district content standards;
- An assessment plan designed to assess student learning before, during and after instruction, and;
- A design for instruction;

ACTING

- Instructional decision-making that facilitates student learning;

REFLECTING

- Analysis of student learning and evaluation of self as teacher of the unit.

Examples of units might include:

- The writing process in a special education placement;
- A poetry unit in an elementary classroom for language arts;
- Linear equations unit in a middle school mathematics classroom;
- The solar system in a science classroom;
- The short story as a literary genre in middle school English.

Teaching Processes Assessed by the TCWS

The following Teaching Processes and Indicators are adapted from the Renaissance Candidate Work Sample.

Process 1: Contextual Factors

The candidate uses information about the learning-teaching context and student individual differences to set learning goals, plan instruction and assess learning.

- Demonstrates knowledge of district, community, school, and classroom factors
- Presents knowledge of characteristics of class members
- Describes knowledge of students' skills and prior learning
- Demonstrates knowledge of characteristics of specific students and approaches to differentiate learning
- Includes implications for instructional planning and assessment

Process 2: Learning Goals

The candidate sets significant, challenging, varied and appropriate learning goals and unit objectives.

- Sets unit learning goals and unit objectives
- Aligns unit objectives with national, state or local standards
- Selects unit objectives that are significant, challenging and varied
- Describes unit objectives clearly
- Chooses unit objectives that are appropriate for students
- Provides a coherent rationale for teaching the unit

Process 3: Assessment Plan

The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit.

- Includes multiple forms of assessment
- Aligns unit objectives and assessments
- Justifies assessment methods
- Adapts assessments based on the individual needs of students
- Provides visual organizer of assessment plan
- Demonstrates technical soundness
- Provides a rationale for the assessment plan

Process 4: Design for Instruction

The candidate designs instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives. The design takes into account student characteristics and needs, learning contexts, and standards of the discipline. (Candidates should use the lesson plan that follows)

- Aligns instruction with Learning Goals and Unit Objectives
- Demonstrates accurate representation of content
- Includes lesson and unit structure
- Uses a variety of instructional strategies and techniques
- Uses contextual information and data to select appropriate and relevant activities, assignments and resources
- Uses technology
- Articulates intended behavior, social interaction, and student engagement

Process 5: Instructional Decision-Making

The candidate uses ongoing analysis of student learning to make instructional decisions.

- Rethinks plans for a group of students
- Modifies plans for a group of students based on analysis of student learning
- Explains the modifications made for a group of students (re: learning goals & unit objectives)
- Rethinks plans for an individual student
- Modifies plans for an individual student based on analysis of student learning
- Explains the modifications made for an individual student (re: learning goals & unit objectives)

Process 6: Analysis of Student Learning

The candidate uses assessment data to profile student learning, communicate information about student progress and achievement, and evaluate his/her own teaching.

- Aligns analysis with selected unit objectives
- Presents graphs accurately and clearly
- Includes evidence of impact on student learning
- Describes insights on effective instruction and assessment
- Evaluates own role and describes implications for future teaching

Final TCWS Component: Candidate Reflection on Student Teaching Experience

Reflective practitioners continually and consciously evaluate their choices and actions.

- Describes learning gained in the Student Teaching experience.
- Connects RIPTS and SPA standards to Student Teaching experience.
- Connects FSEHD Conceptual Framework to Student Teaching experience.
- Provides plans for professional development

LESSON PLAN TEMPLATE
DEPARTMENT OF SPECIAL EDUCATION

Teacher Candidate's Name _____ Date _____

Lesson Content Area:

Objectives of the lesson:

Aligned with Content Standards (list standard(s) and description)

Brief description of individuals (students and professionals) involved in the lesson

Materials/Resources used in the lesson:

A brief sequence of lesson including induction, lesson body, and closure

1. Induction:

2.

3.

4.

5. Closure:

Differentiation of instruction to meet student needs:

Assessment plan for each stated objective:

Supports for Positive Learning Environment (Classroom Climate)

Describe use of Technology (if applicable) in lesson development, implementation and/or student involvement in technology.

Reflection of Lesson (maximum 2 pages)

Describe how decisions were made for lesson planning and implementation

Discuss the strengths and weaknesses of the lesson and generate appropriate ideas for possible improvements

Analyze/assess student engagement

Analyze/assess progress toward meeting in identified lesson objectives

Analyze/assess classroom management issues

Describe how the demeanor, actions and reactions of participants (students/teacher candidate) affect the classroom climate and individual students.

Identify concrete goals to focus on for future lessons.

TEACHER CANDIDATE WORK SAMPLE RUBRIC

Contextual Factors Rubric

Teaching Process: The candidate uses information about the learning/teaching context and student individual differences to set learning goals and unit objectives, plan instruction and assess learning. CEC Standard 1.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I: The Macro Context				
Knowledge of District, Community, and School (RIPTS 1) ICC1K3, K7,K9-K10, IGC1K5, ICC2K3, ICC2K4, ICC3K3, ICC3K4, ICC3K5	Candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the district, community, school, and classroom.	Candidate displays a general understanding of the characteristics of the district, community, and school that may affect learning.	Candidate displays a comprehensive understanding of the characteristics of the district, community, and school that may affect learning, including cultural, linguistic, environmental, and family characteristics.	
Part II: The Micro Context				
Physical Classroom (RIPTS 6) IGC4S7, ICC5K1-K6, ICC5K8, ICC5S1, ICC5S4-S6, ICC5S10-S14, IGC5K2-K3, IGC5S6	Candidate displays minimal, irrelevant, or biased knowledge of the physical classroom, including available technology and resources, rules and routines, grouping patterns, social climate, and scheduling.	Candidate displays a general understanding of the characteristics of the physical classroom, including available technology and resources, rules and routines, grouping patterns, social climate, and scheduling.	Candidate displays a comprehensive understanding of the characteristics of the physical classroom, including available technology and resources, rules and routines, grouping patterns, social climate, and scheduling. Candidate identifies behavior management strategy, routines, and positive intercultural supports.	
Knowledge of Characteristics of Class Members (RIPTS 4) ICC1K5, ICC2K2, ICC2K5-K7, IGC2K2-5, IGC3K1	Candidate displays minimal, stereotypical, or irrelevant knowledge of characteristics of class members and how it may affect learning.	Candidate displays a general understanding of characteristics of class members and how it may affect learning.	Candidate displays a thorough and explicit understanding of characteristics of class members and how it may affect learning. Candidate identifies exceptional conditions, medical conditions, impact of multiple disabilities, hearing/vision impairments, auditory processing issues.	
Knowledge of Students' Skills And Prior Learning (RIPTS 3) ICC3K2, ICC8S1	Candidate displays little or irrelevant knowledge of students' skills and prior learning.	Candidate displays a general understanding of students' skills and prior learning that may affect learning in the current context.	Candidate displays a thorough and explicit understanding of students' skills and prior learning that may affect learning in the current context. Candidate identified the impact on learners' academic, social abilities, attitudes, interests and values.	
Knowledge of Characteristics of Specific Students and Approaches to Differentiate Learning (RIPTS 4) ICC1K5, IGC1K1, ICC2K2, ICC3K5, ICC4K1, ICC4S4,	Candidate displays minimal, stereotypical, or irrelevant knowledge of characteristics of specific students and approaches to learning (e.g. interests, abilities/disabilities, learning styles/ modalities).	Candidate displays a general understanding of characteristics of specific students and approaches to learning (e.g. interests, abilities/disabilities, learning styles/ modalities).	Candidate displays a thorough and explicit understanding of characteristics of specific students and approaches to learning for the individual student. (e.g. specialized materials, prevention/intervention strategies, abilities/disabilities, learning styles/ modalities)	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
IGC4S11, ICC6K4				
Part III: Instructional Implications				
Implications for Instructional Planning and Assessment (RIPTS 4) ICC4S3-6 IGC4S2-16 (as appropriate to students) IGC1K9	Candidate does not provide implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics OR provides inappropriate implications.	Candidate provides general implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics.	Candidate provides specific implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics, laws and policies. Candidate identifies instructional strategies, self-understanding, assistive technology, health policies, behavioral supports)	
Organization, Readability, Spelling, and Grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	

TOTAL _____/42

Comments:

Learning Goals and Unit Objectives Rubric

Teaching Process: The candidate sets significant, challenging, varied and appropriate learning goals and unit objectives. CEC Standards 4 and 7.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Learning Goals (RIPTS 2) ICC7K2 ICC7S1	Learning goals do not reflect the big ideas and outcomes of the unit. They are less than significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are somewhat significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are significant, challenging, varied and appropriate. Candidate's goals mirror the scope and sequence of general curricula.	
Part II				
Alignment with National, State or Local Standards (RIPTS 2) ICC7K3	Unit objectives are not aligned with national, state or local standards.	<i>Some</i> unit objectives are aligned with national, state or local standards.	<i>Most</i> of the unit objectives are explicitly aligned with national, state or local standards.	
Classification of Unit Objectives (RIPTS 5) ICC7S1	Unit objectives are not significant, challenging, or varied.	<i>Some</i> unit objectives are somewhat significant, challenging, and varied.	<i>All</i> unit objectives are significant, challenging, and varied, and prioritized based on individual needs.	
Clarity (RIPTS 8) ICC7S6 ICC8S4 ICC8S8-9 IGC8S3-4	Unit objectives are not stated clearly and are activities rather than learning outcomes.	<i>Some</i> of the unit objectives are clearly stated as learning outcomes.	<i>Most</i> of the unit objectives are clearly stated as learning outcomes to evaluate instruction, capture, and monitor progress of students.	
Appropriateness For Students (RIPTS 3) IGC8S3	Unit objectives are not appropriate for the development, pre-requisite knowledge, skills, experiences, or other	<i>Some</i> unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other	<i>Most</i> unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. Most unit objectives will move students towards	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
	student needs. Few unit objectives will move students towards meeting learning goals.	student needs. Some unit objectives will move students towards meeting learning goals.	meeting learning goals. Candidates use appropriate assessments, adapted to the unique sensory, physical, communication needs of the students.	
Part III				
Rationale / Purpose (RIPTS 4) IGC8S2-4	A superficial statement of rationale is included. The rationale requires more detail to explain why this unit is important to teach to the target population. Explanation of appropriateness of objectives is superficial or inaccurate.	A statement of rationale is included. The rationale partially explains why this unit is important to teach to the target population. Explanation of appropriateness of objectives is clear and somewhat accurate.	A clearly written, rich statement of rationale is included. The rationale explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is rich, insightful and mostly accurate.	
Organization, Readability, Spelling, and Grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	

TOTAL _____/42

Comments:

Assessment Plan Rubric

Teaching Process: The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit. CEC Standard 8.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I: Visual Organizer				
Visual Organizer Format (RIPTS 9) ICC8S8-9 IGC8S1-4	The organizer does not clearly present: how the objectives are lined up with the assessments; and/or the justification for the method of each assessment; and/or any appropriate adaptations of the assessments.	The organizer clearly presents: how <i>some</i> of the objectives are lined up with the assessments; and/or the justification for the method of some assessments is incomplete or inappropriate; and/or some assessment adaptations are missing or inappropriate.	The Candidate clearly presents: how <i>all</i> the objectives are lined up with the assessments; and the justification for the method of all assessments; and appropriate adaptations for all assessments within this context with these students. Candidate's identified objectives may be embedded in task analysis or individualized data collection measures that capture student learning.	
Multiple Forms of Assessment (RIPTS 9) ICC8S8-9 IGC8S1-4	The assessment plan: includes only one assessment form; does not assess students before, during, or after instruction.	The assessment plan: includes multiple forms of assessment; <i>some</i> are performance-based; and assess before, during, and after instruction.	The assessment plan includes multiple forms of assessment that assesses student performance before and after instruction. Assessment may include observation or analysis of student work, as appropriate for students.	
Alignment of Unit Objectives and Assessments. (RIPTS 9)	<i>Very few or none</i> of the objectives: are aligned with the overall assessment	<i>Some</i> of the objectives: are aligned with the overall assessment plan: <i>some</i> assessments are congruent with objectives in	<i>Most/all</i> of the objectives: are aligned with the overall assessment plan; <i>all</i> assessments are congruent with the objectives	

ICC8S3 ICC8S8-9 IGC8S1-4	plan: <i>none of the</i> assessments are congruent with objectives in terms of content and cognitive complexity.	terms of content and cognitive complexity.	in terms of content and cognitive complexity. Candidate's records identify specific areas of student growth/difficulty. Technology is used when appropriate to the assessment task.	
Rationale for Assessment Choices (RIPTS 9) ICC8S8-9 IGC8S1-4	Assessment choices do not match the unit objectives/context or, there is no evidence that unit objectives or student characteristics played a part in determining assessment method.	Assessment choices somewhat match the unit objectives/context seems adequate, but this information has to be inferred or searched for; or, some of the methods might be improved.	Assessment choices match the unit objectives/ context; the rationale for the choice mentions the unit objective and/or student characteristics.	
Adaptations Based on the Individual Needs of Students (RIPTS 4) ICC8S8-9 IGC8S1-4	Candidate does not adapt assessments at all or adaptations are limited in scope to meet the individual needs of students.	Candidate makes adaptations to <i>some</i> assessments that are appropriate to meet the individual needs of <i>some</i> students.	Candidate makes adaptations to <i>most/all</i> assessments that are appropriate to meet the individual needs of <i>all</i> students.	
Part II: Narrative				
Rationale for Assessment Plan (RIPTS 9) ICC8S8-9 IGC8S1-4	Provides an inadequate statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	Provides adequate statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	Candidate provides clear and insightful statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	
Scoring Procedures (RIPTS 9) ICC8S8 IGC8S3	Scoring procedures are absent or inaccurate; items or prompts are poorly written; directions or procedures are confusing to students	<i>Some</i> scoring procedures are explained; items or prompts are clearly written; <i>some</i> directions or procedures are clear to students	<i>Most/all</i> scoring procedures are explained; <i>all</i> items or prompts are clearly written; <i>all</i> directions or procedures are clear to students	
Organization, Readability, Spelling, and Grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	

Total: ___/___

Comments:

Design for Instruction Rubric

Teaching Process: The candidate designs instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives. The design takes into account student characteristics, needs, learning contexts, and standards of the discipline. CEC Standards 4, 7, and 8.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
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Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCOR E
Use of Pre-Assessment Data (RIPTS 8) ICC8S1,5,6,8	Pre-assessment data is presented but the format is difficult to navigate. A clear explanation of how pre-assessment data influenced instructional design is lacking.	Pre-assessment data is presented in an organized format. A clear explanation of how pre-assessment data influenced instructional design is lacking.	Pre-assessment data is presented in an organized, detailed format. A rich, insightful explanation of how pre-assessment data influenced instructional design is provided. Background information and baseline data clearly inform criterion for acceptable performance in lesson.	
Unit Visual Organizer (RIPTS 2)	The visual organizer is difficult to navigate. The lessons within the unit are not logically organized (e.g., sequenced).	An organized visual organizer is provided. Most of the lessons within the unit are logically sequenced. Lessons appear to be somewhat useful in moving students toward achieving the learning goals.	An organized, detailed visual organizer is provided. All lessons within the unit are logically sequenced. Lessons are useful in moving students toward achieving the learning goals.	
Lesson Plans (RIPTS 2) ICC4S2-3, ICC4S5, IGC4S7, IGC4S3-6, IGC4S9, IGC4S11, IGC4S13, ICC6K3-4, IGC6S5, ICC7S1, ICC7S7, ICC7S10, ICC7S13-14, ICC7K1-4, IGC7S4, ICC7S8, IGC7S1-2	Lesson plans are missing required components. Candidate's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure. Instruction incorporates little variety of instructional strategies and techniques across instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g. work sheets).	Lesson plans contain required components. Candidate's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline. Instruction incorporates some variety of instructional strategies and techniques across instruction, activities, assignments, or resources. Some reliance on textbook, some variety of resources.	Candidate develops lesson plans that contain required components in rich detail. Candidate's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline. Instruction incorporates a significant variety of instructional strategies and techniques across instruction, activities, assignments, and/or resources. The use of a variety of resources makes a clear contribution to learning.	
Alignment with Learning Goals and Unit Objectives (RIPTS 2) ICC7K2-K3	Few lessons are explicitly linked to unit objectives. Few learning tasks, assignments and resources are aligned with unit objectives. Not all unit objectives are covered in the design.	Most lessons are explicitly linked to unit objectives. Most learning tasks, assignments and resources are aligned with unit objectives. Most unit objectives are covered in the design.	All lessons are explicitly linked to unit objectives. All learning tasks, assignments and resources are aligned with unit objectives. All unit objectives are covered in the design.	
Classroom Climate (RIPTS 6) ICC5S1 ICC5S4-5 ICC5S10,11	Candidate does not articulate how s/he will create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	Candidate articulates plans in which some aspects contribute to a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	Candidate consistently articulates plans that are likely to create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Use of Technology (RIPTS 2) ICC7S8 ICC7K4 IGC5S2, IGC4S7	Technology is inappropriately used OR candidate does not use technology or provide a rationale for its omission. A description of how planning and/or instruction could be enhanced with the use of technology is absent.	Candidate uses technology appropriately. Technology contributes to teaching and learning, or candidate provides a clear rationale for omission of technology AND describes how planning and/or instruction could be enhanced with the use of technology. Candidate includes some additional description of adapted materials, positioning devices, assistive technology (low tech and/or high tech), augmentative communication, computers to support learning.	Candidate consistently integrates appropriate technology. Use of technology makes a significant contribution to teaching and learning. Candidate Includes adapted materials, positioning assistive technology (low tech and/or high tech), augmentative communication, computers to support learning.	
Organization, Readability, Spelling, and Grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	

TOTAL _____/42

Comments:

Instructional Decision-Making Rubric

Teaching Process: The candidate uses on-going analysis of student learning to make instructional decisions. CEC Standard 7.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Rethinking Your Plans for a Group of Students (RIPTS 3) ICC8S8, ICC7S6, ICC7S13, ICC7S15	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show <i>some</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	Candidate's Instructional decisions show <i>significant</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	
Revisions for a Group of Students Based on Analysis of Student Learning (RIPTS 4) ICC8S8, ICC7S6, ICC7S13, ICC7S15	Candidate treats class as "one plan fits all" with no revisions or revisions of the instructional plan are not connected to students' responses or learning.	<i>Some</i> revisions of the instructional plan are made: to address student needs; based on the analysis of student learning; based on best practice; based on contextual factors.	<i>Many</i> appropriate revisions of the instructional plan are made: to address student needs; are informed by a thorough and thoughtful analysis of student learning/performance; based on best practice; based on contextual factors.	
Explanation of the Modifications Made for a Group of Students (RIPTS 4) ICC8S8, ICC7S6, ICC7S13, ICC7S15	Explanation of revisions is not connected to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are superficial or absent.	Explanation of the revisions made provides <i>some</i> connection to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are appropriate.	Explanation of revisions made specifies connection to learning goals & unit objectives clearly and completely. The connections between the revisions and learning goals/unit objectives are significant and insightful.	
Part II				

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Rethinking Your Plans for an Individual Student (RIPTS 3) ICC8S8, ICC7S6, ICC7S13, ICC7S15	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show <i>some</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	Instructional decisions show <i>significant</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	
Revisions for an Individual Student Based on Analysis of Student Learning (RIPTS 4) ICC8S8, ICC7S6, ICC7S13, ICC7S15	Candidate treats class as “one plan fits all” with no revisions or revisions of the instructional plan are not connected to this student’s responses or learning.	<i>Some</i> revisions of the instructional plan are made: to address this student’s needs; based on the analysis of this student’s learning; based on best practice; based on contextual factors.	<i>Many</i> appropriate revisions of the instructional plan are made: to address this student’s needs; are informed by a thorough and thoughtful analysis of this student’s learning/performance; based on best practice; based on contextual factors.	
Explanation of the Revisions Made for an Individual Student (re: Learning Goals & Unit Objectives) (RIPTS 4) ICC8S8, ICC7S6, ICC7S13, ICC7S15	Explanation of revisions made lack detail with respect to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are superficial or absent.	Explanation of revisions made provide <i>some</i> detail with respect to learning goals & unit objectives. The connections between the modifications and learning goals/unit objectives are appropriate.	Explanation of revisions made provide <i>much</i> detail with respect to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are significant and insightful.	
Organization, Readability, Spelling, and Grammar (RIPTS 8)	This section is unorganized, difficult to read, and/or has many spelling/grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	

TOTAL _____/42:

Comments:

Analysis of Student Learning Rubric

Teaching Process: The teacher candidate uses assessment data to profile student learning, communicate information about student progress and achievement, and evaluate his/her own teaching. CEC Standard 8.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Alignment with Selected Unit Objectives (RIPTS 9)	Analysis of student learning is not aligned with selected unit objectives and/or provides a superficial profile of student learning relative to the objectives for the whole class, subgroups, and two individuals.	Analysis of student learning is partially aligned with selected unit objectives and provides a somewhat comprehensive profile of student learning relative to the objectives for the whole class, subgroups, and/or two individuals.	Analysis of student learning is fully aligned with selected unit objectives and provides a comprehensive profile of student learning for two of the following groups: the whole class, subgroups, and/or two individuals.	
Clarity and Accuracy of Presentation of Graphs (RIPTS 9) ICC8S5	Presentation is not clear; does not accurately reflect the data.	Presentation is clear and logical; reflects the data somewhat accurately.	Presentation is clear and logical; accurately reflects the data.	
Interpretation of Data (RIPTS 9) ICC8S8, ICC7S6,	Interpretation is inaccurate; conclusions are missing or	Interpretation is somewhat accurate; some conclusions supported by data.	Interpretation is meaningful and technically accurate; appropriate conclusions are	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
ICC7S13,ICC7S15 ICC8S7, ICC8K1	unsupported by data.		supported by the data.	
Evidence of Impact on Student Learning (RIPTS 9) ICC8S8, ICC7S6, ICC7S13,ICC7S15	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward the selected unit objectives and the amount of improvement they made.	Analysis of student learning includes some evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward the selected unit objectives and the amount of improvement they made.	Analysis of student learning includes clear evidence of the impact on student learning in terms of proportion of students who made progress toward the selected unit objectives and the amount of improvement they made.	
Part II				
Insights on Effective Instruction and Assessment (RIPTS 10) ICC8S8, ICC7S6, ICC7S13,ICC7S15	Lacks reasonable hypotheses for why some students did not meet the selected objectives. Provides an inaccurate of why some tasks or assessments were more successful than others.	Explores reasonable hypotheses for why some students did not meet the selected objectives. Provides a basic description of successful and unsuccessful tasks or assessments.	Explores reasonable hypotheses for why all 3 categories of students did not meet the selected objectives. Provides a detailed explanation of successful and unsuccessful tasks and assessments.	
Self Evaluation and Implications for Future Teaching (RIPTS 10) ICC8S8, ICC7S6, ICC7S13,ICC7S15	Provides few or no ideas or inappropriate ideas for redesigning unit objectives, instruction, and assessment. Lacks rationale.	Provides some ideas for redesigning unit objectives, instruction, and assessment. Offers a general rationale for why these changes would improve student learning.	Provides ideas for redesigning unit objectives, instruction, and assessment. Offers a specific rationale as to why these modifications would improve student learning.	
Organization, Readability, Spelling, and Grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	

TOTAL _____/42

Comments:

Candidate Reflection on Student Teaching Experience Rubric

Teaching Process: Reflective practitioners continually and consciously evaluate their choices and actions. CEC Standard 9.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Description of Incidents (RIPTS 10)	Candidate provides a general description that lacks examples of incidents to tell what was learned during the Student Teaching experience.	Candidate provides a description containing some examples to tell what was learned during the Student Teaching experience.	Candidate provides a detailed description using specific and concrete examples to tell what was learned in Student Teaching.	
Description of effect on Student Teaching experience (RIPTS 10) ICC9S9, ICC9S11, ICC9S1	Candidate provides little or no description of how the incidents affected the Student Teaching experience.	Candidate provides superficial description of how the incidents affected the Student Teaching experience.	Candidate provides rich, in depth description of how the incidents affected the Student Teaching experience.	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Description of Self Learning (RIPTS 10) ICC9S9, ICC9S11 , ICC9S6-8	Candidate provides little or no description of self learning.	Candidate provides some description of self learning, but it lacks connection to description of incidents and their affect on Student Teaching.	Candidate provides rich, thoughtful description of self learning that connects to description of incidents and their affect on Student Teaching.	
Plans for Professional Development (RIPTS 10) ICC9S12, ICC9S13, ICC9S5 IGC9S1,ICC9S1-S10	Candidate demonstrates no or vague plans for professional development.	Candidate describes some general plans for professional development, but they may not reflect self learning.	Candidate describes some specific, concrete plans for professional development that reflect self learning.	
Organization, Readability, Spelling, and Grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	

TOTAL _____/30

Comments:

TEACHER CANDIDATE WORK SAMPLE DATA
BS in Mild/Moderate Special Education (Elementary/Middle School Levels)

Rating → Indicator ↓	CEC Stnd	Spring 2010 N=60			Fall 2010 N=37			CEC Individualized General Education Curricula Standards
		U	A	T	U	A	T	
CONTEXTUAL FACTORS								
Knowledge of District, Community, and School	1-3	0	27 45%	33 55%	0	11 30%	26 70%	ICC1K3, 7, 9-10 IGC1K4,5,8; ICC2K3-4, ICC3K3
Physical Classroom	5	0	28 47%	32 53%	0	15 41%	22 59%	CEC Standard 5
Knowledge of Characteristics of Class Members	3	0	28 47%	32 53%	0	10 27%	27 73%	ICC3K1-3, IGC3K1-3 (as appropriate)
Knowledge of Students' Skills And Prior Learning	3	0	23 38%	37 62%	0	16 43%	21 57%	ICC3K1-2
Knowledge of Characteristics of Specific Students and Approaches to Differentiate Learning	1,3, 4	0	31 52%	29 48%	0	12 32%	25 68%	IGC1K7, 9, ICC3K2, IGC3K1-3, ICC4K1, IGC4K2-6
Implications for Instructional Planning and Assessment	1,4	0	19 32%	41 68%	0	18 49%	19 51%	IGC1K9, ICC4S3-6, IGC4S2-16
LEARNING GOALS AND UNIT OBJECTIVES								
Learning Goals	7	0	24 40%	36 60%	0	15 41%	22 59%	ICC7K2, ICC7S1
Alignment with National, State or Local Standards	7	0	14 23%	46 77%	0	5 14%	32 86%	ICC7K3
Classification of Unit Objectives	7	0	23 38%	37 62%	0	15 41%	22 59%	ICC7S1
Clarity of Objectives	7,8	0	24 40%	36 60%	0	6 16%	31 84%	ICC7S6; ICC8S4 ICC8S8-9, IGC8S3-4
Appropriateness For Students	8	0	19 32%	41 68%	0	11 30%	26 70%	IGC8S3
Rationale / Purpose	8	1 2%	24 40%	35 58%	0	16 43%	21 57%	IGC8S2-4
ASSESSMENT PLAN								
Visual Organizer Format	8	0	15 25%	45 75%	0	8 22%	29 78%	ICC8S8-9; IGC8S1-4
Multiple Forms of Assessment	8	0	26 43%	34 57%	0	14 38%	23 62%	ICC8S8-9; IGC8S1-4
Alignment of Unit Objectives and Assessments	8	0	18 30%	42 70%	0	7 19%	30 81%	ICC8S3; ICC8S8-9; IGC8S1-4
Rationale for Assessment Choices	8	0	20 33%	40 67%	0	11 30%	26 70%	ICC8S8-9; IGC8S1-4
Adaptations Based on the Individual Needs of Students	8	0	15 25%	45 75%	0	9 24%	28 76%	ICC8S8-9; IGC8S1-4
Rationale for Assessment Plan	8	0	18 30%	42 70%	0	11 30%	26 70%	ICC8S8-9; IGC8S1-4
Scoring Procedures	8	0	27 45%	33 55%	0	11 30%	26 70%	ICC8S8; IGC8S3
DESIGN FOR INSTRUCTION								
Use of Pre-Assessment Data	8	0	25 42%	35 58%	0	10 27%	27 73%	ICC8S1 ,5 ,6, 8

		Spring 2010 N=60			Fall 2010 N=37			
Rating → Indicator ↓	CEC Stnd	U	A	T	U	A	T	CEC Individualized General Education Curricula Standards
Unit Visual Organizer		0	19 32%	41 68%	0	7 19%	30 81%	
Lesson Plans	4, 6, 7	0	19 32%	41 68%	0	7 19%	30 81%	ICC4S2-3, ICC4S5-6, IGC4S, IGC4S13, IGC4S3, IGC4S5-6, IGC4S9, IGC4S11, ICC6K3-4, IGC6S-5S, ICC7K2-4, ICC7S1-2, ICC7S8 ICC7S10, ICC7S13, IGC7S1- 2, IGC7S4, IGC7S14, IGC7K1
Alignment with Learning Goals and Unit Objectives	7	0	15 25%	45 75%	0	4 11%	33 89%	ICC7K2-K3
Classroom Climate	5	0	19 32%	41 68%	0	10 27%	27 73%	ICC5S4-5, ICC5S10,11
Use of Technology/Assistive Technology	4,5, 7	2 3%	24 40%	34 57%	0	14 38%	23 62%	ICC7S8, ICC7K4, IGC5S2, IGC4S7
INSTRUCTIONAL DECISION MAKING								
Rethinking Your Plans for a Group of Students	7	0	24 40%	36 60%	0	8 22%	29 78%	ICC8S8, ICC7S6, ICC7S13, ICC7S15
Revisions for a Group of Students Based on Analysis of Student Learning	7,8	0	28 47%	32 53%	0	14 38%	23 62%	ICC8S8, ICC7S6, ICC7S13, ICC7S15
Explanation of the Modifications Made for a Group of Students	7	0	22 37%	38 63%	0	12 32%	25 68%	ICC8S8, ICC7S6, ICC7S13, ICC7S15
Rethinking Your Plans for an Individual Student	7	0	20 33%	40 67%	0	6 16%	31 84%	ICC8S8, ICC7S6, ICC7S13, ICC7S15
Revisions for an Individual Student Based on Analysis of Student Learning	7	0	23 38%	37 62%	0	11 30%	26 70%	ICC8S8, ICC7S6, ICC7S13, ICC7S15
Explanation of the Revisions Made for an Individual Student	7	0	26 43%	34 57%	0	12 32%	25 68%	ICC8S8, ICC7S6, ICC7S13, ICC7S15
ANALYSIS OF STUDENT LEARNING								
Alignment with Selected Unit Objectives	8	0	16 27%	44 73%	0	7 19%	30 81%	
Clarity and Accuracy of Presentation of Graphs	7,8	0	18 30%	42 70%	0	8 22%	29 78%	
Interpretation of Data	7,8	0	16 27%	44 73%	0	7 19%	30 81%	ICC8S8, ICC7S6, ICC7S13, ICC7S15
Evidence of Impact on Student Learning	7,8	0	18 30%	42 70%	0	9 24%	28 76%	ICC8S8, ICC7S6, ICC7S13, ICC7S15
Insights on Effective Instruction and Assessment	7,8	0	23 38%	37 62%	0	9 24%	28 76%	ICC8S8, ICC7S6, ICC7S13, ICC7S15
Self Evaluation and Implications for Future Teaching	7,8	0	27 45%	33 55%	0	10 27%	27 73%	ICC8S8, ICC7S6, ICC7S13, ICC7S15
REFLECTION ON STUDENT TEACHING								
Description of Incidents	9	0	9 15%	51 85%	0	4 11%	33 89%	
Description of effect on Student Teaching experience	9	0	9 15%	51 85%	0	4 11%	33 89%	ICC9S9, ICC9S11
Description of Self Learning	9	0	5 8%	55 92%	0	5 14%	32 86%	ICC9S9, ICC9S11
Plans for Professional Development	9	0	24 40%	36 60%	0	10 27%	27 73%	ICC9S12, ICC9S5, ICC9S1-S3, IGC9S1

		Spring 2010 N=60			Fall 2010 N=37			
Rating → Indicator ↓	CEC Stnd	U	A	T	U	A	T	CEC Individualized General Education Curricula Standards
OVERALL EVALUATION		0	35 58%	25 42%	0	15 41%	22 59%	