B.S. in Severe Disabilities
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. The final special education experience taken by all undergraduate students with a concentration in special education (SPED 437). This culminating experience spans eight weeks full time teaching under the supervision of a cooperating teacher certified as a teacher of students with severe/profound 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 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.

The TCWS is a comprehensive assessment of teacher candidate skills. The sections of the TCWS that address ASSESSMENT OF CANDIDATE ABILITY TO PLAN INSTRUCTION are:
- **Contextual Factors**
- **Learning Goals and unit objectives**
- **Assessment Plan**
- **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.
Teacher candidates develop a series of lesson plans and reflect on these plans after they are implemented with students with severe/profound disabilities. A standard lesson plan format captures key information: some general information and other detailed information that addresses the positioning, communication, assistive technology, sensory, need of students with severe/profound disabilities.
The TCWS relates most directly to the following Council for Exceptional Children Standard 1,4,7,8,9):

PLANNING
- Contextual factors related to the community and students to be taught; (CEC 1)
- Learning goals and unit objectives aligned with state or district content standards;(CEC 7, CEC8)
- An assessment plan designed to assess student learning before, during and after instruction; (CEC 8)
- A design for instruction; (CEC 4, CEC 7, CEC 8)

ACTING
- Instructional decision-making that facilitates student learning; (CEC 7)

REFLECTING
- Analysis of student learning; (CEC 8)
- Evaluation of self as teacher of the unit. (CEC 9)

CEC STANDARD 1: FOUNDATIONS

How assessment aligns with CEC Standard #1: Teacher candidates identify the relationship of school to the local community (ICC1K3), the influences of families (ICC1K7) and culture (ICC1K9) on the learning of students at the school (ICC1K10). The continuum of placements within the district and school are described (IIC1K4, IIC1K6) and the supports available to meet the health, behavior, communication/language and sensory needs are described (IIC1K5, IIC1K7, IIC1K8, ICC1K4). Teacher candidates describe the learning needs of students with ELN, and identify assessments (and their limitation) that have been used to describe the learning characteristics of students with disabilities in their teaching placement (ICC1K5, ICC1K6).

This standard is assessed primarily in rubric sections: 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 the ir students (ICC4K1-K2, IIC4K2-K3, ICC4S1) For students with severe/profound disabilities, 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 (IIC4K 3, IIC4S5, IIC4S2, ICC4S3).

Teacher candidates use information gathered on students to develop lessons that match their learning similarities and differences. Academic, social, behavioral, cultural, linguistic, physical strengths and challenges are considered in the development/selection of materials (IIC4S2), positioning, progression of lessons (ICC4S4, IIC4S4), problem solving ((ICC4S5), individual student performance and assessment (ICC4S2, ICC4S3, ICC4S6). Selection of adapted materials, augmentative communication, behavioral supports (ICC4S5, IIC4S3), adapted positioning, and other assistive technology (ICC4S3, IIC4S2) are chosen based on the analysis of the characteristics of learners and the expectations of the environment (classroom, vocational, community).

This 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(unit) to meet the individual needs of students with severe/profound disabilities. The lessons are based on the general curriculum and linked Rhode Island's learning expectations (Alternate Assessment Grade Span Expectations, Early Learning Standards, Grade Level Expectations, or Grade Span Expectations) (ICC7K1-K3, ICC7S7, ICC7S11, ICC7S12, ICC7S10, ICC7S15, IIC7S4-S7). The lesson-based objectives are linked to longer range plans (IEP goals) and reflect a carefully planned assessment system to document student growth (ICC7S15). Instructional planning clearly identifies materials chosen to support content, learning, and sensory, social, and physical needs of the intended students. Instructional procedures are selected to match student abilities, and involve careful collaboration with teacher assistants and related service personnel (ICC7S2, ICC7K5, IIC7S3). 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 the following questions:

- Were the objectives of the lesson accomplished with the students?
- Were the students actively engaged? Describe observable/measurable behavior to illustrate active engagement.
- Did the students have the prerequisite skills necessary for the lesson?
- Were the students motivated?
- Were the objectives appropriate for the students?
- Were the objectives met? Why or why not?
- Were appropriate prompts used?
- Was sufficient positive reinforcement used?
- Did the lesson include appropriate practice?
- What will be taught next? Why?

Based on their reflection, teacher candidates evaluate student learning (ICC7S6, ICC7S4, ICC7S5, ICC7S8, ICC7S15), 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, Instructional Decision Making, and Analysis of Student Learning

CEC STANDARD #8: ASSESSMENT

How assessment aligns with CEC Standard # 8: Teacher candidates evaluate students continually to evaluate student growth for purposes of IEP planning, assessment student learning of academic content, and assessment and feedback in areas of expanded core curriculum. In the Teacher Candidate Work Sample, teacher candidate demonstrate skills in assessment through their evaluation to determine the learning objectives)hat are appropriate for their students (IIC8S1-4, IIC8S6). Baseline assessment results assist teacher candidates develop and Assessment Plan modified to capture student progress, is consistent with students response modes, strengths and level of understanding (ICC8S8-9,IIC8S1-4, IIC8S6).

In lesson planning and implementation, teacher candidates use student background information to develop criterion for acceptable performance (ICC8S1, ICC8S8). As the lesson progress, teacher candidates evaluate student learning (ICC8S9, IIC8S2, IIC8S3) considering the communication/response modes for students with atypical abilities (IIC8S6).

Teacher candidates report results and provide an explanation for the revisions based on assessment results (ICC8S8, ICC8S9; IIC8S1-5)

CEC Standard 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 instruction and their entire experience as a whole (ICC9S9, ICC9S11). As they describe their experience, they convey sensitivity of difference in their description (ICC9S6), and use language effectively to convey a clear description of their learning (ICC9S8). To prepare themselves for their professional role as as educators, teacher candidates reflect on their areas of teaching strength and areas in need of further development, and plan the professional activities (ICC9S12) that will further improve their commitment to providing high quality education (ICC9S5). They identify sources of information to further address their information needs (ICC9S10).

CEC Standard 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, t he areas of strength of teacher candidates are: familiarity with local and state standards (ICC7K3, ICC7S1); Interpretation of Data (IIC8S7, ICC8S5,ICC7S6, ICC7S13,ICC7S15, IIC7S5,IIC7S8), Modifications made for a group of students (IIC8S7,ICC7S6, ICC7S13,ICC7S15, IIC7S5-S8) and reflection of their professional skills and areas for further improvement (ICC9S9,ICC9S11).
No clear areas of weakness were identified in the analysis of data although informal assessment of teacher candidate performance indicates a need to augment instruction of adapting assessment for students with the most complex disabilities.

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:
An overall analysis over the past two semesters identifies all teacher candidates performed at an acceptable level (or higher) on the Teacher Candidate Work Sample. Data of teacher candidate performance conveys that CEC standards were met by:
PLANNING

- Contextual factors related to the community and students to be taught; (CEC 1)

All teacher candidates met or exceeded standards on all indicators, and demonstrated their ability to convey responsibilities of special educators to meet the needs of students with severe disabilities, 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 severe disabilities, and the school's implementation of positive behavior support and intervention.

- Learning goals and unit objectives aligned with state or district content standards;(CEC 7, CEC8)
  All teacher candidates met or exceeded standards on all indicators, 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.

- An assessment plan designed to assess student learning before, during and after instruction; (CEC 8)
  All teacher candidates met or exceeded standards on all indicators, as demonstrated their ability to develop an assessment plan that is 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. Although all teacher candidates demonstrated acceptable skills in this section, skills in assessment of students with complex challenges (blindness, deafness, deaf-blindness, significant multiple disabilities) were challenging for one teacher candidate and significant support was provided to ensure assessment for students with complex challenges was acceptable.

- A design for instruction; (CEC 4, CEC 7, CEC 8)
  All teacher candidates met or exceeded standards on all indicators, as 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. A relative strength was identified: the use of assistive technology. During the Spring semester, one teacher candidate demonstrated the use of a variety of technology with her students. The access to technology in the school enhanced her ability to demonstrate technology skills, unlike the performance in Fall semester where technology was not as available. Each teacher candidate utilized the technology that was available in their placement.

ACTING

- Instructional decision-making that facilitates student learning; (CEC 7)
  All teacher candidates met or exceeded standards on all indicators, as 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, positioning, and/or materials were all areas considered by teacher candidates in decisions.

REFLECTING

- Analysis of student learning; (CEC 8)
  All teacher candidates met or exceeded standards on all indicators, as 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.

- Evaluation of self as teacher of the unit. (CEC 9)
  All teacher candidates met or exceeded standards on all indicators. Fifty percent of teacher candidates achieved "Acceptable" and 50% achieved a "Target" level of performance. Strengths of teacher candidate performance were self-reflection of their learning and practice consistent with CEC standards during their experience. Another relative strength was demonstration of teacher candidate's plans for professional growth to improve practice.

CEC Assessment #3

Assessment of candidate ability to plan instruction
GUIDANCE AND RUBRIC
FOR TEACHER CANDIDATE WORK SAMPLE

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. 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 various levels of performance. The Rubrics are used to evaluate the TCWS. The prompts/directions/tips support the construction of the TCWS.

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.

The final component of the TCWS is a comprehensive reflection on the overall Student Teaching experience and a plan for future professional development.

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/secondary English;
- Tobacco prevention in a health education class.

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 rational 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

Severe Disabilities Lesson Plan

DESCRIPTION OF THE LESSON: (In one paragraph, describe the lesson)

AAGSEs ADDRESSED:

MATERIALS/ADAPTIVE EQUIPMENT/ASSISTIVE TECHNOLOGY NECESSARY FOR THE LESSON: (list)

_____ _____ _____

_____ _____ _____

Positions the students will be in during the lesson:

Student's Name	Position/ Equipment	Staff Responsible for Student's Position/Involvement

Description of the Lesson

PREREQUISITE SKILLS
What do the students need to know before this lesson as prior knowledge?

Beginning/ Introduction	(How do students know the beginning?) How are concepts introduced to the students?)
End	**(How do students know the end?)**

Student-Specific Objectives of the Lesson

Student's Name	Differentiated lesson objective focus for each student (be specific including criterion for this lesson)
	Schedule item/symbol used by this student for this lesson is: _____ **Primary lesson objective (Math, Reading, Writing, Science):** **Describe how communication will be supported in the lesson** (i.e. use of assistive technology or augmentative communication) **Modifications** (materials, activity, environmental) **made for this student:** **Measurement:** (what data will you take to know you have reached your objective?)
	Schedule item/symbol used by this student for this lesson is: _____ **Primary lesson objective (Math, Reading, Writing, Science):** **Describe how communication will be supported in the lesson** (i.e. use of assistive technology or augmentative communication) **Modifications** (materials, activity, environmental) **made for this student:** **Measurement:** (what data will you take to know you have reached your objective?)
	Schedule item/symbol used by this student for this lesson is: _____ **Primary lesson objective (Math, Reading, Writing, Science):** **Describe how communication will be supported in the lesson** (i.e. use of assistive technology or augmentative communication) **Modifications** (materials, activity, environmental) **made for this student:** **Measurement:** (what data will you take to know you have reached your objective?)

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.

Addresses CEC Standards: 2- Development of Characteristics of Learners, 3-Individual Learning Differences

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** **IIC1K4, IIC1K6** **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)	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) **IIC3K1** **IIC3K1-3**	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**	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)	

TEACHER CANDIDATE WORK SAMPLE RUBRIC

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Knowledge of Characteristics of Specific Students and Approaches to Differentiate Learning (RIPTS 4) ICC4K1-K4, IIC1K7, IIC1K8, IIC1K5	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)	
Part III: Instructional Implications				
Implications for Instructional Planning and Assessment (RIPTS 4) ICC4S3, ICS4S5 IIC4S2 IIC1K7, IIC1K8, IIC1K5	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:

TEACHER CANDIDATE WORK SAMPLE RUBRIC

Learning Goals and Unit Objectives Rubric

Teaching Process: The candidate sets significant, challenging, varied and appropriate learning goals and unit objectives. Addresses CEC Standard 7-Instructional Planning.

Rating → **Indicator ↓**	**1-2** **Unacceptable**	**3-4** **Acceptable**	**5-6** **Target**	**SCORE**
Part I				
Learning Goals (RIPTS 2) **ICC7K2**	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.	*Some* unit objectives are aligned with national, state or local standards.	*Most* 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.	*Some* unit objectives are somewhat significant, challenging, and varied.	*All* unit objectives are significant, challenging, and varied, and prioritized based on individual needs.	
Clarity (RIPTS 8) **ICC8S8-S9**	Unit objectives are not stated clearly and are activities rather than learning outcomes.	*Some* of the unit objectives are clearly stated as learning outcomes.	*Most* of the unit objectives are clearly stated as learning outcomes to evaluate instruction, capture, and monitor progress of students.	
Appropriateness For Students (RIPTS 3) **IIC8S1-S4** **IIC8S6** **IIC7S5**	Unit objectives are not appropriate for the development, pre-requisite knowledge, skills, experiences, or other student needs. Few unit objectives will move students towards meeting learning goals.	*Some* unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. Some unit objectives will move students towards meeting learning goals.	*Most* unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. Most unit objectives will move students towards meeting learning goals. Candidates use appropriate assessments, adapted to the unique sensory, physical, communication needs of the students.	

TEACHER CANDIDATE WORK SAMPLE RUBRIC

Part III				
Rationale / Purpose (RIPTS 4) **IIC7S8**	A superficial statement of rationale is included. The rationale requires more detail to explain why this unit is important to teach to the intended 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 intended 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. Candidate justifies program/ unit, integrates social, life skills, consideration of student age, and includes focus on communication needs.	
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:

TEACHER CANDIDATE WORK SAMPLE RUBRIC

Assessment Plan Rubric

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

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I: Visual Organizer				
Visual Organizer Format (RIPTS 9) ICCS8 ICC8S8 ICC8S9 IIC8S1-S5	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 *some* 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 *all* 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 (Accuracy/LOA)	
Multiple Forms of Assessment (RIPTS 9) ICC8S8 ICC8S9 IIC8S1-S5	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; *some* 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) ICC8S8 ICC8S3 ICC8S9	*Very few or none* of the objectives: are aligned with the overall assessment plan: *none of the* assessments are congruent with objectives in terms of content and cognitive complexity.	*Some* of the objectives: are aligned with the overall assessment plan: *some* assessments are congruent with objectives in terms of content and cognitive complexity.	*Most/all* of the objectives: are aligned with the overall assessment plan; *all* assessments are congruent with the objectives 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.	

TEACHER CANDIDATE WORK SAMPLE RUBRIC

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Rationale for Assessment Choices (RIPTS 9) ICC8S8 ICC8S9 IIC8S1-S5	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 ICC8S9 IIC8S1-S5	Candidate does not adapt assessments at all or adaptations are limited in scope to meet the individual needs of students; these assessments are inappropriate.	Candidate makes adaptations to *some* assessments that are appropriate to meet the individual needs of *some* students.	Candidate makes adaptations to *most/all* assessments that are appropriate to meet the individual needs of *all* students.	
Part II: Narrative				
Rationale for Assessment Plan (RIPTS 9) ICC8S8 ICC8S9 IIC8S1-S5	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**	Scoring procedures are absent or inaccurate; items or prompts are poorly written; directions or procedures are confusing to students	*Some* scoring procedures are explained; items or prompts are clearly written; *some* directions or procedures are clear to students	*Most/all* scoring procedures are explained; *all* items or prompts are clearly written; *all* 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.	

TEACHER CANDIDATE WORK SAMPLE RUBRIC

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.

Addresses CEC Standards 4- Instructional Strategies, 7-Instructional Planning, 8-Assessment

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Use of Pre-Assessment Data (RIPTS 8) ICC8S1 ICC858	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 Plan CEC Standard Links	**1-Description of Lesson (ICC7S10)** **2-Link to standards (ICC7K2-3)** **3-AT used (ICC7K4)** **4-Adapt.Materials & Equipment, Technology, Behavioral Supports, Visual/Hearing supports IIC7K4,ICC7S ICC7S11 ,ICC5S2-S5** **5- Plan of support for paraeducators and related service professionals (ICC7K5, ICC7S3)** **6-Embedded Aug. com. To support learning ICC6K4, IIC6S3, IIC6K1-K2** **7-Prerequisite skills based on functional assessments (ICCS4)** **8-Links to IEP objectives (academic, social, communication domains)** **9-Assessment (CEC #8)** **10-Reflection of Lesson (ICC7S8), (ICC868)** • **Process and lesson implementation** • **Student academic skill development, expanded core curriculum, communication/social skills/DL skills**			
	CEC 4- Instructional Strategies **ICC4S2 -Teach problem solving** **ICC4S5- teach student to self-awareness/control** **ICC4S3: pbis** **IIC4S2-AT/adaptations** **IIC4S4- teach across curricla** **IIC4S5- adapt for difficulty with perceptions, memory, retrieval (visual prompts)** **ICC4S6- successful transitions**			

TEACHER CANDIDATE WORK SAMPLE RUBRIC

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Lesson Plans (RIPTS 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.	

TEACHER CANDIDATE WORK SAMPLE RUBRIC

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Classroom Climate (RIPTS 6) **ICC5S1** **ICC5S4-5**	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.	
Use of Technology (RIPTS 2) **ICC7K1-specialized materials** **ICC4S2, IIC5S2 Identifies Assistive technology use** **IIC5S9 Uses positioning strategies**	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 devices, 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:

TEACHER CANDIDATE WORK SAMPLE RUBRIC

Instructional Decision-Making Rubric

Teaching Process: The candidate uses on-going analysis of student learning to make instructional decisions.
Addresses CEC Standard 8- Assessment and CEC Standard 7: Instructional Planning

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Rethinking Your Plans for a Group of Students (RIPTS 3) IIC8S7,ICC7S6, ICC7S13,ICC7S15 IIC7S5-S8	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show *some* evidence that support the need for a change in plans; are appropriate and pedagogically sound.	Candidate's Instructional decisions show *significant* 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) IIC8S7,ICC7S6, ICC7S13,ICC7S15 IIC7S5-S8	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.	*Some* 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.	*Many* 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 (re: Learning Goals & Unit Objectives) (RIPTS 4) IIC8S7,ICC7S6, ICC7S13,ICC7S15 IIC7S5-S8	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 *some* 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				
Rethinking Your Plans for an Individual Student (RIPTS 3) IIC8S7,ICC7S6, ICC7S13,ICC7S15 IIC7S5-S8	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show *some* evidence that support the need for a change in plans; are appropriate and pedagogically sound.	Instructional decisions show *significant* evidence that support the need for a change in plans; are appropriate and pedagogically sound.	

TEACHER CANDIDATE WORK SAMPLE RUBRIC

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Revisions for an Individual Student Based on Analysis of Student Learning (RIPTS 4) IIC8S7,ICC7S6, ICC7S13,ICC7S15 IIC7S5-S8	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.	*Some* 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.	*Many* 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) IIC8S7,ICC7S6, ICC7S13,ICC7S15 IIC7S5-S8	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 *some* 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 *much* 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, 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:

TEACHER CANDIDATE WORK SAMPLE RUBRIC

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 Standards 7 and 8

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target
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; • 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; • 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)	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) IIC8S7, ICC8S5,ICC7S6, ICC7S13,ICC7S15 IIC7S5,IIC7S8	Interpretation is inaccurate; conclusions are missing or unsupported by data.	Interpretation is somewhat accurate; some conclusions supported by data.	Interpretation is meaningful and technically accurate; appropriate conclusions are supported by the data.
Evidence of Impact on Student Learning (RIPTS 9) IIC8S7,ICC7S6, ICC7S13,ICC7S15 IIC7S5,IIC7S8	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.
Insights on Effective Instruction and Assessment (RIPTS 10) IIC8S7,ICC7S6, ICC7S13,ICC7S15 IIC7S5,IIC7S8	Lacks reasonable hypotheses for why some students did not meet the selected objectives. Provides an inaccurate or no description 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.

TEACHER CANDIDATE WORK SAMPLE RUBRIC

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target
Self Evaluation and Implications for Future Teaching (RIPTS 10) IIC8S7,ICC7S6, ICC7S13,ICC7S15 IIC7S5,IIC7S8	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:

TEACHER CANDIDATE WORK SAMPLE RUBRIC

Candidate Reflection on Student Teaching Experience Rubric

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

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target
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- self reflection** **ICC9S11 reflect on practice**	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.
Description of Self Learning (RIPTS 10) **ICC9S9- self reflection** **ICC9S11 reflect on practice**	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-Prof Activity** **ICC9S5-commitment to practice** **ICC9S1-S3 advocacy, seek additional info**	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

Severe-Profound Teacher Education Programs (BS in Severe Profound Special Education)

Teacher Candidate Work Sample Data

		Spring 2010			Fall 2010		
Rating → **Indicator ↓**	**CEC** Standards	**U**	**A**	**T**	**U**	**A**	**T**
CONTEXTUAL FACTORS							
Knowledge of District, Community, and School	ICC1K3, K7 ,K9-10 IIC1K4, IIC1K6, ICC2K3, ICC2K4 ICC3K3, ICC3K4, ICC3K5	0	3 27%	8 73%	0	1 50%	1 50%
Physical Classroom	5	0	10 91%	1 9%	0	1 50%	1 50%
Knowledge of Characteristics of Class Members	IIC3K1, IIC3K1-3	0	9 82%	2 18%	0	2 100%	0
Knowledge of Students' Skills And Prior Learning	ICC3K2	0	10 91%	1 9%	0	1 50%	1 50%
Knowledge of Characteristics of Specific Students & Approaches to Differentiate Learning	ICC4K1-K4, IIC1K7, IIC1K8, IIC1K5	0	10 91%	1 9%	0	2 100%	0
Implications for Instructional Planning and Assessment	ICC4S3, ICS4S5 IIC4S2, IIC1K7, IIC1K8, IIC1K5	0	10 91%	1 9%	0	2 100%	0
Learning Goals	ICC7K2	0	10 91%	1 9%	0	2 100%	0
Alignment with National, State or Local Standards	ICC7K3	0	(3) 27%	(8) 73%	0	0	2 100%
Classification of Unit Objectives	ICC7S1	0	(9) 82%	(2) 18%	0	2 100%	0
Clarity of Objectives	ICC8S8-S9	0	5 45%	6 55%	0	2 100%	0
Appropriateness For Students	IIC8S1-S4 IIC7S5, IIC8S6	0	6 55%	5 45%	0	2 100%	0
Rationale / Purpose	IIC7S8	1 9%	8 73%	2 18%	0	2 100%	0
Visual Organizer Format	ICCS8; ICC8S8; ICC8S9; IIC8S1-S5	0	9 82%	2 18%	0	1 50%	1 50%
Multiple Forms of Assessment	ICC8S8; ICC8S9; IIC8S1-S5	0	3 27%	8 73%	0	1 50%	1 50%
Alignment of Unit Objectives and Assmts.	ICC8S8; ICC8S3; ICC8S9	0	6 55%	5 45%	0	1 50%	1 50%
Rationale for Assessment Choices	ICC8S8; ICC8S9 ;IIC8S1-S5	0	6 55%	5 45%	0	1 50%	1 50%
Adaptations Based on the Ind. Needs of Students	ICC8S8; ICC8S9; IIC8S1-S5	0	6 55%	5 45%	0	2 100%	0
Rationale for Assessment Plan	ICC8S8; ICC8S9; IIC8S1-S5	1 9%	7 64%	3 27%	0	1 50%	1 50%
Scoring Procedures	ICC8S8	0	10 91%	1 9%	0	1 50%	1 50%

TEACHER CANDIDATE WORK SAMPLE DATA

		Spring 2010			Fall 2010		
DESIGN FOR INSTRUCTION							
Rating → Indicator ↓	**CEC** Standards	**U**	**A**	**T**	**U**	**A**	**T**
Use of Pre-Assessment Data	ICC8S1, ICC858	0	7 64%	4 36%	0	1 50%	1 50%
Unit Visual Organizer		0	7 64%	4 36%	0	0	2 100%
Lesson Plans	ICC7S10; ICC7K2-3; ICC7K4; IIC7K4, ICC7S ICC7S11 ,ICC5S2-S5; ICC7K5, ICC7S3, ICC6K4, IIC6S3, IIC6K1-K2, ICC6S4, ICC7S8, ICC868, ICC4S2,ICC4S5, ICC4S3; IIC4S2, IIC4S4, IIC4S5, ICC4S6		4 36%	7 64%	0	2 100%	0
Alignment with Learning Goals and Unit Objectives	ICC7K2-K3	0	4 36%	7 64%	0	1 50%	1 50%
Classroom Climate	ICC5S1, ICC5S4-5	0	(8) 73%	(3) 27%	0	1 50%	1 50%
Use of Technology/ Assistive Technology	ICC7K1, ICC4S2, IIC5S2, IIC5S9	0	7 64%	4 36%	1 50	1 50%	0
INSTRUCTIONAL DECISION MAKING							
Rethinking Your Plans for a Group of Students	IIC8S7,ICC7S6, ICC7S13,ICC7S15 IIC7S5-S8	0	6 55%	5 45%	0	1 50%	1 50%
Revisions for a Group of Students Based on Analysis of Student Learning	IIC8S7,ICC7S6, ICC7S13,ICC7S15 IIC7S5-S8	0	5 45%	6 55%	0	1 50%	1 50%
Explanation of the Modifications Made for a Group of Students	IIC8S7,ICC7S6, ICC7S13,ICC7S15 IIC7S5-S8	0	(3) 27%	(8) 73%	0	1 50%	1 50%
Rethinking Your Plans for an Individual Student	IIC8S7,ICC7S6, ICC7S13,ICC7S15 IIC7S5-S8	0	4 36%	7 64%	0	2 100%	0
Revisions for an Individual Student Based on Analysis of Student Learning	IIC8S7,ICC7S6, ICC7S13,ICC7S15 IIC7S5-S8	0	6 55%	5 45%	0	2 100%	0
Explanation of the Revisions Made for an Individual Student	IIC8S7,ICC7S6, ICC7S13,ICC7S15 IIC7S5-S8	0	7 64%	4 36	0	2 100%	0

TEACHER CANDIDATE WORK SAMPLE DATA

ANALYSIS OF STUDENT LEARNING							
Rating → Indicator ↓	**CEC** Standards	**U**	**A**	**T**	**U**	**A**	**T**
Alignment with Selected Unit Objectives	RIPTS 9	0	6 55%	5 45%	0	1 50%	1 50%
Clarity and Accuracy of Presentation of Graphs	RIPTS 9	0	5 45%	6 55%	1 50	0	1 50%
Interpretation of Data	IIC8S7, ICC8S5,ICC7S6, ICC7S13,ICC7S15 IIC7S5,IIC7S8	0	5 45%	6 55%	0	0	2 100%
Evidence of Impact on Student Learning	IIC8S7, ICC8S5,ICC7S6, ICC7S13,ICC7S15 IIC7S5,IIC7S8	0	4 36%	7 64%	0	1 50%	1 50%
Insights on Effective Instruction and Assessment	IIC8S7, ICC8S5,ICC7S6, ICC7S13,ICC7S15 IIC7S5,IIC7S8	0	5 45%	6 55%	0	1 50%	1 50%
Self Evaluation and Implications for Future Teaching	IIC8S7, ICC8S5,ICC7S6, ICC7S13,ICC7S15 IIC7S5,IIC7S8	0	(9) 82%	(2) 18%	0	1 50%	1 50%

REFLECTION ON STUDENT TEACHING							
		Spring 2010			**Fall 2010**		
Rating → Indicator ↓	**CEC** Standards	**U**	**A**	**T**	**U**	**A**	**T**
Description of Incidents		0	2 18%	9 82%	0	0	2 100%
Description of effect on Student Teaching experience	ICC9S9, ICC9S11	0	2 18%	9 82%	0	0	2 100%
Description of Self Learning	ICC9S9, ICC9S11	0	(3) 27%	(8) 73%	0	1 50%	1 50%
Plans for Professional Development	ICC9S12, ICC9S5, ICC9S1-S3	0	2 18%	9 82%	0	2 100%	0
OVERALL EVALUATION		**0**	**11**	**0**	0	2 100%	0