

Appendix F: Assessment Instruments with a Table of Contents

Table of Contents for Assessment Instruments

<u>Rubric</u>	
Portfolio Rubric (sample: Childhood Special Education Candidates)	Page 2
Reading Assessment and Instructional Plan	Page 18
Guided Reading – Childhood Education	Page 24
Guided Reading – Childhood Special Education	Page 28
Text Analysis	Page 33
Modified Lesson Plan	Page 44
Integrated Unit	Page 52
Reading Intervention for Struggling Readers	Page 56
Action Research – Childhood Special Education	Page 64
Action Research – Early Childhood Special Education	Page 66
Action Research – Childhood Education	Page 68
Webquest	Page 70
Assessment Rubric: Test Development Project (CEC 4)	Page 74
Ethnography Project Rubric	Page 78

**PROFESSIONAL PORTFOLIO ASSESSMENT RUBRIC
CHILDHOOD SPECIAL EDUCATION**

DIMENSIONS CEC STANDARDS	EXEMPLARY (3)	COMPETENT (2)	EMERGING (1)	UNSATISFACTORY (0)	EVALUATOR RATING
I. PROGRAM EVIDENCE – CEC STANDARDS					
<p>STANDARD 1.</p> <p>a) LEARNER DEVELOPMENT <i>Evidence reflects respect for diversity among students, your understanding of similarities and differences in human development and ways in which you use this awareness to respond to the varying abilities and behaviors of students with exceptional learning needs.</i></p> <p align="center">AND</p>	<p>The evidence clearly demonstrates candidate’s comprehensive understanding of and respect for diversity in three significant areas, among them: cultural, ethnic/racial, socioeconomic, gender. The evidence also reflects candidate’s full awareness of the differences in human development (typical and atypical), including the varying etiologies and characteristics of different disabilities and shows how the candidate used this awareness to respond to students’ behaviors and exceptional learning needs through differentiation and adaptations. The reflective essay clearly supports the selection of the artifact in fully meeting all elements of the Standard as it cites from the evidence and connects that to language in the standard.</p>	<p>The evidence demonstrates candidate’s understanding of, and respect for diversity in two significant areas, among them, cultural, ethnic/racial, socioeconomic, gender. The evidence also shows candidate’s awareness of the differences in human development (typical and atypical) including the varying etiologies or characteristics of different disabilities and shows how the candidate used this awareness to respond to students’ behaviors or exceptional learning needs through differentiation or adaptations. The reflective essay supports the selection of the evidence in meeting most elements of the Standard while other elements are not fully supported by citations from the evidence itself.</p>	<p>The evidence demonstrates candidate’s basic understanding of and respect for diversity in one significant area: cultural, or ethnic/racial, or socioeconomic, or gender, but does not show how candidates use their awareness of diversity to respond to learners. The reflective essay supports the selection of the evidence in meeting few elements of the standard, as it does not adequately provide links between the evidence and the description of the standard and its elements.</p>	<p>No evidence provided, or evidence does not meet the required standard elements</p>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div>
<p>b) INDIVIDUAL LEARNING DIFFERENCES</p>	<p>The evidence clearly demonstrates candidate’s comprehensive understanding of individual</p>	<p>The evidence demonstrates candidate’s understanding of individual learning differences as</p>	<p>The evidence demonstrates candidate’s basic understanding of</p>	<p>No evidence provided, or evidence does</p>	


<p><i>Evidence reflects understanding of the effects that an exceptional condition can have on an individual's learning, how primary language, culture and familial backgrounds interact with the individual's exceptional condition to impact academic and social abilities, attitudes, values and interests, and how this knowledge provides the foundation for individualized instruction that is meaningful and challenging for your students).</i></p>	<p>learning differences as it shows the effects of the interactions of the exceptional condition on four or more areas, including primary language, culture, and family background that impact academic and social functioning as well as attitudes, values and interests, among them, considerations for <i>non</i>-English speakers, cultural variations in beliefs, traditions, values that influence the relationships among families, schools and communities, issues regarding the differences in learning styles and abilities, etc. The reflective essay clearly reflects the candidate's awareness of the importance and significance of individualized instruction that is meaningful and challenging for students by citing more than four examples of the types and levels of support in the evidence to meet the needs of students in addressing the standard.</p>	<p>it shows the effects of the interactions of the exceptional condition with two to three areas that impact academic and social functioning, including primary language, culture, and family background, among them, considerations for <i>non</i>-English speakers, cultural variations in beliefs, traditions, values that influence the relationships among families, schools and communities, issues regarding the differences in learning styles and abilities, etc. The reflective essay reflects the candidate's awareness of the importance of individualized instruction by citing three to four examples of the types of support indicated in the evidence to meet the needs of students in addressing the standard.</p>	<p>individual learning differences as it shows the effects of the interactions of the exceptional condition on one area that impact <u>either</u> academic <u>or</u> social functioning. The reflective essay shows some awareness of the importance of individualized instruction as it cites one to two examples of support that address minimal elements of the standard.</p>	<p>not meet the required standard elements</p>	<input type="checkbox"/>
<p>2. LEARNING ENVIRONMENTS <i>Evidence reflects ability to create positive and active learning environments for students with exceptionalities, where diversity is valued and independence and self-determination are encouraged. You must also show how you help general education</i></p>	<p>Candidate's evidence shows mastery of knowledge and skills about creating and managing positive and active learning environments where diversity is valued and independence and self-determination are encouraged by including examples in four or more areas: effective classroom management practices, positive behavior intervention strategies,</p>	<p>Candidate's evidence shows adequate knowledge and skills about creating and managing positive and active learning environments where diversity is valued and independence and self-determination are encouraged by including examples in two to three areas: effective classroom management practices, positive behavior</p>	<p>Candidate's evidence shows some knowledge and skills about creating and managing positive and active learning environments where diversity is valued and independence and self-determination are encouraged by including an example in one area:</p>	<p>No evidence provided, or evidence does not meet the required standard elements</p>	<input type="checkbox"/>

<p><i>colleagues to integrate individuals with exceptionalities in regular environments and use direct motivational and instructional interventions, as well as provide guidance and direction to paraeducators and other classroom personnel).</i></p>	<p>teacher attitudes and practicing behaviors, inclusive classroom practices, collaborative consultation, co-teaching, and use of universal precautions, etc. The reflective essay supports the selection of the evidence in fully meeting all the elements of the Standard as it cites from the evidence and connects that to language in the standard to clearly demonstrates expert social interactions between candidate and students, candidate and school personnel, and candidate and families to explore and encourage instructional interventions, guidance and sharing of ideas to integrate students with exceptionalities into regular environments.</p>	<p>intervention strategies, teacher attitudes and practicing behaviors, inclusive classroom practices, collaborative consultation, co-teaching, and use of universal precautions, etc.). The reflective essay supports the evidence in meeting most elements of the Standard as it demonstrates adequate social interactions between candidate and students, candidate and school personnel, or candidate and families but some areas are not fully supported by citations from the evidence itself.</p>	<p>effective classroom management practices, positive behavior intervention strategies, teacher attitudes and practicing behaviors, inclusive classroom practices, collaborative consultation, co-teaching, or use of universal precautions, etc.. The reflective essay supports the evidence in meeting few elements of the Standard as it does not adequately provide links between the evidence and the description of the standard and its elements.</p>		
<p>STANDARD 3</p> <p>CURRICULAR CONTENT KNOWLEDGE</p> <p><i>Evidence reflects knowledge of typical and atypical language development and ways in which you use individualized strategies to enhance academic subject matter content knowledge acquisition, language development, and communication skills to</i></p>	<p>Candidate’s evidence clearly demonstrates exceptional knowledge and skills in the four key academic content areas of ELA, mathematics, science and social studies and includes several appropriate modifications, adaptations, or accommodations (<i>differentiated instruction, AAC, scheduling, task analysis, etc.</i>) to individualize instruction based on learner needs and abilities. Evidence provides several clear examples of progression in the general and</p>	<p>Candidate’s evidence demonstrates adequate knowledge and skills in in two to three key academic content areas: ELA, Science, mathematics, and Social Studies and includes some selective modifications, adaptations, or accommodations (e.g. <i>differentiated instruction, AAC, scheduling, task analysis, etc.</i>) to individualize instruction based on learner needs and abilities. Evidence provides at least two</p>	<p>Candidate’s evidence demonstrates limited content knowledge and skills in as it provides examples in one key academic content area which includes minimal modifications, adaptations, or accommodations (e.g. <i>differentiated instruction, AAC, scheduling, task analysis, etc.</i>) to individualize instruction based on learner needs or</p>	<p>No evidence provided, or evidence does not meet the required standard elements</p>	<div style="text-align: center;">□</div>

<p><i>students with exceptionalities. Evidence shows how you integrate cross-disciplinary skills and develop meaningful learning progressions for individuals with exceptionalities, how you modify general and specialized curricula to make them accessible to learners with exceptionalities.</i></p>	<p>special education curriculum, with attention given to IEP-specific academic and behavior goals. The reflective essay clearly supports the selection of the evidence in fully meeting all the elements of the Standard as it cites from the evidence and connects that to language in the standard.</p>	<p>examples of progression in the general and special education curriculum, with some attention given to IEP-specific academic or behavior goals. The reflective essay supports the evidence in meeting most elements of the Standard while other elements are not fully supported by citations from the evidence itself.</p>	<p>abilities. Evidence provides one example of progression in the general or special education curriculum, with based on an IEP-specific goal. The reflective essay supports the evidence in meeting few elements of the Standard as it does not adequately provide links between the evidence and the description of the standard and its elements.</p>		
<p>STANDARD 4</p> <p>ASSESSMENT</p> <p><i>Evidence reflects ability to use multiple types of assessment information for decision making, demonstrate legal and ethical principles of assessment, apply appropriate measurement theory and practices, and understand the use and limitations of various types of assessments. The evidence must also reflect collaboration with families and colleagues to assure non-biased, meaningful assessments and decision-making, your ability to conduct formal and informal assessments and use</i></p>	<p>Candidate's evidence reflects candidate's exceptional knowledge and skills in four or more areas:</p> <ol style="list-style-type: none"> (1) designing and using multiple forms of assessments for multiple purposes, (2) applying appropriate and accurate measurement theories and practices (3) distinguishing the use and limitations of various types of assessments, (4) collaborating with families, other teachers and service providers to assure non-biased, meaningful assessments and decision-making, (5) using assessment information to identify extensive supports and adaptations for students, 	<p>Candidate's evidence reflects candidate's adequate knowledge and skills in two to three areas:</p> <ol style="list-style-type: none"> (1) using formal and informal assessments (2) applying appropriate measurement theories and practices, (3) collaborating with families, other teachers and service providers to assure non-biased, meaningful assessments and decision-making, (4) using assessment information to identify adequate supports and adaptations for students, (5) using assessments to monitor student progress in the general and special curricula, and 	<p>Candidate's evidence reflects candidate's basic knowledge and skills in one area</p> <ol style="list-style-type: none"> (1) using formal and informal assessments (2) applying appropriate measurement theories and practices (3) using assessment information to identify adequate supports and adaptations for students, (4) using assessments to monitor student progress in the general and special curricula. <p>The reflective essay supports the evidence in</p>	<p>No evidence provided, or evidence does not meet the required standard elements</p>	<div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto;"></div>

<p><i>information to identify supports and adaptations. You must show how you continuously monitor the progress of students with exceptionalities in the general and special curricula and use appropriate technologies to support assessments.</i></p>	<p>(6) using assessments to monitor student progress in the general and special curricula, and (7) using appropriate technologies to support assessments</p> <p>The reflective essay clearly supports the evidence in fully meeting all elements of the Standard as it cites from the evidence and connects that to language in the standard.</p>	<p>(6) using appropriate technologies to support assessments</p> <p>The reflective essay clearly supports the evidence in meeting most elements of the Standard while other elements are not fully supported by citations from the evidence itself.</p>	<p>meeting the above elements of the Standard but does not adequately provide links between the evidence and the description of the standard and its elements.</p>		
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<p>Language <i>Evidence reflects understanding of typical and atypical language development and ways in which you use individualized strategies to enhance language development and teach communication skills to students with exceptionalities. You must also demonstrate your knowledge of augmentative, alternative, and assistive technologies to support or enhance communication show how you provide effective language models, and use strategies and resources to facilitate understanding of subject matter for learners whose primary language is not English (ELL).</i></p>	<p>Candidate's evidence demonstrates a comprehensive understanding of typical and atypical language by showing effective selection and usage of four or more communication methods, including AAC devices to match individual student's language proficiency and cultural and linguistic differences and skillfully blends both verbal and non-verbal communication methods when working with students with ELN.</p> <p>The evidence also demonstrates candidate's effective use of appropriate language models and a wide range of communication strategies and resources by including four or more examples: PECS, pictorial representations, cue cards, gestural cues, sign language, communication boards, and computers, etc., to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.</p> <p>The reflective essay clearly supports the selection of the evidence in fully meeting all the elements of the Standard as it cites from the evidence and</p>	<p>Candidate's evidence demonstrates adequate understanding of typical and atypical language by showing how selection and usage of two to three communication methods, including AAC, to individual student's language proficiency and cultural and linguistic differences <u>or</u> blends both verbal and non-verbal communication methods when working with students with ELN.</p> <p>The evidence demonstrates candidate's use of appropriate language models and selective communication strategies and resources by including two to three examples: PECS, pictorial representations, cue cards, gestural cues, sign language, communication boards, or computers, etc., to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.</p> <p>The reflective essay supports the evidence in meeting most elements of the Standard while other elements are not fully supported by citations from the evidence itself.</p>	<p>Candidate's evidence demonstrates basic understanding of typical and atypical language by highlighting one to two communication methods, but does not show selection and usage to enhance individual student's language proficiency and cultural and linguistic differences.</p> <p>The evidence demonstrates candidate's limited use of appropriate language models and selective communication strategies and resources as it focuses on a single method of communication to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.</p> <p>The reflective essay supports the evidence in meeting one or two elements of the Standard as it does not adequately provide links between the evidence and</p>	<p>No evidence provided, or evidence does not meet the required standard elements</p>	<div style="text-align: center; border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div>
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	connects that to language in the standard.		the description of the standard and its elements.		
<p>STANDARD 5</p> <p>a) INSTRUCTIONAL PLANNING</p> <p><i>Evidence reflects ability to create long-range individualized instructional plans and translate them into short-range goals and objectives emphasizing explicit modeling and efficient guided practice to ensure acquisition and fluency through maintenance and generalization. It must reflect your ability to modify instruction based on ongoing analysis of student learning progress, use appropriate technologies to support instructional planning and individualized instruction, and facilitate learning in a collaborative context with other teachers, families, professional service providers, etc..</i></p>	<p>Candidate’s evidence shows masterful creation of long-range individualized instruction and clever translation into short-term realistic objectives that emphasize explicit modeling and efficient guided practice by addressing four or more elements: among them, adaptations to the general curriculum, use of functional assessments, task analysis, selection and sequencing of appropriate learning objectives, integration of academic and social skills, development and selections of developmentally appropriate content, materials and resources, conceptualizing and planning appropriate lessons, collaboration with teachers, families and other service providers, progress monitoring and assessment of student learning to ensure acquisition and fluency through maintenance and generalization.</p> <p>The reflective essay clearly supports the evidence in fully meeting all elements of the Standard as it cites from the evidence and connects that to language in the standard.</p>	<p>Candidate’s evidence shows adequate creation of long-range individualized instruction and translation into short-term realistic objectives that emphasize explicit modeling and efficient guided practice, by addressing three elements: among them, adaptations to the general curriculum, use of functional assessments, task analysis, selection and sequencing of appropriate learning objectives, integration of academic and social skills, development and selections of developmentally appropriate content, materials and resources, conceptualizing and planning appropriate lessons, collaboration with teachers, families and other service providers, progress monitoring and assessment of student learning to ensure acquisition and fluency.</p> <p>The reflective essay supports the evidence in meeting most elements of the Standard while other elements are not fully supported by citations from the evidence itself.</p>	<p>Candidate’s evidence shows some ability to create long-range individualized instruction and to translate them into short-term realistic objectives that emphasize explicit modeling and efficient guided practice by addressing two elements, among them: adaptations to the general curriculum, use of functional assessments <u>or</u> task analysis, selection and sequencing of appropriate learning objectives <u>or</u> integration of academic and social skills, development and selection of developmentally appropriate content, materials and resources, conceptualizing and planning appropriate lessons, collaboration with teachers, families and other service providers, progress monitoring <u>or</u> assessment of student learning to ensure acquisition and fluency.</p>	<p>No evidence provided, or evidence does not meet the required standard elements</p>	

<p style="text-align: center;">AND</p>			<p>The reflective essay supports the evidence in meeting few elements of the Standard as it does not adequately provide links between the evidence and the description of the standard and its elements.</p>		
<p>b) STRATEGIES <i>Evidence reflects knowledge of evidence-based instructional strategies to individualize instruction and use these strategies to promote positive learning results in general and special curricula, to modify learning environments and enhance the learning of critical thinking, problem solving, and performance skills of students with exceptional learning needs. You must show how you emphasize the development, maintenance and generalization of knowledge and skills across settings and over time.</i></p>	<p>Candidate’s evidence clearly demonstrates exceptional knowledge and skills in evidence-based instructional strategies to individualize instruction in the four key academic content areas of ELA, mathematics, science and social studies (e.g. <i>thematic instruction, summarizing and note-taking, reinforcing effort, nonlinguistic representation, identifying similarities and differences, cooperative groupings, setting objectives, providing feedback, generating and testing hypotheses, simulations and games, cues, questions, and advance organizers</i>), and includes several appropriate modifications, adaptations, or accommodations (<i>differentiated instruction, AAC, scheduling, task analysis, etc.</i>) to enhance the learning, maintenance and generalization of critical thinking, problem solving and performance skills of students over time and across settings, (e.g. <i>learning strategies and study skills, use of concrete materials and technology, systematic instruction, organizational</i></p>	<p>Candidate’s evidence demonstrates adequate knowledge and skills in evidence-based instructional strategies to individualize instruction in two to three key academic content areas: ELA, Science and mathematics, Social Studies (e.g. <i>thematic instruction, summarizing and note-taking, reinforcing effort, nonlinguistic representation, identifying similarities and differences, cooperative groupings, setting objectives, providing feedback, generating and testing hypotheses, simulations and games, cues, questions, and advance organizers</i>), and includes some selective modifications, adaptations, or accommodations (e.g. <i>differentiated instruction, AAC, scheduling, task analysis, etc.</i>) to enhance the learning, maintenance and generalization of critical thinking, problem solving or performance skills of students over time and across settings, (e.g. <i>learning strategies and study skills, use of concrete materials</i></p>	<p>Candidate’s evidence demonstrates limited knowledge and skills in evidence-based instructional strategies to individualize instruction, as it provides examples in one key academic content area (e.g. <i>thematic instruction, summarizing and note-taking, reinforcing effort, nonlinguistic representation, identifying similarities and differences, cooperative groupings, setting objectives, providing feedback, generating and testing hypotheses, simulations and games, cues, questions, and advance organizers</i>), which includes minimal modifications, adaptations, or accommodations (e.g. <i>differentiated instruction, AAC, scheduling, task analysis, etc.</i>) to enhance the learning, maintenance and generalization of critical thinking or problem</p>	<p>No evidence provided, or evidence does not meet the required standard elements</p>	<div style="text-align: center; border: 1px solid black; width: 20px; height: 20px; margin: 0 auto;"></div>

	<p><i>cues, connections to everyday experiences and environments, etc.</i>). The reflective essay clearly supports the selection of the evidence in fully meeting all the elements of the Standard as it cites from the evidence and connects that to language in the standard.</p>	<p><i>and technology, systematic instruction, organizational cues, connections to everyday experiences and environments, etc.</i>). The reflective essay supports the evidence in meeting most elements of the Standard while other elements are not fully supported by citations from the evidence itself.</p>	<p>solving or performance skills of students. The reflective essay supports the evidence in meeting few elements of the Standard as it does not adequately provide links between the evidence and the description of the standard and its elements.</p>		
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<p><i>Evidence reflects understanding of typical and atypical language development and ways in which you use individualized strategies to enhance language development and teach communication skills to students with exceptionalities. You must also demonstrate your knowledge of augmentative, alternative, and assistive technologies to support or enhance communication show how you provide effective language models, and use strategies and resources to facilitate understanding of subject matter for learners whose primary language is not English.</i></p>	<p>Candidate's evidence demonstrates a comprehensive understanding of typical and atypical language by showing effective selection and usage of four or more communication methods, including AAC devices to match individual student's language proficiency and cultural and linguistic differences and skillfully blends both verbal and non-verbal communication methods when working with students with ELN.</p> <p>The evidence also demonstrates candidate's effective use of appropriate language models and a wide range of communication strategies and resources by including four or more examples: PECS, pictorial representations, cue cards, gestural cues, sign language, communication boards, and computers, etc., to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.</p> <p>The reflective essay clearly supports the selection of the evidence in fully meeting all the elements of the Standard as it cites from the evidence and connects that to language in the standard.</p>	<p>Candidate's evidence demonstrates adequate understanding of typical and atypical language by showing how selection and usage of two to three communication methods, including AAC, to individual student's language proficiency and cultural and linguistic differences <u>or</u> blends both verbal and non-verbal communication methods when working with students with ELN.</p> <p>The evidence demonstrates candidate's use of appropriate language models and selective communication strategies and resources by including two to three examples: PECS, pictorial representations, cue cards, gestural cues, sign language, communication boards, or computers, etc., to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.</p> <p>The reflective essay supports the evidence in meeting most elements of the Standard while other elements are not fully supported by citations from the evidence itself.</p>	<p>Candidate's evidence demonstrates basic understanding of typical and atypical language by highlighting one to two communication methods, but does not show selection and usage to enhance individual student's language proficiency and cultural and linguistic differences.</p> <p>The evidence demonstrates candidate's limited use of appropriate language models and selective communication strategies and resources as it focuses on a single method of communication to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.</p> <p>The reflective essay supports the evidence in meeting one or two elements of the Standard as it does not adequately provide links between the evidence and</p>	<p>No evidence provided, or evidence does not meet the required standard elements</p>	<div style="text-align: center; border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div>
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			the description of the standard and its elements.		
<p>STANDARD 6</p> <p>PROFESSIONAL LEARNING</p> <p><i>Evidence reflects understanding of evidence-based principles and theories, laws and policies, diverse and historical points of views and human issues and how these influence professional practice; how issues of human diversity can impact families, cultures, and schools and the relationships of special education organizations to the functions of school systems and other agencies.</i></p> <p>AND</p>	<p>Evidence clearly and accurately reflects candidate’s knowledge and skills regarding special education foundations by including more than four areas: evidence-based principles and theories, laws governing special education policies, historical perspectives, human issues and diversity and the impact on family and school communities. The reflective essay clearly supports the selection of the evidence in fully meeting all the elements of the Standard as it cites from the evidence and connects that to language in the standard.</p>	<p>Evidence reflects candidate’s knowledge and skills regarding special education foundations by including discussion of <u>three to four</u> areas: evidence-based principles, policies, historical perspectives, diversity and the impact on family and school communities. The reflective essay supports the selection of the evidence in meeting most elements of the Standard while others are not supported by citations from the evidence itself.</p>	<p>Evidence reflects candidate’s knowledge and skills regarding special education foundations, including discussion of two to three key areas: theories, policies, diversity and the impact on family and school communities. The reflective essay supports the selection of the evidence in meeting the selected elements only.</p>	<p>No evidence provided, or evidence does not meet the required standard elements</p>	□
<p>ETHICAL PRACTICE</p> <p><i>Evidence reflects attention to the legal and ethical principles of the profession, your engagement in professional activities, your personal commitment to lifelong learning, your sensitivity to all aspects of diversity, your willingness to keep current with evidence-based best practices.</i></p>	<p>Candidate’s evidence demonstrates a conscious attention to four or more elements: among them, the legal and ethical principles that comprise the professional bailiwick, including the <i>NYS Code of Ethics for Teachers, local applications of special education laws and policies, and CEC Code of Ethics</i>; full participation and engagement in professional activities, <i>including membership and / or attendance at</i></p>	<p>Candidate’s evidence demonstrates conscious attention to three elements: among them, the legal and ethical principles that comprise the professional bailiwick, among them: the <i>NYS Code of Ethics for Teachers, local applications of special education laws or policies, and CEC Code of Ethics</i>; participation and engagement in professional activities, <i>including membership and/ or attendance at professional</i></p>	<p>Candidate’s evidence demonstrates some awareness to two elements, among them, the legal and ethical principles that comprise the professional bailiwick, among them: the <i>NYS Code of Ethics for Teachers, local applications of special education laws or policies, and CEC Code of Ethics</i>; personal commitment to</p>	<p>No evidence provided, or evidence does not meet the required standard elements</p>	□

	<p><i>professional organization conferences, departmental and professional workshops, etc.; personal commitment to lifelong learning, including participation in departmental, college-wide, and university-wide learning activities and service learning projects; sensitivity to all aspects of diversity, including cultural, racial/ethnic, gender, socioeconomic, learning styles and abilities, exceptionalities, etc., and willingness to keep current with evidence-based best practices, including independent research, participation in voluntary workshops, or certificate programs in RTI, PBIS, ABA, etc..</i></p> <p>The reflective essay clearly supports the evidence in fully meeting all elements of the Standard as it cites from the evidence and connects that to language in the standard.</p>	<p><i>organization conferences, departmental and professional workshops, etc.; personal commitment to lifelong learning, including participation in departmental or college-wide, or university-wide learning activities or service learning projects; sensitivity to most aspects of diversity, including cultural, racial/ethnic, gender, socioeconomic, learning styles and abilities, exceptionalities, etc., and willingness to keep current with evidence-based best practices, including participation in voluntary workshops in RTI, PBIS, ABA, etc..</i></p> <p>The reflective essay clearly supports the evidence in meeting most elements of the Standard while other elements are not fully supported by citations from the evidence itself.</p>	<p><i>lifelong learning, including participation in departmental or college-wide, or university-wide learning activities or service learning projects; sensitivity to most aspects of diversity, including cultural, racial/ethnic, gender, socioeconomic, learning styles and abilities, exceptionalities, etc.</i></p> <p>The reflective essay supports the evidence in meeting the above elements of the Standard only but lacks clear links between the evidence and the description of the standard and its elements.</p>		
<p>STANDARD 7</p> <p>COLLABORATION</p> <p><i>Evidence reflects collaboration with families, other teachers, related service providers and personnel from community agencies in culturally responsive ways, your service as a resource to</i></p>	<p>Candidate’s evidence reflects extensive culturally responsive and resourceful collaboration with four or more stakeholders, including families, other teachers, related services providers, community agencies (<i>e.g. peers, parents, other certified teachers, cooperating teachers, school administrators and other school</i></p>	<p>Candidate’s evidence reflects adequate culturally responsive and resourceful collaboration with three stakeholders, including families, other teachers, and community agencies (<i>e.g. peers, parents, cooperating teachers, school administrators and other school personnel, experts in specific</i></p>	<p>Candidate’s evidence reflects some degree of culturally responsive and resourceful collaboration with two stakeholders, including families and other teachers (<i>parents, cooperating teachers, other certified teachers</i>) to facilitate successful transitions of</p>	<p>No evidence provided, or evidence does not meet the required standard elements.</p>	

<p><i>colleagues and your collaboration with others to facilitate successful transitions of students with exceptionalities across settings and services.</i></p>	<p><i>personnel, experts in specific disciplines, intervention service providers, clinicians, community agencies, etc.) to facilitate successful transitions of students with exceptionalities across settings and services.</i></p> <p>The reflective essay clearly supports the evidence in fully meeting all elements of the Standard as it cites from the evidence and connects that to language in the standard.</p>	<p><i>disciplines, intervention service providers, community agencies, etc.) to facilitate successful transitions of students with exceptionalities across settings and services.</i></p> <p>The reflective essay clearly supports the evidence in meeting most elements of the Standard while other elements are not fully supported by citations from the evidence itself.</p>	<p>students with exceptionalities across settings and services.</p> <p>The reflective essay supports the evidence in meeting the above elements of the Standard only, but fails to make connections between the evidence and the description of the standard and its elements.</p>		
II. CANDIDATE REFLECTIONS (SECTION VI)					
<p>Reflective Essay Candidate summarizes experiences in putting together Portfolio and reflects on accomplishments and growth over the course of the program.</p>	<p>Candidate's reflections are clearly expressed in a well-detailed, organized and thoughtful manner that captures candidate's journey on becoming a professional. Candidate shows a superb ability to use introspection and critical reflection by identifying specific professional standards and sub-standards of strength, as well as standards or elements of standards where improvement and continued growth would benefit him/her.</p>	<p>Candidate's reflections are adequately expressed and presented in an organized manner that captures candidate's journey on becoming a professional.</p> <p>Candidate shows the ability to use some degree of introspection in self-reflection by broadly identifying their standards of strength and standards in which improvement can be beneficial.</p>	<p>Candidate attempts a fair reflection but needs improvement in written expressions to enhance the flow of the essay in an organized manner to capture the full picture of the journey on becoming a professional.</p> <p>Candidate shows some ability to self-reflect, using one or two broad standards.</p>	<p>No evidence provided or evidence does not meet basic requirements.</p>	<div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto;"></div>

EVALUATOR'S SUMMARY PAGE

NAME OF CANDIDATE: _____

YEAR: SPRING _____

Please include your rating for each element below.

I. PROGRAM EVIDENCE			
CEC 1		—	
CEC 2		—	
	CEC 3		—
CEC 4		—	
CEC 5		—	
CEC 6		—	
CEC 7		—	
II. REFLECTION			—

Overall Ratings: Please summarize your ratings on the candidate’s performance in each general area.

I. Program Evidence _____

II. Reflection _____

Evaluator’s Comments/Recommendations:

2g. ASSESSMENT #2 DATA TABLES

CSE Candidate Performance Summary Data Table: Professional e-Portfolio Assessment

DATA YEAR	% EXEMPLARY (3)	% COMPETENT (2)	% EMERGING (1)	UNSATISFACTORY (0)
2017 (N:5)	40% [2]	60% [3]	0%	0%
2016 (N:14)	57% [8]	36% [5]	7% [1]	0%
2015 (N:12)	50% [6]	42% [5]	0%	8% [1]

Disaggregated Data Table: CSE Candidate Performance on Professional e-Portfolio Assessment: 2017 (N=5)

DIMENSIONS	EXEMPLARY (3)	COMPETENT (2)	EMERGING (1)	UNSATISFACTORY (0)
PROGRAM EVIDENCE				
CEC 1.				

LEARNER DEVELOPMENT AND INDIVIDUAL LEARNING DIFFERENCES	2	3	0	
CEC 2. LEARNING ENVIRONMENTS	2	3	0	
CEC 3. CURRICULAR CONTENT KNOWLEDGE	2	2	1	
CEC 4. ASSESSMENT	4	1	0	
CEC 5. INSTRUCTIONAL PLANNING AND STRATEGIES	4	1	0	
CEC 6. PROFESSIONAL LEARNING AND ETHICAL PRACTICE	3	1	1	
CEC 7. COLLABORATION	5	0	0	
REFLECTIONS				
Reflective Essay	3	2	0	

Disaggregated Data Table: CSE Candidate Performance on Professional Portfolio Assessment: 2016 (N=14)

DIMENSIONS	EXEMPLARY (3)	COMPETENT (2)	EMERGING (1)	UNSATISFACTORY (0)
PROGRAM EVIDENCE				
CEC 1. LEARNER DEVELOPMENT AND INDIVIDUAL LEARNING DIFFERENCES	7	5	2	
CEC 2. LEARNING ENVIRONMENTS	8	5	1	
CEC 3. CURRICULAR CONTENT KNOWLEDGE	8	5	1	
CEC 4. ASSESSMENT	8	5	1	
CEC 5. INSTRUCTIONAL PLANNING AND STRATEGIES	8	5	1	
CEC 6. PROFESSIONAL LEARNING AND ETHICAL PRACTICE	9	4	1	
CEC 7. COLLABORATION	12	2	0	

REFLECTIONS				
Reflective Essay	9	4	1	

Disaggregated Data Table: CSE Candidate Performance on Professional Portfolio Assessment: 2015 (N=12)

DIMENSIONS	EXEMPLARY (3)	COMPETENT (2)	EMERGING (1)	UNSATISFACTORY (0)
PROGRAM EVIDENCE				
CEC 1. LEARNER DEVELOPMENT AND INDIVIDUAL LEARNING DIFFERENCES	6	4	1	1
CEC 2. LEARNING ENVIRONMENTS	5	5	1	1
CEC 3. CURRICULAR CONTENT KNOWLEDGE	6	5		1
CEC 4. ASSESSMENT	6	5		1
CEC 5. INSTRUCTIONAL PLANNING AND STRATEGIES	6	5		1
CEC 6. PROFESSIONAL LEARNING AND ETHICAL PRACTICE	7	4		1
CEC 7. COLLABORATION	9	2		1
REFLECTIONS				
Reflective Essay	6	5		1

Rubric for Reading Assessment and Instructional Plan

READING ASSESSMENT AND INSTRUCTIONAL PLAN FOR A STRUGGLING READER PROGRAM: CHILDHOOD SPECIAL EDUCATION

Standard	UNSATISFACTORY: SCORE 0 Grade Range: D/F (0-69)	EMERGING: SCORE 1 Grade Range: C/C+ (70-79)	COMPETENT: SCORE 2 Grade Range: B-/B/B+ (80-89)	EXEMPLARY: SCORE 3 Grade Range: A-/A (90-100)
ACEI 1.0 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	Candidate does not know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	Candidate attempts to use the major concepts, principles, theories, and research related to development of children and young adolescents, but demonstrates limited use of these principles to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	Candidate knows, understands, and uses major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	Candidate demonstrates a thorough and comprehensive understanding of major concepts, principles, theories, and research related to development of children and young adolescents and how they can be used to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
ACEI 2.1 Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, listening, and thinking skills and to help students successfully	Candidate does not use English language arts and they do not know, understand, or use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas	Candidate attempts to use English language arts, but demonstrates limited knowledge, understanding, and use of concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing	Candidate uses some aspects of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different	Candidate frequently, consistently and effectively uses various aspects of English language arts and knows, understands, and uses concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many

apply their developing skills to many different situations, materials, and ideas		skills to many different situations, materials, and ideas	situations, materials, and ideas	different situations, materials, and ideas
ACEI 3.1 Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community	Candidate does not display capacity to plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community	Candidate shows some ability, albeit inconsistent and limited, to plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community	Candidate is able to plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community	Candidate demonstrates strong capacity to plan and implement instruction based on comprehensive knowledge of students, learning theory, connections across the curriculum, curricular goals, and community
ACEI 3.2 Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students	Candidate does not understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.	Candidate shows some understanding of how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.	Candidate has some understanding of how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.	Candidate has a thorough and comprehensive understanding of how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
ACEI 3.3 Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving	Candidate does not understand or use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving	Candidate shows some understanding and ability to use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving	Candidate understands and uses a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving	Candidate has a thorough and comprehensive understanding of a variety of teaching strategies and effectively uses them to encourage elementary students' development of critical thinking and problem solving

<p>ACEI 3.4 Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments</p>	<p>Candidate does not have adequate knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments</p>	<p>Candidate has partial knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments</p>	<p>Candidate has knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments</p>	<p>Candidate demonstrates thorough and comprehensive knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments</p>
<p>ACEI 4.0 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p>Candidate does not demonstrate they know, understand, and can use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p>Candidate demonstrates partial knowledge, understanding, and use of formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p>Candidate knows, understands, and uses formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p>Candidate demonstrates strong ability to effectively use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>

<p>ACEI 5.1 Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</p>	<p>Candidate does not reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</p>	<p>Candidate demonstrates some awareness of and ability to reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</p>	<p>Candidate is aware of and reflects on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</p>	<p>Candidate demonstrates exceptional and insightful awareness of and reflection on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</p>
<p>CEC 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. IGC-IIC.1.K8 IGC-IIC.1.K10 IGC-IIC.1.K11 IGC-IIC.1.K13 IGC-IIC.1.S1</p>	<p>Candidate does not understand how exceptionalities including auditory and information processing skills, language development, may interact with development and learning and use this knowledge to provide meaningful and challenging academic and nonacademic learning experiences to build comprehension for individuals with exceptionalities.</p>	<p>Candidate demonstrates some understanding of how exceptionalities including auditory and information processing skills, language development, may interact with development and learning, but displays limited use this knowledge to provide meaningful and challenging academic and nonacademic learning experiences to build comprehension for individuals with exceptionalities.</p>	<p>Candidate understands how exceptionalities including auditory and information processing skills, language development, may interact with development and learning and use this knowledge to provide meaningful and challenging academic and nonacademic learning experiences to build comprehension for individuals with exceptionalities.</p>	<p>Candidate has a thorough and comprehensive understanding of how exceptionalities including auditory and information processing skills, language development, may interact with development and learning and use this knowledge to provide meaningful and challenging academic and nonacademic learning experiences to build comprehension for individuals with exceptionalities.</p>

<p>CEC 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. IGC-IIC.4.K1 IGC-IIC.4.S3 IGC-IIC.4.S4 IGC-IIC.4.S6</p>	<p>Candidate does not use multiple methods of assessment individuals with exceptionalities to articulate the specialized terminology, identify, adapt, and modify specific assessments, and evaluate the assessment methods and data when making educational decisions and providing feedback to students with exceptionalities.</p>	<p>Candidate attempts to, but inconsistently, or inaccurately uses different methods of assessment individuals with exceptionalities to articulate the specialized terminology, identify, adapt, and modify specific assessments, and evaluate the assessment methods and data when making educational decisions and providing feedback to students with exceptionalities.</p>	<p>Candidate uses multiple methods of assessment individuals with exceptionalities by articulating the specialized terminology, identifying, adapting, and modifying specific assessments, and evaluating the assessment methods and data when making educational decisions and providing feedback to students with exceptionalities.</p>	<p>Candidate demonstrates effective and comprehensive use of multiple methods of assessment for individuals with exceptionalities by articulating the specialized terminology, identifying, adapting, and modifying specific assessments, and evaluating the assessment methods and data when making educational decisions and providing feedback to students with exceptionalities.</p>
<p>CEC 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. IGC-IIC.5.K1 IGC-IIC.5.K3 IGC-IIC.5.K5 IGC-IIC.5.K7 IGC-IIC.5.K11 IGC-IIC.5.S1 IGC-IIC.5.S2 IGC-IIC.5.S3 IGC-IIC.5.S4 IGC-IIC.5.S7 IGC-IIC.5.S10 IGC-IIC.5.S11</p>	<p>Candidate does not select, adapt, and use a repertoire of evidence-based instructional strategies for systematic reading and writing instruction including using technology, locating and adapting materials for use across curriculum content areas to advance learning and academic development in such areas as reading fluency, comprehension, vocabulary, as well as writing, spelling, and organization of individuals with exceptionalities.</p>	<p>Candidate attempts to, but is inconsistent in their ability to select, adapt, and use evidence-based instructional strategies for systematic reading and writing instruction including using technology, locating and adapting materials for use across curriculum content areas to advance learning and academic development in such areas as reading fluency, comprehension, vocabulary, as well as writing, spelling, and organization of</p>	<p>Candidate selects, adapt, and uses a repertoire of evidence-based instructional strategies for systematic reading and writing instruction including using technology, locating and adapting materials for use across curriculum content areas to advance learning and academic development in such areas as reading fluency, comprehension, vocabulary, as well as writing, spelling, and organization of individuals with exceptionalities.</p>	<p>Candidate selects, adapts, and effectively uses a repertoire of appropriate, evidence-based instructional strategies for systematic reading and writing instruction including using technology, locating and adapting materials for use across curriculum content areas to advance learning and academic development in such areas as reading fluency, comprehension, vocabulary, as well as writing, spelling, and organization of individuals with exceptionalities.</p>

<p>IGC-IIC.5.S12 IGC-IIC.5.S13 IGC-IIC.5.S14 IGC-IIC.5.S15 IGC-IIC.5.S16 IGC-IIC.5.S17 IGC-IIC.5.S18 IGC-IIC.5.S19 IGC-IIC.5.S20 IGC-IIC.5.S24</p>		<p>individuals with exceptionalities.</p>		
<p>CEC 6.0 Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession. IGC-IIC.6.K4 IGC-IIC.6.K9 IGC-IIC.6.K11 IGC-IIC.6.S2 IGC-IIC.6.S3</p>	<p>Candidate does not use foundational knowledge of the field obtained from relevant organizations and publications pertaining to the legal, judicial, and educational systems, theories of reinforcement techniques, and do not use their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, to advance the profession, and to advocate for individuals with exceptionalities.</p>	<p>Candidate attempts to, but inconsistently uses foundational knowledge of the field obtained from organizations and publications that may not pertain to the legal, judicial, and educational systems, theories of reinforcement techniques, and inconsistently demonstrate their professional ethical principles and use of practice standards to inform special education practice, to engage in lifelong learning, to advance the profession, and to advocate for individuals with exceptionalities.</p>	<p>Candidate uses foundational knowledge of the field obtained from relevant organizations and publications pertaining to the legal, judicial, and educational systems, theories of reinforcement techniques, and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, to advance the profession, and to advocate for individuals with exceptionalities.</p>	<p>Candidate demonstrates exemplary and highly effective use of foundational knowledge of the field obtained from relevant organizations and publications pertaining to the legal, judicial, and educational systems, theories of reinforcement techniques, and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, to advance the profession, and to advocate for individuals with exceptionalities.</p>

Rubric for Guided Reading - Childhood

Guided Reading Lesson Plan, Implementation Video, and Reflection

Program: Childhood Education

Criteria	Standard	UNSATISFACTORY: SCORE 0 Grade Range: D/F (0-69)	EMERGING: SCORE 1 Grade Range: C/C+ (70-79)	COMPETENT: SCORE 2 Grade Range: B-/B/B+ (80-89)	EXEMPLARY: SCORE 3 Grade Range: A-/A (90-100)
Candidate uses research and developmental theories to implement reading and writing instruction	ACEI 1.0 InTASC 1, 2 ILA 1.1	Candidate does not show evidence of how they will use knowledge of how children develop as readers, the stages of child development, how they learn to read, and the language acquisition process including how to transfer/ connection between primary or home language (L1) and English (L2) with little or no evidence of how this development and its connection to the learning environment can be used to support students' motivation to read and write.	Candidate displays partial description of how they will use knowledge of how children develop as readers, the stages of child development, how they learn to read, and the language acquisition process including how to transfer/ connection between primary or home language (L1) and English (L2) and some inconsistencies in their use of evidence from research to illustrate to make connection to the learning environment in order to support students' motivation to read and write.	Candidate provides adequate and accurate explanation of how they will use knowledge of as readers, the stages of child development, how they learn to read, and the language acquisition process including how to transfer/ connection between primary or home language (L1) and English (L2) and evidence from research to illustrate connection to the learning environment in order to support students' motivation to read and write.	Candidate provides thorough and comprehensive explanation of how they will use concepts from reading, language, the stages of child development, how children develop as readers, how they learn to read, and the language acquisition process including how to transfer/ connection between primary or home language (L1) and English (L2) and evidence from research to make connection to the learning environment in order to support students' motivation to read and write.
Candidate adapts, creates, and uses curriculum materials	ACEI 2.1 InTASC 4, 7 ILA 2.3	Candidate does not show knowledge of how to choose appropriate texts and use a wide range of texts including narrative, expository and poetry, as well as digital and online texts to support the child's reading development	Candidate displays partial knowledge of explaining that they know how to use a wide range of texts including narrative, expository and poetry, as well as digital and online texts to support the child's reading development, but there are inconsistencies in choosing appropriate texts for children to read.	Candidate provides adequate and accurate description explaining that they know how to choose appropriate texts and use a wide range of texts including narrative, expository and poetry, as well as digital and online texts to support the child's reading development.	Candidate provides thorough and comprehensive description explaining that they know how to choose appropriate texts and use a wide range of texts including narrative, expository and poetry, as well as digital and online texts to support the child's reading development.
Candidate uses various instructional practices to implement curriculum	ACEI 3.1 InTASC 8 ILA 2.1 ILA 5.2	Candidate does not show evidence that they know how to use a balanced approach to reading – one that includes such practices as workshop model with routines and procedures to	Candidate displays partial ability to use a balanced approach to reading by including such practices as workshop model with routines and procedures to implement connect curriculum, curricular	Candidate demonstrates adequate and accurate use of a balanced approach to reading by including such practices as workshop model with routines and procedures	Candidate demonstrates exemplary use of a balanced approach to reading by including such practices as workshop model with routines and procedures to implement

	ILA 5.3	implement connect curriculum, curricular goals, and community. Candidate does not show ability to design and implement an integrated balanced curriculum by aligning content, English language arts, students' prior knowledge, interests, and experiences, as well as local, state and professional standards.	goals, and community but there are inconsistencies in their ability to design and implement an integrated balanced curriculum by aligning content, English language arts, students' prior knowledge, interests, and experiences, as well as local, state and professional standards.	to implement curriculum, curricular goals, and community. Candidate demonstrates adequate ability to design and implement an integrated balanced curriculum by aligning content, English language arts, students' prior knowledge, interests, and experiences, as well as local, state and professional standards.	curriculum, curricular goals, and community. Candidate demonstrates their ability to design and implement an integrated balanced curriculum by aligning content, English language arts, students' prior knowledge, interests, and experiences, as well as local, state and professional standards.
Candidate works with, differentiate for, and develops supportive learning environments for diverse learners	ACEI 3.2, 3.4 InTASC 3 ILA 2.2 ILA 4.2 ILA 5.4	Candidate does not display knowledge of how to differentiate instruction based on students' differences. Candidate does not demonstrate ability to use approaches to learning that help to create instructional opportunities for diverse learners, including no evidence of their ability to adapt materials and design varied instructional approaches including classroom configurations and flexible grouping, use of print, digital, and online resources to meet students' reading and writing as well as the language-proficiency needs of English learners in such areas as word recognition, comprehension, and strategic knowledge. Candidate shows no evidence of how to teach English language arts in such areas as reading, writing, speaking, viewing, listening, thinking skills by connecting to students'	Candidate displays partial knowledge of how to differentiate instruction based on students' differences but there are inconsistencies in their ability to use approaches to learning that help to create instructional opportunities for diverse learners, including limited evidence of their ability to adapt materials and design varied instructional approaches including classroom configurations and flexible grouping, use of print, digital, and online resources to meet students' reading and writing as well as the language-proficiency needs of English learners in such areas as word recognition, comprehension, and strategic knowledge. Candidate demonstrates limited ability to explain how they will teach English language arts in such areas as reading, writing, speaking, viewing, listening, thinking skills by connecting to students'	Candidate displays adequate and accurate understanding of how to differentiate instruction based on students' differences by using approaches to learning that help to create instructional opportunities for diverse learners, including the ability to adapt materials and design varied instructional approaches including classroom configurations and flexible grouping, use of print, digital, and online resources to meet students' reading and writing as well as the language-proficiency needs of English learners in such areas as word recognition, comprehension, and strategic knowledge. Candidate explains how they will teach English language arts in such areas as reading, writing, speaking, viewing,	Candidate demonstrates a thorough and comprehensive understanding that includes evidence of how to differentiate instruction based on students' differences by using approaches to learning that help to create instructional opportunities for diverse learners, including the ability to adapt materials and design varied instructional approaches including classroom configurations and flexible grouping, use of print, digital, and online resources to meet students' reading and writing as well as the language-proficiency needs of English learners in such areas as word recognition, comprehension, and strategic knowledge. Candidate explains how they will teach English language arts in such areas as reading, writing, speaking, viewing, listening, thinking skills by connecting to

		backgrounds, the learning environment, and the surrounding community.	backgrounds, the learning environment, and the surrounding community.	listening, thinking skills by connecting to students' backgrounds, the learning environment, and the surrounding community.	students' backgrounds, the learning environment, and the surrounding community.
Candidate uses multiple and varied assessments to support their instructional decisions	ACEI 4.0 InTASC 6 ILA 3.3	Candidate demonstrates inadequate knowledge of formal and informal assessments to plan, evaluate, strengthen, and differentiate their reading/language arts instruction, specifically their ability to use a variety of assessments and data to plan and select appropriate resources, evaluate students' responses to instruction, and develop relevant next steps for teaching, interpret patterns in classroom and individual students' data.	Candidate displays partial knowledge of formal and informal assessments to plan, evaluate, strengthen, and differentiate their reading/language arts instruction but shows inconsistency in their ability to use assessment, specifically how to vary assessments and data to plan and select appropriate resources, evaluate students' responses to instruction, and develop relevant next steps for teaching, interpret patterns in classroom and individual students' data.	Candidate provides adequate and accurate understanding of how formal and informal assessments to plan, evaluate, strengthen, and differentiate their reading/language arts instruction. Candidate attempts to vary assessments and data to plan and select appropriate resources, evaluate students' responses to instruction, and develop relevant next steps for teaching, interpret patterns in classroom and individual students' data	Candidate displays thorough and comprehensive knowledge of how they use formal and informal assessments to plan, evaluate, strengthen, and differentiate their reading/language arts instruction. Candidate uses multiple and varied kinds of assessments and data to consistently and systematically plan and select appropriate resources, evaluate students' responses to instruction, and develop relevant next steps for teaching, interpret patterns in classroom and individual students' data
Candidate reflects on their practice, works with families, and other educators	ACEI 5.1 ILA 6.2	Candidate does not make connections to research or makes inaccurate connections as they reflect on their practice and professional growth, teaching, ethics, and learning and the impact of these on students, families, and other professionals in the learning community. Candidate does not show positive dispositions related to their own reading and writing and the teaching of reading and writing by serving as a model for students, promoting student appreciation of the value of	Candidate makes superficial and/or inconsistent connections to research to reflect on their practice and professional growth, teaching, ethics, and learning and the impact of these on students, families, and other professionals in the learning community. Candidate shows positive albeit inconsistent dispositions related to their own reading and writing and the teaching of reading and writing by serving as a model for students, promoting student appreciation of the value of reading traditional print, digital, and online sources in	Candidate makes connections to research to reflect on their practice and professional growth, teaching, ethics, and learning and the impact of these on students, families, and other professionals in the learning community. Candidate demonstrates positive dispositions related to their own reading and writing and the teaching of reading and writing by serving as a model for students, promoting student appreciation of the value of	Candidate draws upon research to engage in insightful and comprehensive reflection on their practice and professional growth, teaching, ethics, and learning and the impact of these on students, families, and other professionals in the learning community. Candidate consistently displays positive dispositions related to their own reading and writing and the teaching of reading and writing by serving as an exemplary model for students, promoting student appreciation

		reading traditional print, digital, and online sources in and out of school, work collaboratively and respectfully with families, colleagues, and communities to support reading and writing, implement plans and use results of their own professional growth including effective use of technology for improving student learning.	and out of school, work collaboratively and respectfully with families, colleagues, and communities to support reading and writing, implement plans and use results of their own professional growth including effective use of technology for improving student learning.	reading traditional print, digital, and online sources in and out of school, work collaboratively and respectfully with families, colleagues, and communities to support reading and writing, implement plans and use results of their own professional growth including effective use of technology for improving student learning.	of the value of reading traditional print, digital, and online sources in and out of school, work collaboratively and respectfully with families, colleagues, and communities to support reading and writing, implement plans and use results of their own professional growth including effective use of technology for improving student learning.
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Rubric for Guided Reading – Childhood Special Education

Guided Reading Lesson Plan, Implementation Video, and Reflection

PROGRAM: Childhood Special Education

Criteria	Standard	UNSATISFACTORY: SCORE 0 Grade Range: D/F (0-69)	EMERGING: SCORE 1 Grade Range: C/C+ (70-79)	COMPETENT: SCORE 2 Grade Range: B-/B/B+ (80-89)	EXEMPLARY: SCORE 3 Grade Range: A-/A (90-100)
Candidate uses research and developmental theories to implement reading and writing instruction	CEC 1 IGC-IIC.1.K8 IGC-IIC.1.K10 IGC-IIC.1.K11 IGC-IIC.1.K13 IGC-IIC.1.S1	Candidate does not show evidence of how they use knowledge of how children develop as readers, the stages of child development, and the language acquisition process including how to transfer/ connection between primary or home language (L1) and English (L2) with little or no evidence of how this development and its connection to the learning environment can be used to support students' motivation to read and write.	Candidate displays partial knowledge of how children develop as readers, the stages of child development, and the language acquisition process including how to transfer/ connection between primary or home language (L1) and English (L2) and some inconsistencies in their use of evidence from research to illustrate to make connection to the learning environment in order to support students' motivation to read and write.	Candidate demonstrates adequate and accurate use knowledge of how students develop as readers, the stages of child development, and the language acquisition process including how to transfer/ connection between primary or home language (L1) and English (L2) and evidence from research to illustrate connection to the learning environment in order to support students' motivation to read and write.	Candidate demonstrates thorough and comprehensive knowledge of concepts from reading, language, the stages of child development, how children develop as readers, and the language acquisition process including how to transfer/ connection between primary or home language (L1) and English (L2) and evidence from research to make connection to the learning environment in order to support students' motivation to read and write.
		Candidate does not understand how exceptionalities including auditory and information processing skills, language development, may interact with development and learning and use this knowledge to provide meaningful and challenging academic and nonacademic learning experiences to build comprehension for individuals with exceptionalities.	Candidate demonstrates some understanding of how exceptionalities including auditory and information processing skills, language development, may interact with development and learning, but displays limited use this knowledge to provide meaningful and challenging academic and nonacademic learning experiences to build comprehension for individuals with exceptionalities.	Candidate understands how exceptionalities including auditory and information processing skills, language development, may interact with development and learning and use this knowledge to provide meaningful and challenging academic and nonacademic learning experiences to build comprehension for individuals with exceptionalities.	Candidate has a thorough and comprehensive understanding of how exceptionalities including auditory and information processing skills, language development, may interact with development and learning and use this knowledge to provide meaningful and challenging academic and nonacademic learning experiences to build comprehension for individuals with exceptionalities.
Candidate adapts, creates, and uses curriculum materials		Candidate does not show knowledge of how to choose appropriate texts and use a wide	Candidate displays partial knowledge of how to use a wide range of texts including narrative,	Candidate demonstrates adequate and accurate knowledge of how to choose	Candidate demonstrates thorough and comprehensive use of a wide range of appropriate

		range of texts including narrative, expository and poetry, as well as digital and online texts to support the child’s reading development	expository and poetry, as well as digital and online texts to support the child’s reading development, but there are inconsistencies in choosing appropriate texts for children to read.	appropriate texts and use a wide range of texts including narrative, expository and poetry, as well as digital and online texts to support the child’s reading development.	texts including narrative, expository and poetry, as well as digital and online texts to support the child’s reading development.
Candidate uses various instructional practices to implement curriculum	CEC 5 IGC-IIC.5.K1 IGC-IIC.5.K3 IGC-IIC.5.K5 IGC-IIC.5.K7 IGC-IIC.5.K11 IGC-IIC.5.S1 IGC-IIC.5.S2 IGC-IIC.5.S3 IGC-IIC.5.S4 IGC-IIC.5.S7 IGC-IIC.5.S10 IGC-IIC.5.S11 IGC-IIC.5.S12 IGC-IIC.5.S13 IGC-IIC.5.S14 IGC-IIC.5.S15 IGC-IIC.5.S16 IGC-IIC.5.S17 IGC-IIC.5.S18 IGC-IIC.5.S19 IGC-IIC.5.S20	Candidate does not show evidence that they know how to use a balanced approach to reading – one that includes such practices as workshop model with routines and procedures to implement connect curriculum, curricular goals, and community. Candidate does not show ability to implement an integrated balanced curriculum by aligning content, English language arts, students’ prior knowledge, interests, and experiences, as well as local, state and professional standards. Candidate selects, adapts, and effectively uses a repertoire of appropriate, evidence-based instructional strategies for systematic reading and writing instruction including using technology, locating and adapting materials for use across curriculum content areas to advance learning and academic development in such areas as reading fluency, comprehension, vocabulary, as well as writing, spelling, and organization of individuals with exceptionalities.	Candidate displays partial ability to use a balanced approach to reading by including such practices as workshop model with routines and procedures to implement connect curriculum, curricular goals, and community but there are inconsistencies in their ability to implement an integrated balanced curriculum by aligning content, English language arts, students’ prior knowledge, interests, and experiences, as well as local, state and professional standards. Candidate selects, adapt, and uses a repertoire of evidence-based instructional strategies for systematic reading and writing instruction including using technology, locating and adapting materials for use across curriculum content areas to advance learning and academic development in such areas as reading fluency, comprehension, vocabulary, as well as writing, spelling, and organization of individuals with exceptionalities.	Candidate demonstrates adequate and accurate use of a balanced approach to reading by including such practices as workshop model with routines and procedures to implement curriculum, curricular goals, and community. Candidate demonstrates adequate ability to implement an integrated balanced curriculum by aligning content, English language arts, students’ prior knowledge, interests, and experiences, as well as local, state and professional standards. Candidate attempts to, but is inconsistent in their ability to select, adapt, and use evidence-based instructional strategies for systematic reading and writing instruction including using technology, locating and adapting materials for use across curriculum content areas to advance learning and academic development in such areas as reading fluency, comprehension, vocabulary, as well as writing, spelling,	Candidate demonstrates exemplary use of a balanced approach to reading by including such practices as workshop model with routines and procedures to implement curriculum, curricular goals, and community. Candidate demonstrates their ability to implement an integrated balanced curriculum by aligning content, English language arts, students’ prior knowledge, interests, and experiences, as well as local, state and professional standards. Candidate selects, adapts, and effectively uses a repertoire of appropriate, evidence-based instructional strategies for systematic reading and writing instruction including using technology, locating and adapting materials for use across curriculum content areas to advance learning and academic development in such areas as reading fluency, comprehension, vocabulary, as well as writing, spelling, and organization of individuals with exceptionalities.

	IGC-IIC.5.S24			and organization of individuals with exceptionalities	
Candidate works with, differentiate for, and develops supportive learning environments for diverse learners	CEC 2 IGC-IIC.2.K1; IGC-IIC.2.K2; IGC-IIC.2.K3; IGC-IIC.2.S6; IGC-IIC.2.S7	<p>Candidate does not display ability to differentiate instruction based on students' differences. Candidate does not demonstrate ability to use approaches to learning that help to create instructional opportunities for diverse learners, including no evidence of their ability to adapt materials and design varied instructional approaches including classroom configurations and flexible grouping, use of print, digital, and online resources to meet students' reading and writing as well as the language-proficiency needs of English learners and students with exceptionalities in such areas as word recognition, comprehension, and strategic knowledge.</p> <p>Candidate shows no evidence of how to teach English language arts in such areas as reading, writing, speaking, viewing, listening, thinking skills by connecting to students' backgrounds, the learning environment, and the surrounding community.</p>	<p>Candidate displays partial ability to differentiate instruction based on students' differences but there are inconsistencies in their ability to use approaches to learning that help to create instructional opportunities for diverse learners, including limited evidence of their ability to adapt materials and design varied instructional approaches including classroom configurations and flexible grouping, use of print, digital, and online resources to meet students' reading and writing as well as the language-proficiency needs of English learners and students with exceptionalities in such areas as word recognition, comprehension, and strategic knowledge.</p> <p>Candidate demonstrates limited ability to effectively teach English language arts in such areas as reading, writing, speaking, viewing, listening, thinking skills by connecting to students' backgrounds, the learning environment, and the surrounding community.</p> <p>Candidates makes little attempt to connect to other subject areas such as the arts to provide</p>	<p>Candidate displays adequate and accurate ability to differentiate instruction based on students' differences by using approaches to learning that help to create instructional opportunities for diverse learners, including the ability to adapt materials and design varied instructional approaches including classroom configurations and flexible grouping, use of print, digital, and online resources to create a learning environment for English language learners and students with exceptionalities that meets students' reading and writing, and language-proficiency needs in such areas as word recognition, comprehension, and strategic knowledge.</p> <p>Candidate effectively teaches English language arts to support students' development across domains including reading, writing, speaking, viewing, listening, thinking skills by connecting to students' backgrounds, the learning environment, and the surrounding community</p>	<p>Candidate demonstrates a thorough and comprehensive repertoire for differentiating instruction based on students' differences by using approaches to learning that help to create opportunities for diverse learners, including the ability to adapt materials and design varied approaches including classroom configurations and flexible grouping, use of print, digital, and online resources to optimize the learning environment and remove barriers in order to meet students' reading and writing as well as the language-proficiency needs in such areas as word recognition, comprehension, and strategic knowledge, with emphasis on the needs of English language learners and students with exceptionalities.</p> <p>Candidate uses a wide array of research-based strategies to effectively teach English language arts to support students' development across domains such areas as reading, writing, speaking, viewing, listening, thinking skills while connecting to students' backgrounds, the learning</p>

			students to access to the curriculum.	making connections to students' strengths in different content areas such as the arts.	environment, the surrounding community, and other subject areas including the arts by using students' strengths to provide alternative assess to the curriculum.
Candidate uses multiple and varied assessments to support their instructional decisions	CEC 4 IGC-IIC.4.K1; IGC-IIC.4.K3; IGC-IIC.4.S3; IGC-IIC.4.S4; IGC-IIC.4.S6;	Candidate demonstrates inadequate ability to use formal and informal assessments to plan, evaluate, strengthen, and differentiate their reading/language arts instruction, specifically their ability to use a variety of assessments and data to plan and select appropriate resources, evaluate students' responses to instruction, and develop relevant next steps for teaching, interpret patterns in classroom and individual students' data. Candidate does not use multiple methods of assessment individuals with exceptionalities to articulate the specialized terminology, identify, adapt, and modify specific assessments, and evaluate the assessment methods and data when making educational decisions and providing feedback to students with exceptionalities.	Candidate displays partial ability to use formal and informal assessments to evaluate, strengthen, and differentiate their reading/language arts instruction, but shows inconsistency in their ability to use assessment, specifically how to vary assessments and data to plan and select appropriate resources, evaluate students' responses to instruction, and develop relevant next steps for teaching, interpret patterns in classroom and individual students' data. Candidate attempts to, but inconsistently, or inaccurately uses different methods of assessment individuals with exceptionalities to articulate the specialized terminology, identify, adapt, and modify specific assessments, and evaluate the assessment methods and data when making educational decisions and providing feedback to students with exceptionalities.	Candidate provides adequate and accurate use of formal and informal assessments evaluate, strengthen, and differentiate their reading/language arts instruction. Candidate attempts to vary assessments and data in relation to resources, students' responses to instruction, relevant next steps for teaching, and patterns observed in classroom and individual students' data. Candidate uses multiple methods of assessment individuals with exceptionalities by articulating the specialized terminology, identifying, adapting, and modifying specific assessments, and evaluating the assessment methods and data when making educational decisions and providing feedback to students with exceptionalities.	Candidate displays thorough and comprehensive use of multiple and varied formal and informal assessments throughout their lesson to differentiate their reading/ language arts instruction. Candidate demonstrates how assessments and data are consistently and systematically used to address resources, evaluate students' responses to instruction, develop relevant next steps for teaching, interpret patterns in classroom and individual students' data. Candidate demonstrates effective and comprehensive use of multiple methods of assessment for individuals with exceptionalities by articulating the specialized terminology, identifying, adapting, and modifying specific assessments, and evaluating the assessment methods and data when making educational decisions and providing feedback to students with exceptionalities.
Candidate reflects on their practice,	CEC 7 IGC-IIC.7.K4 IGC-IIC.7.S4	Candidate does not make connections to research or makes inaccurate connections	Candidate makes superficial and/or inconsistent connections to research to reflect on their	Candidate makes connections to research to reflect on their practice and professional	Candidate draws upon research to engage in insightful and comprehensive reflection on

<p>works with families, and other educators</p>		<p>as they reflect on their practice and professional growth, teaching, ethics, and learning and the impact of these on students, families, and other professionals in the learning community.</p> <p>Candidate does not show positive dispositions related to their own reading and writing and the teaching of reading and writing by serving as a model for students, promoting student appreciation of the value of reading traditional print, digital, and online sources in and out of school, work collaboratively and respectfully with families, colleagues, and communities to support reading and writing, implement plans and use results of their own professional growth including effective use of technology for improving student learning.</p>	<p>practice and professional growth, teaching, ethics, and learning and the impact of these on students, families, and other professionals in the learning community.</p> <p>Candidate shows positive albeit inconsistent dispositions related to their own reading and writing and the teaching of reading and writing by serving as a model for students, promoting student appreciation of the value of reading traditional print, digital, and online sources in and out of school, work collaboratively and respectfully with families, colleagues, and communities to support reading and writing, implement plans and use results of their own professional growth including effective use of technology for improving student learning.</p>	<p>growth, teaching, ethics, and learning and the impact of these on students, families, and other professionals in the learning community.</p> <p>Candidate demonstrates positive dispositions related to their own reading and writing and the teaching of reading and writing by serving as a model for students, promoting student appreciation of the value of reading traditional print, digital, and online sources in and out of school, work collaboratively and respectfully with families, colleagues, and communities to support reading and writing, implement plans and use results of their own professional growth including effective use of technology for improving student learning.</p>	<p>their practice and professional growth, teaching, ethics, and learning and the impact of these on students, families, and other professionals in the learning community.</p> <p>Candidate consistently displays positive dispositions related to their own reading and writing and the teaching of reading and writing by serving as an exemplary model for students, promoting student appreciation of the value of reading traditional print, digital, and online sources in and out of school, work collaboratively and respectfully with families, colleagues, and communities to support reading and writing, implement plans and use results of their own professional growth including effective use of technology for improving student learning.</p>
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Rubric for Text Analysis

Program: Childhood Special Education

Criteria	Standards Addressed	UNSATISFACTORY: SCORE 0 Grade Range: D/F (0-69)	EMERGING: SCORE 1 Grade Range: C/C+ (70-79)	COMPETENT: SCORE 2 Grade Range: B-/B/B+ (80-89)	EXEMPLARY: SCORE 3 Grade Range: A-/A (90-100)
Professional Outcomes					
Know and understand how to use theories and research to design instruction for all learners	CEC 1 IGC- IIC.1.K8 IGC- IIC.1.K10 IGC- IIC.1.K11 IGC- IIC.1.K13 IGC- IIC.1.S1	Candidate does not understand how exceptionalities including auditory and information processing skills, language development, may interact with development and learning and use this knowledge to provide meaningful and challenging academic and nonacademic learning experiences to build comprehension for individuals with exceptionalities.	Candidate demonstrates some understanding of how exceptionalities including auditory and information processing skills, language development, may interact with development and learning, but displays limited use this knowledge to provide meaningful and challenging academic and nonacademic learning experiences to build comprehension for individuals with exceptionalities.	Candidate understands how exceptionalities including auditory and information processing skills, language development, may interact with development and learning and use this knowledge to provide meaningful and challenging academic and nonacademic learning experiences to build comprehension for individuals with exceptionalities.	Candidate has a thorough and comprehensive understanding of how exceptionalities including auditory and information processing skills, language development, may interact with development and learning and use this knowledge to provide meaningful and challenging academic and nonacademic learning experiences to build comprehension for individuals with exceptionalities.
Integrate content and apply knowledge for	CEC 5 IGC- IIC.5.K1	Candidate does not show evidence that they know how to use a balanced approach to reading – one that includes such practices as	Candidate displays partial ability to use a balanced approach to reading by including	Candidate demonstrates adequate and accurate use of a balanced approach to reading by including such	Candidate demonstrates exemplary use of a balanced approach to reading by including such practices as workshop model with routines

<p>instruction across the curriculum</p>	<p>IGC-IIC.5.K3 IGC-IIC.5.K5 IGC-IIC.5.K7 IGC-IIC.5.K11 IGC-IIC.5.S1 IGC-IIC.5.S2 IGC-IIC.5.S3 IGC-IIC.5.S4 IGC-IIC.5.S7 IGC-IIC.5.S10 IGC-IIC.5.S11 IGC-IIC.5.S12 IGC-IIC.5.S13 IGC-IIC.5.S14 IGC-IIC.5.S15 IGC-IIC.5.S16 IGC-IIC.5.S17 IGC-IIC.5.S18 IGC-IIC.5.S19</p>	<p>workshop model with routines and procedures to implement connect curriculum, curricular goals, and community. Candidate does not show ability to implement an integrated balanced curriculum by aligning content, English language arts, students' prior knowledge, interests, and experiences, as well as local, state and professional standards.</p> <p>Candidate does not select, adapt, or use appropriate materials, evidence-based instructional strategies for systematic reading and writing instruction including using technology across curriculum content areas to advance learning and academic development in such areas as reading fluency, comprehension, vocabulary, as well as writing, spelling, and organization of individuals with exceptionalities.</p>	<p>such practices as workshop model with routines and procedures to implement connect curriculum, curricular goals, and community but there are inconsistencies in their ability to implement an integrated balanced curriculum by aligning content, English language arts, students' prior knowledge, interests, and experiences, as well as local, state and professional standards.</p> <p>Candidate attempts to, but is inconsistent in their ability to select, adapt, and use evidence-based instructional strategies for systematic reading and writing instruction including using technology, locating and adapting materials for use across curriculum content areas to advance learning and academic</p>	<p>practices as workshop model with routines and procedures to implement curriculum, curricular goals, and community. Candidate demonstrates adequate ability to implement an integrated balanced curriculum by aligning content, English language arts, students' prior knowledge, interests, and experiences, as well as local, state and professional standards.</p> <p>Candidate selects, adapt, and uses evidence-based instructional strategies for reading and writing instruction including using technology and other curriculum materials across content areas to advance learning and academic development in such areas as reading fluency, comprehension, vocabulary, as well as writing, spelling, and organization of individuals with exceptionalities.</p>	<p>and procedures to implement curriculum, curricular goals, and community. Candidate demonstrates their ability to implement an integrated balanced curriculum by aligning content, English language arts, students' prior knowledge, interests, and experiences, as well as local, state and professional standards.</p> <p>Candidate selects, adapts, and effectively uses a repertoire of appropriate, evidence-based instructional strategies for systematic reading and writing instruction including using technology, locating and adapting materials for use across curriculum content areas to advance learning and academic development in such areas as reading fluency, comprehension, vocabulary, as well as writing, spelling, and organization of individuals with exceptionalities.</p>
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	IGC- IIC.5.S20 IGC- IIC.5.S24		development in such areas as reading fluency, comprehension, vocabulary, as well as writing, spelling, and organization of individuals with exceptionalities		
Use instructional strategies to differentiate for diverse learners in an environment that promotes critical thinking and problem solving	CEC 2 IGC- IIC.2.K1; IGC- IIC.2.K2; IGC- IIC.2.K3; IGC- IIC.2.S6; IGC- IIC.2.S7	Candidate does not display ability to differentiate instruction based on students' differences. Candidate does not demonstrate ability to use approaches to learning that help to create instructional opportunities for diverse learners, including no evidence of their ability to adapt materials and design varied instructional approaches including classroom configurations and flexible grouping, use of print, digital, and online resources to meet students' reading and writing as well as the language-proficiency needs of English learners and students with exceptionalities in such areas as word recognition, comprehension, and strategic knowledge. Candidate shows no evidence of how to teach English language arts in such areas as reading, writing, speaking, viewing, listening, thinking skills by connecting to students'	Candidate displays partial ability to differentiate instruction based on students' differences but there are inconsistencies in their ability to use approaches to learning that help to create instructional opportunities for diverse learners, including limited evidence of their ability to adapt materials and design varied instructional approaches including classroom configurations and flexible grouping, use of print, digital, and online resources to meet students' reading and writing as well as the language-proficiency	Candidate displays adequate and accurate ability to differentiate instruction based on students' differences by using approaches to learning that help to create instructional opportunities for diverse learners, including the ability to adapt materials and design varied instructional approaches including classroom configurations and flexible grouping, use of print, digital, and online resources to create a learning environment that facilitates critical thinking and problem-solving for English language learners and students with exceptionalities that meets students' reading and writing, and language-proficiency needs in such areas as word recognition,	Candidate demonstrates a thorough and comprehensive repertoire for differentiating instruction based on students' differences by using approaches to learning that help to create opportunities for diverse learners, including the ability to adapt materials and design varied approaches including classroom configurations and flexible grouping, use of print, digital, and online resources to optimize the learning environment, foster critical thinking and problem-solving, and remove barriers in order to meet students' reading and writing as well as the language-proficiency needs in such areas as word recognition, comprehension, and strategic knowledge, with emphasis on the needs of English language learners and students with exceptionalities. Candidate uses a wide array of research-based strategies to effectively teach English language arts to support students'

		<p>backgrounds, the learning environment, and the surrounding community.</p>	<p>needs of English learners and students with exceptionalities in such areas as word recognition, comprehension, and strategic knowledge.</p> <p>Candidate demonstrates limited ability to effectively teach English language arts in such areas as reading, writing, speaking, viewing, listening, thinking skills by connecting to students' backgrounds, the learning environment, and the surrounding community.</p> <p>Candidates makes little attempt to connect to other subject areas such as the arts to provide students to access to the curriculum.</p>	<p>comprehension, and strategic knowledge.</p> <p>Candidate effectively teaches English language arts to support students' development across domains including reading, writing, speaking, viewing, listening, thinking skills by connecting to students' backgrounds, the learning environment, and the surrounding community making connections to students' strengths in different content areas such as the arts.</p>	<p>development across domains such areas as reading, writing, speaking, viewing, listening, thinking skills while connecting to students' backgrounds, the learning environment, the surrounding community, and other subject areas including the arts by using students' strengths to provide alternative assess to the curriculum.</p>
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<p>Understand how to use assessments to inform practice</p>	<p>CEC 4 IGC- IIC.4.K1; IGC- IIC.4.K3; IGC- IIC.4. S3; IGC- IIC.4. S4; IGC- IIC.4.S6</p>	<p>Candidate demonstrates inadequate ability to use formal and informal assessments to plan, evaluate, strengthen, and differentiate their reading/language arts instruction, specifically their ability to use a variety of assessments and data to plan and select appropriate resources, evaluate students' responses to instruction, and develop relevant next steps for teaching, interpret patterns in classroom and individual students' data.</p> <p>Candidate does not use multiple methods of assessment individuals with exceptionalities to articulate the specialized terminology, identify, adapt, and modify specific assessments, and evaluate the assessment methods and data when making educational decisions and providing feedback to students with exceptionalities.</p>	<p>Candidate displays partial ability to use formal and informal assessments to evaluate, strengthen, and differentiate their reading/language arts instruction, but shows inconsistency in their ability to use assessment, specifically how to vary assessments and data to plan and select appropriate resources, evaluate students' responses to instruction, and develop relevant next steps for teaching, interpret patterns in classroom and individual students' data.</p> <p>Candidate attempts to, but inconsistently, or inaccurately uses different methods of assessment individuals with exceptionalities to articulate the specialized terminology, identify, adapt, and modify specific assessments, and evaluate the</p>	<p>Candidate provides adequate and accurate use of formal and informal assessments evaluate, strengthen, and differentiate their reading/ language arts instruction. Candidate attempts to vary assessments and data in relation to resources, students' responses to instruction, relevant next steps for teaching, and patterns observed in classroom and individual students' data.</p> <p>Candidate uses multiple methods of assessment individuals with exceptionalities by articulating the specialized terminology, identifying, adapting, and modifying specific assessments, and evaluating the assessment methods and data when making educational decisions and providing feedback to students with exceptionalities.</p>	<p>Candidate displays thorough and comprehensive use of multiple and varied formal and informal assessments throughout their lesson to differentiate their reading/ language arts instruction. Candidate demonstrates how assessments and data are consistently and systematically used to address resources, evaluate students' responses to instruction, develop relevant next steps for teaching, interpret patterns in classroom and individual students' data.</p> <p>Candidate demonstrates effective and comprehensive use of multiple methods of assessment for individuals with exceptionalities by articulating the specialized terminology, identifying, adapting, and modifying specific assessments, and evaluating the assessment methods and data when making educational decisions and providing feedback to students with exceptionalities.</p>
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			assessment methods and data when making educational decisions and providing feedback to students with exceptionalities.		
Academic Writing Outcomes					
Argument		<p>Does not introduce a claim or it is not clearly identified</p> <p>Does not meet requirement</p> <p>Does not address required Standards</p> <p>Makes claims and assertions about the ideas and themes but some claims are not supported.</p>	<p>Introduces a claim</p> <p>Makes an argument about the ideas and themes.</p> <p>Makes claims and assertions supported with some examples and details used to build upon the argument.</p> <p>Attempts to support a central idea; the main idea is not clearly identified. Includes sporadic details to support a central idea.</p>	<p>Introduces a precise claim, as directed by the task</p> <p>Makes a strong, comprehensive argument about ideas and themes.</p> <p>Claims are substantiated through extensive elaboration and details integrated with an explanation of how examples support the argument.</p>	<p>Introduces a precise and insightful claim, as directed by the task</p> <p>Demonstrates in-depth and insightful analysis, as necessary to support the claim and to distinguish the claim from alternate or opposing claims</p> <p>Makes claims around a clearly identified central idea.</p> <p>Effectively presents assertions in a coherent and logical manner.</p>

Critique		<p>No attempt to critique the sources.</p> <p>Takes sources at face value with no attempt to closely examine evidence presented in the sources.</p> <p>Does not address required standards</p>	<p>Attempts to evaluate the sources.</p> <p>Attempts to address the “gaps” or identify limitations across the sources.</p>	<p>Gives an unbiased/objective analysis of the sources.</p> <p>Identifies and discusses the “gaps” across the sources.</p> <p>Examines the validity of the sources to determine whether procedures, etc. used were appropriate; explores the content/information presented for its relevance and connection to teaching and learning.</p>	<p>Examines the sources for broad connections to different points of views and opinions on the topic.</p> <p>Presents “gaps” or limitations across the studies.</p> <p>Provides an exemplary critique and exploration of the sources in an unbiased/objective way.</p> <p>Makes appropriate connections across the sources to support or refute the perspectives and assertions presented in the sources.</p> <p>Draws on examples from the sources to support assertions.</p>
Use of Sources		Does not meet requirement	<p>Uses fewer than 2 different outside sources.</p> <p>Uses evidence from sources sporadically or there is little attempt to contextualize and elaborate upon assertions.</p>	<p>Uses evidence from 3 different outside sources.</p> <p>Uses evidence from sources superficially to contextualize or elaborate upon assertions.</p>	<p>Uses more than 3 different outside sources.</p> <p>Uses significant and relevant evidence from sources to contextualize assertions.</p>

<p>Content and Analysis</p> <p>The extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of the texts</p>		<p>Does not demonstrate analysis</p>	<p>Demonstrates confused or unclear analysis, failing to distinguish the claim from alternate or opposing claims</p> <p>Summarizes or uses faulty analysis of the texts.</p> <p>Uses some evidence from the sources or other sources but use of sources do not align with interpretation of the sources.</p>	<p>Demonstrates appropriate and accurate analysis, as necessary to support the claim and to distinguish the claim from alternate or opposing claims</p> <p>Uses relevant evidence from the sources to support interpretation of the sources.</p> <p>More emphasis on summarizing than analyzing the source(s).</p> <p>Uses evidence intermittently from the sources to support assertions.</p>	<p>Presents ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis</p> <p>Uses convincing, substantial evidence from different sources to provide a comprehensive interpretation of the sources.</p> <p>Analyzes rather than summarizes the sources and includes evidence from the sources to support assertions.</p>
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<p>Command of Evidence</p> <p>The extent to which the essay presents evidence from the provided texts to support analysis</p>		<p>Gives a “run-through” or summary of each source with little or no attempt to synthesize the sources or highlight the main arguments presented across sources; little or no discussion of the author’s arguments; little or no or inappropriate connections to the main topic being explored.</p> <p>Selects parts of sources that do not support a clear thesis or argument.</p> <p>Uses sources inappropriately and/or ineffectively or inaccurately.</p> <p>Presents little or no evidence from the sources</p> <p>Does not make use of appropriate citations</p>	<p>Provides a brief summary of the sources, as a “run through” of the sources to synthesize the main ideas presented across sources.</p> <p>Attempts to make connections between the sources</p> <p>Attempts to use parts of the sources to support a thesis or argument but some aspects are extraneous.</p> <p>Presents ideas inconsistently and/or inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant</p> <p>Demonstrates little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material</p>	<p>Goes beyond a summary of the sources to synthesize the main idea, perspectives across sources.</p> <p>Makes connections between the sources.</p> <p>Appropriately and accurately selects parts of the sources to support a clear thesis or argument throughout the paper.</p> <p>Presents ideas sufficiently, making adequate use of specific and relevant evidence to support analysis</p> <p>Demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material</p>	<p>Presents a clear synthesis of the sources by identifying the main ideas and perspectives presented across sources.</p> <p>Makes connections between the studies by identifying themes/trends across the sources.</p> <p>Uses various sources to examine the topic from different perspectives.</p> <p>Selects appropriate and accurate parts of the sources to effectively support a clear thesis or argument throughout the paper.</p> <p>Demonstrates proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material</p>
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<p>Coherence, Organization, and Style</p> <p>The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p>		<p>Makes marginal use of transitions and subsections to organize the paper.</p> <p>Presents a poorly organized paper with incomplete or inaccurate information.</p> <p>Does not clearly connect assertions.</p> <p>Presents an inadequate introduction and/or conclusion.</p> <p>Exhibits little organization of ideas and information</p> <p>Makes a minimal or unreliable assessment</p> <p>Uses language that is predominantly incoherent, inappropriate, or copied directly from the task or sources</p> <p>Attempts to present assertions in a logical manner, but content does not appear to use clearly identified claim.</p>	<p>Attempts to use transitions and subsections to organize the paper.</p> <p>Attempts to present information on the topic, but some aspects of the paper are not well written and/or organized around a clear focus or thesis (argument).</p> <p>Attempts to present clear ideas that flow logically to connect sources.</p> <p>Attempts to provide an introductory paragraph that identifies the overview and goals of the paper but some aspects are not adequately supported throughout the paper.</p> <p>Attempts to present a concluding paragraph to summarize what was learned and key points of the paper.</p> <p>Exhibits inconsistent organization of ideas and information,</p>	<p>Uses inter-study transitions and subsections to organize the paper.</p> <p>Presents information on the topic clearly in a well-written and organized way with ideas that flow logically.</p> <p>Includes an introductory paragraph that provides an overview and goals of the paper.</p> <p>Includes a concluding paragraph that summarizes what was learned and key points of the paper.</p> <p>Exhibits acceptable organization of ideas and information to create a coherent essay</p> <p>Establishes and maintains a formal style, using precise and appropriate language and structure</p>	<p>Uses inter-study transitions and subsections to effectively and efficiently organize the paper.</p> <p>Presents information on the topic clearly and effectively in well-written and organized way with ideas that flow logically.</p> <p>Includes an introductory paragraph that provides an overview and goals of the paper.</p> <p>Includes a concluding paragraph that summarizes what was learned through the sources.</p> <p>Exhibits skillful organization of ideas and information to create a cohesive and coherent essay</p> <p>Establishes and maintains a formal style, using sophisticated language and structure</p>
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			<p>failing to create a coherent essay -lack a formal style, using some language that is inappropriate or imprecise</p> <p>Presents assertions in a clear and logical manner.</p>		
<p>Mechanics/ Control of Conventions</p> <p>The extent to which the essay demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>		<p>Demonstrates ineffective writing skills.</p> <p>Makes numerous mechanical errors that impact understanding.</p>	<p>Incorporates some ideas and aspects of the paper that are unclear</p> <p>Makes some mechanical errors that impede flow of the paper.</p> <p>Demonstrates a lack of control, exhibiting frequent errors that make comprehension difficult</p>	<p>Uses good writing techniques to express ideas to make the paper easy to understand and arguments easy to follow.</p> <p>Makes minor mechanical errors and/or typos, which do not impede understanding.</p> <p>Demonstrates partial control, exhibiting occasional errors that do not hinder comprehension</p>	<p>Uses sophisticated writing style including use of a wide array of techniques to make essay easy to understand and argument easy to follow.</p> <p>Makes no mechanical errors.</p> <p>Demonstrates control of conventions with essentially no errors, even with sophisticated language</p>
APA		Makes more than 3 errors in APA	Uses appropriate APA formatting (cover page, abstract, page numbers, etc.), in-text citations, and references with 2-3 error(s)	Uses appropriate APA formatting (cover page, abstract, page numbers, etc.), in-text citations, and references with 1-2 error(s)	Uses appropriate APA formatting (cover page, abstract, page numbers, etc.), in-text citations, and references with 0 error(s)
Completes all Components of the Assignment		Includes less than 65% of the components of the assignment	Includes between 65-80% of the assignment	Includes between 80-95% of the requirements of assignment	Includes between 95-100% of the components of the assignment

Rubric for Modified Lesson Plan

3b. Assessment Rubric: Developing and Teaching a Modified Mathematics Lesson CHILDHOOD SPECIAL EDUCATION

Standards	UNSATISFACTORY Grade Range: D/F	EMERGING Grade Range: C/C+	COMPETENT Grade Range: B-/B/B+	EXEMPLARY Grade Range: A-/A/A+
<p><i>Task: Write a conceptualizing essay about your lesson plan that includes explanation of content knowledge, pedagogical content knowledge, and knowledge of teaching students with disabilities. (10 points)</i></p> <p>CEC STANDARDS: 6 – PROFESSIONAL LEARNING & ETHICAL PRACTICE, CEC STANDARD 1 – LEARNER DEVELOPMENT & INDIVIDUAL LEARNING DIFFERENCES</p>				

<p>CEC 6: PROFESSIONAL LEARNING & ETHICAL PRACTICE The educator applies knowledge of the historical and philosophical foundations of the field of special education and of contemporary issues, trends, and research. Teacher applies knowledge of culturally responsive strategies that promote effective communication and partnerships with students with disabilities and their parents/guardians to help students with disabilities achieve desired learning outcomes. CEC 6a; CEC 6d.</p>	<p>Candidate's conceptualizing essay demonstrates no evidence of background knowledge of historical and philosophical foundations of the field of special education and of contemporary issues, trends, and research. Candidate does not apply knowledge of culturally responsive strategies that promote effective communication and partnerships with students with disabilities and their parents/guardians to help students with disabilities achieve desired learning outcomes.</p>	<p>Candidate's essay demonstrates <i>evidence of basic background knowledge of special education philosophies by presenting a single, favored philosophy</i> as the ground upon which to construct a personal understanding of special education.</p> <p>Candidate apply knowledge of only one culturally responsive strategy that promotes lower level of effective communication and partnerships with students with disabilities and their parents/guardians to help students with disabilities achieve desired learning outcomes.</p>	<p>Candidate's essay demonstrates <i>adequate evidence of background knowledge by discussing two to three philosophical foundation</i> as a ground upon which to construct their personal understandings and philosophies of special education.</p> <p>Candidate applies 2 to 3 culturally responsive strategies that promote effective communication and partnerships with students with disabilities and their parents/guardians to help students with disabilities achieve desired learning outcomes.</p>	<p>Candidate's essay demonstrates <i>comprehensive evidence of in-depth knowledge by discussing in detail several philosophies</i> as a ground upon which to construct personal understandings and philosophies of special education.</p> <p>Candidate applies knowledge of more than three culturally responsive strategies that promote effective communication and partnerships with students with disabilities and their parents/guardians to help students with disabilities achieve desired learning outcomes.</p>
<p>CEC 1: LEARNER DEVELOPMENT & INDIVIDUAL LEARNING DIFFERENCES Teachers understand how students develop and learn and how various factors can affect development and learning</p>	<p>Candidate's essay fails to reflect understanding of how students develop and learn and how various factors can affect development and learning in students with disabilities. Teachers understand the characteristics of various</p>	<p>Candidate's Conceptualizing essay reflects <i>basic understanding of</i> how students develop and learn mathematics and how various factors can affect development and learning of mathematics in students with disabilities. Candidate</p>	<p>Candidate's essay reflects an <i>adequate understanding of</i> how students develop and learn mathematics and how various factors can affect development and learning of mathematics in students with disabilities. Candidate understands the</p>	<p>Candidate's conceptualizing essay reflect a comprehensive understanding of how students develop and learn mathematical concepts and how various factors can affect development and learning on mathematics in students with disabilities.</p>

<p>in students with disabilities. Teachers understand the characteristics of various types of disabilities and how these characteristics can affect development and learning across domains. CEC 1c; CEC 1d; CEC 1e</p>	<p>types of disabilities and how these characteristics can affect development and learning across domains. Candidate's essay does not demonstrate knowledge of similarities and differences among students with and without disabilities. Candidate's essay does not demonstrate knowledge of how the characteristics of various disabilities can influence an individual's education and life. Conceptualizing essay does not reflect candidates knowledge of the different ways in which students with disabilities learn, including students from culturally and linguistically diverse backgrounds, and developmentally and age-appropriate strategies for addressing those differences.</p>	<p>partially understands the characteristics of only two types of disabilities and how these characteristics can affect development and learning of mathematics across domains.</p> <p>The conceptualizing essay demonstrates candidate's limited knowledge of similarities and differences among students with and without disabilities. Candidate's essay demonstrate knowledge of how the characteristics of various disabilities can influence an individual's education and life. The Conceptualizing essay reflect candidate's <i>limited knowledge</i> of the different ways in which students with disabilities learn, including students from culturally and linguistically diverse backgrounds, and developmentally and age-appropriate strategies for addressing those differences.</p>	<p>characteristics of two to three types of disabilities and how these characteristics can affect development and learning across domains.</p> <p>The conceptualizing essay demonstrates candidate's <i>adequate</i> knowledge of similarities and differences among students with and without disabilities. Candidate's essay demonstrates knowledge of how the characteristics of various disabilities can influence an individual's education and life. The conceptualizing essay reflects candidate's <i>adequate knowledge</i> of the different ways in which students with disabilities learn, including students from culturally and linguistically diverse backgrounds, and developmentally and age-appropriate strategies for addressing those differences.</p>	<p>Candidates understand the characteristics of various types of disabilities and how these characteristics can affect development and learning of mathematics across domains.</p> <p>The conceptualizing essay demonstrates candidate's <i>comprehensive</i> knowledge of similarities and differences among students with and without disabilities. Candidate's essay demonstrate comprehensive knowledge of how the characteristics of various disabilities can influence an individual's mathematics education and life. The conceptualizing essay reflect candidate's <i>comprehensive knowledge</i> of the different ways in which students with disabilities learn, including students from culturally and linguistically diverse backgrounds, and developmentally and age-appropriate strategies for addressing those differences.</p>
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Task: Create a differentiated Mathematics **Lesson Plan** with clearly stated objectives, teaching points, instructional activities, assessment and integration of other curriculum areas. The lesson plan must emphasize **Modifications and Accommodations** for a particular student with special needs (10 points)

**CEC STANDARDS 3 – CURRICULAR CONTENT KNOWLEDGE
AND CEC STANDARD 5 - INSTRUCTIONAL PLANNING & STRATEGIES**

<p>CEC 3 CURRICULAR CONTENT KNOWLEDGE Teacher applies knowledge of research- or evidence-based practices that have been validated for learners with specific characteristics and for specific settings and knowledge of how to differentiate instruction by selecting, adapting, and using instructional strategies and materials according to the characteristics of a given student with disabilities. Teachers understand the importance of basing instruction on national and state curriculum standards to ensure that students with disabilities have access to the same rigorous curriculum as the general population. Teachers understand how</p>	<p>In the lesson plan candidate lesson plan does not reflect the knowledge of research- or evidence-based practices that have been validated for learners with specific characteristics and for specific settings and knowledge of how to differentiate instruction by selecting, adapting, and using instructional strategies and materials according to the characteristics of a given student with disabilities. The lesson plan does not show candidate’s understanding of the importance of basing instruction on national and state curriculum standards to ensure that students with disabilities have access to the same rigorous curriculum as the general population. The candidate fails to show how to differentiate</p>	<p>Candidate’s lesson plan reflects basic knowledge of research- or evidence-based practices that have been validated for learners with specific characteristics and for specific settings and knowledge of how to differentiate instruction by selecting, adapting, and using instructional strategies and materials according to the characteristics of a given student with disabilities. The lesson plan demonstrates candidate’s understanding of the importance of basing instruction on national and state curriculum standards to ensure that students with disabilities have access to the same rigorous curriculum as the general population. The candidate shows the basic understanding of how to differentiate instruction for all students and provide scaffolding supports to students with disabilities.</p>	<p>Candidate’s lesson plan shows <i>adequate</i> knowledge of research- or evidence-based practices that have been validated for learners with specific characteristics and for specific settings and knowledge of how to differentiate instruction by selecting, adapting, and using instructional strategies and materials according to the characteristics of a given student with disabilities. The lesson plan show candidate’s adequate understanding of the importance of basing instruction on national and state curriculum standards to ensure that students with disabilities have access to the same rigorous curriculum as the general population. The candidate adequately shows how to differentiate</p>	<p>Candidate’s lesson plan demonstrates the comprehensive knowledge of research- or evidence-based practices that have been validated for learners with specific characteristics and for specific settings and knowledge of how to differentiate instruction by selecting, adapting, and using instructional strategies and materials according to the characteristics of a given student with disabilities. The lesson plan show candidate’s comprehensive understanding of the importance of basing instruction on national and state curriculum standards to ensure that students with disabilities have access to the same rigorous curriculum as the general population. The candidate shows comprehensive understanding of how to differentiate instruction for all students</p>
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<p>to differentiate instruction for all students and provide scaffolded supports to students with disabilities. CEC 3c; 3d</p>	<p>instruction for all students and provide scaffolding supports to students with disabilities. For example: Candidate’s lesson plan does not include clearly stated mathematics objectives that integrate other areas of the general curriculum and makes provisions for accommodations for student with special needs</p>	<p>The candidate uses <i>one to two instructional strategies, approaches and tools</i> to encourage students' development of critical thinking, problem solving, and performance skills. Candidate’s lesson plan includes <i>mathematics objectives and integrates another areas of the general curriculum</i> but does not include adequate provisions for accommodations for student with special needs.</p>	<p>instruction for all students and provide scaffolding supports to students with disabilities. For example: <i>The candidate uses two to three effective instructional strategies, approaches and tools, including technology</i> to encourage students' development of critical thinking, problem solving, and performance skills. Candidate’s lesson plan includes <i>clearly stated mathematics objectives and integrates another area of the general curriculum with adequate provisions for accommodations</i> for student with special needs</p>	<p>and provide scaffolding supports to students with disabilities. <i>The lesson plan reflects a broad mathematics knowledge-base and uses a repertoire of effective instructional strategies, approaches and tools, including technology</i> to encourage students' development of critical thinking, problem solving, and performance skills, including <i>task analysis, concrete representations, multi-tiered system of support</i>. Candidate’s lesson plan includes <i>clearly stated mathematics goals/objectives and teaching point</i> and skillfully <i>integrates more than one other area of the general curriculum with appropriate provisions for accommodations</i> for student with special needs</p>
<p>CEC 5: INSTRUCTIONAL PLANNING AND STRATEGIES Teachers use instructional strategies that are appropriate to the developmental level and communication needs of individual students, including students from</p>	<p>Candidate’s lesson plan does not reflect the use of instructional strategies that are appropriate to the developmental level and communication needs of individual students, including students from diverse cultural and linguistic backgrounds.</p>	<p>Candidate’s lesson plan demonstrates the use of one instructional strategy appropriate to the developmental level and communication needs of individual students, including students from diverse cultural and linguistic backgrounds. The lesson plan shows the basic understanding of</p>	<p>Candidate’s lesson plan demonstrates the adequate knowledge of instructional strategies and the use of two instructional strategy appropriate to the developmental level and communication needs of individual students, including students from diverse cultural and</p>	<p>Candidate’s lesson plan demonstrates the comprehensive knowledge of instructional strategies. The candidate use more than three instructional strategies appropriate to the developmental level and communication needs of individual students, including</p>

diverse cultural and linguistic backgrounds. CEC 5c		understanding of how to select, adapt, modify, and use appropriate strategies and materials to match the characteristics and needs of the exceptional learner.	linguistic backgrounds. The lesson plan reflects <i>adequate ability to select, adapt, modify and use two to three effective strategies and corresponding materials</i> to match the characteristics and needs of the exceptional learner.	students from diverse cultural and linguistic backgrounds. Candidate's lesson plan reflects superb ability to <i>carefully select, adapt, modify and includes the effective use of several appropriate strategies and corresponding materials</i> to match the characteristics and needs of the exceptional learner.
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Task: Evaluate the lesson to indicate strengths and weaknesses of the lesson plan using samples of students' work.

CEC STANDARD 4 - ASSESSMENT

The educator understands procedures for selecting and administering assessments and for interpreting the results of such assessments. demonstrates knowledge of the characteristics, uses, and limitations of various types of formal and informal assessments e. applies knowledge of how individual evaluation assessment and data and other assessment information is used to make eligibility, program,	The candidate's assessment plan does not demonstrate the understanding of procedures for selecting and administering assessments and for interpreting the results of such assessments, and the knowledge of the characteristics, uses, and limitations of various types of formal and informal assessments. The candidate does not demonstrate the knowledge of how individual evaluation assessment and data and other assessment	The candidate's assessment plan demonstrate very basic understanding of procedures for selecting and administering assessments and for interpreting the results of such assessments, and the knowledge of the characteristics, uses, and limitations of various types of formal and informal assessments. The candidate does not demonstrate the knowledge of how individual evaluation assessment and data and other assessment information is used to make eligibility, program, and	The candidate's assessment plan demonstrate an adequate understanding of procedures for selecting and administering assessments and for interpreting the results of such assessments, and the knowledge of the characteristics, uses, and limitations of various types of formal and informal assessments. The candidate does not demonstrate the knowledge of how individual evaluation	The candidate's assessment plan demonstrate comprehensive understanding of procedures for selecting and administering assessments and for interpreting the results of such assessments, and the knowledge of the characteristics, uses, and limitations of various types of formal and informal assessments. The candidate does not demonstrate the knowledge of how individual evaluation assessment and data and other assessment information is used to make
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<p>and placement decisions for students with disabilities; evaluate instruction; monitor progress of students with disabilities; and make responsive, research-based, and timely adjustments to instruction. CEC4b;CEC 4e.</p>	<p>information is used to make eligibility, program, and placement decisions for students with disabilities; evaluate instruction; monitor progress of students with disabilities; and make responsive, research-based, and timely adjustments to instruction</p>	<p>placement decisions for students with disabilities; evaluate instruction; monitor progress of students with disabilities; and make responsive, research-based, and timely adjustments to instruction Candidate uses only one form (formal or informal) of assessment to evaluate student learning.</p> <p>Candidate’s assessment instrument includes one modification strategy that is designed to match learning goals for student with special needs.</p> <p>Candidate assessment plan includes limited opportunities to evaluate instruction for current performance of student with special needs.</p> <p>Candidate’s reflective evaluation of lesson includes discussion of student’s work in relation to planned teaching points with limited reference to modifications or accommodations. Candidate’s interpretations are not quite accurate in identifying strengths and weaknesses of lesson plan.</p>	<p>assessment and data and other assessment information is used to make eligibility, program, and placement decisions for students with disabilities; evaluate instruction; monitor progress of students with disabilities; and make responsive, research-based, and timely adjustments to instruction Candidate uses both formal and informal assessments to evaluate student learning during and after lesson.</p> <p>Candidate’s assessment instrument includes at least two modification strategies that are clearly articulated to match learning goals for student with special needs.</p> <p>Candidate’s assessment plan includes adequate opportunities for evaluating current instruction and at least one opportunity for future monitoring of progress (e.g. homework) of student with special needs.</p>	<p>eligibility, program, and placement decisions for students with disabilities; evaluate instruction; monitor progress of students with disabilities; and make responsive, research-based, and timely adjustments to instruction Candidate uses multiple assessments to evaluate student’s prior knowledge (before instruction), learning on each aspect of lesson (during) and after instruction.</p> <p>Candidate’s assessment instrument includes several modification strategies that are clearly articulated to match learning goals and progress of student with special needs.</p> <p>Candidate’s assessment plan includes ample opportunities for evaluating current instruction as well as several other opportunities across settings (including during other academic subjects, leisure situations, homework etc.) and over a period of time for future consistent monitoring of progress of student with special needs.</p>
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			<p>Candidate's reflective evaluation of lesson includes discussion of student's work in relation to planned learning goals, teaching points, modifications and accommodations. Candidate's interpretations are accurate and are supported by data charts to indicate strengths and weaknesses of lesson plan.</p>	<p>Candidate's reflective evaluation of lesson includes detailed discussion of student's work in relation to planned learning goals, teaching points, modifications and accommodations, as well as adjustments made based on formal and informal assessments and progress monitoring during instruction. Candidate's interpretations are accurate and are supported by data charts and analyses to indicate strengths and weaknesses of lesson plan.</p>
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Rubric for Integrated Unit

ASSESSMENT RUBRIC Integrated Curriculum Unit: Learning Experience EDUC 457 PROGRAM: CHILDHOOD SPECIAL EDUCATION

Standard	UNSATISFACTORY: SCORE 0 Grade Range: D/F (0-69)	EMERGING: SCORE 1 Grade Range: C/C+ (70-79)	COMPETENT: SCORE 2 Grade Range: B-/B/B+ (80-89)	EXEMPLARY: SCORE 3 Grade Range: A-/A (90-100)
<p>CEC 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p> <p>IGC-IIC.1.K8 IGC-IIC.1.K10 IGC-IIC.1.K11 IGC-IIC.1.K13 IGC-IIC.1.S1</p>	<p>Candidate does not understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p> <p>Candidate does not show evidence of how they use knowledge of how children develop as readers, the stages of child development, and the language acquisition process including how to transfer/ connection between primary or home language (L1) and English (L2) with little or no evidence of how this development and its connection to the learning environment can be used to support students' motivation to read and write.</p> <p>Candidate does not understand how</p>	<p>Candidate demonstrates some understanding of how exceptionalities may interact with development and learning, but displays limited use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p> <p>Candidate displays partial knowledge of how children develop as readers, the stages of child development, and the language acquisition process including how to transfer/ connection between primary or home language (L1) and English (L2) and some inconsistencies in their use of evidence from research to illustrate to make connection to the learning environment in order to support students' motivation to read and write.</p> <p>Candidate demonstrates some understanding of how</p>	<p>Candidate understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p> <p>Candidate demonstrates adequate and accurate use knowledge of how students develop as readers, the stages of child development, and the language acquisition process including how to transfer/ connection between primary or home language (L1) and English (L2) and evidence from research to illustrate connection to the learning environment in order to support students' motivation to read and write.</p> <p>Candidate understands how exceptionalities including auditory and information processing skills, language</p>	<p>Candidate has a thorough and comprehensive understanding of how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p> <p>Candidate demonstrates thorough and comprehensive knowledge of concepts from reading, language, the stages of child development, how children develop as readers, and the language acquisition process including how to transfer/ connection between primary or home language (L1) and English (L2) and evidence from research to make connection to the learning environment in order to support students' motivation to read and write.</p> <p>Candidate has a thorough and comprehensive understanding</p>

	<p>exceptionalities including auditory and information processing skills, language development, may interact with development and learning and use this knowledge to provide meaningful and challenging academic and nonacademic learning experiences to build comprehension for individuals with exceptionalities.</p>	<p>exceptionalities including auditory and information processing skills, language development, may interact with development and learning, but displays limited use this knowledge to provide meaningful and challenging academic and nonacademic learning experiences to build comprehension for individuals with exceptionalities.</p>	<p>development, may interact with development and learning and use this knowledge to provide meaningful and challenging academic and nonacademic learning experiences to build comprehension for individuals with exceptionalities.</p>	<p>of how exceptionalities including auditory and information processing skills, language development, may interact with development and learning and use this knowledge to provide meaningful and challenging academic and nonacademic learning experiences to build comprehension for individuals with exceptionalities.</p>
<p>CEC 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. IGC-IIC.4.K1; IGC-IIC.4.K3; IGC-IIC.4. S3; IGC-IIC.4. S4; IGC-IIC.4.S6</p>	<p>Candidate does not use multiple methods of assessment and data-sources in making educational decisions.</p> <p>Candidate demonstrates inadequate ability to use formal and informal assessments to plan, evaluate, strengthen, and differentiate their reading/language arts instruction, specifically their ability to use a variety of assessments and data to plan and select appropriate resources, evaluate students' responses to instruction, and develop relevant next steps for teaching, interpret patterns in classroom and individual students' data.</p>	<p>Candidate attempts to, but inconsistently or inaccurately uses different methods of assessment and data-sources in making educational decisions.</p> <p>Candidate displays partial ability to use formal and informal assessments to evaluate, strengthen, and differentiate their reading/language arts instruction, but shows inconsistency in their ability to use assessment, specifically how to vary assessments and data to plan and select appropriate resources, evaluate students' responses to instruction, and develop relevant next steps for teaching, interpret patterns in classroom and individual students' data.</p>	<p>Candidate uses multiple methods of assessment and data-sources in making educational decisions.</p> <p>Candidate provides adequate and accurate use of formal and informal assessments evaluate, strengthen, and differentiate their reading/ language arts instruction. Candidate attempts to vary assessments and data in relation to resources, students' responses to instruction, relevant next steps for teaching, and patterns observed in classroom and individual students' data.</p> <p>Candidate uses multiple methods of assessment individuals with exceptionalities by</p>	<p>Candidate demonstrates effective and comprehensive use of multiple methods of assessment and data-sources in making educational decisions.</p> <p>Candidate displays thorough and comprehensive use of multiple and varied formal and informal assessments throughout their lesson to differentiate their reading/ language arts instruction. Candidate demonstrates how assessments and data are consistently and systematically used to address resources, evaluate students' responses to instruction, develop relevant next steps for teaching, interpret patterns in classroom and individual students' data.</p> <p>Candidate demonstrates effective and comprehensive</p>

	<p>Candidate does not use multiple methods of assessment individuals with exceptionalities to articulate the specialized terminology, identify, adapt, and modify specific assessments, and evaluate the assessment methods and data when making educational decisions and providing feedback to students with exceptionalities.</p>	<p>Candidate attempts to, but inconsistently, or inaccurately uses different methods of assessment individuals with exceptionalities to articulate the specialized terminology, identify, adapt, and modify specific assessments, and evaluate the assessment methods and data when making educational decisions and providing feedback to students with exceptionalities.</p>	<p>articulating the specialized terminology, identifying, adapting, and modifying specific assessments, and evaluating the assessment methods and data when making educational decisions and providing feedback to students with exceptionalities.</p>	<p>use of multiple methods of assessment for individuals with exceptionalities by articulating the specialized terminology, identifying, adapting, and modifying specific assessments, and evaluating the assessment methods and data when making educational decisions and providing feedback to students with exceptionalities.</p>
<p>CEC 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. IGC-IIC.5.K1 IGC-IIC.5.K3 IGC-IIC.5.K5 IGC-IIC.5.K7 IGC-IIC.5.K11 IGC-IIC.5.S1 IGC-IIC.5.S2 IGC-IIC.5.S3 IGC-IIC.5.S4 IGC-IIC.5.S7 IGC-IIC.5.S10 IGC-IIC.5.S11 IGC-IIC.5.S12 IGC-IIC.5.S13</p>	<p>Candidate does not show evidence that they know how to use a balanced approach to reading – one that includes such practices as workshop model with routines and procedures to implement connect curriculum, curricular goals, and community. Candidate does not show ability to implement an integrated balanced curriculum by aligning content, English language arts, students’ prior knowledge, interests, and experiences, as well as local, state and professional standards. Candidate does not select, adapt, or use appropriate materials, evidence-based</p>	<p>Candidate displays partial ability to use a balanced approach to reading by including such practices as workshop model with routines and procedures to implement connect curriculum, curricular goals, and community but there are inconsistencies in their ability to implement an integrated balanced curriculum by aligning content, English language arts, students’ prior knowledge, interests, and experiences, as well as local, state and professional standards. Candidate attempts to, but is inconsistent in their ability to select, adapt, and use</p>	<p>Candidate demonstrates adequate and accurate use of a balanced approach to reading by including such practices as workshop model with routines and procedures to implement curriculum, curricular goals, and community. Candidate demonstrates adequate ability to implement an integrated balanced curriculum by aligning content, English language arts, students’ prior knowledge, interests, and experiences, as well as local, state and professional standards. Candidate selects, adapt, and uses evidence-based</p>	<p>Candidate demonstrates exemplary use of a balanced approach to reading by including such practices as workshop model with routines and procedures to implement curriculum, curricular goals, and community. Candidate demonstrates their ability to implement an integrated balanced curriculum by aligning content, English language arts, students’ prior knowledge, interests, and experiences, as well as local, state and professional standards. Candidate selects, adapts, and effectively uses a repertoire of appropriate, evidence-based instructional strategies for</p>

<p>IGC-IIC.5.S14 IGC-IIC.5.S15 IGC-IIC.5.S16 IGC-IIC.5.S17 IGC-IIC.5.S18 IGC-IIC.5.S19 IGC-IIC.5.S20 IGC-IIC.5.S24</p>	<p>instructional strategies for systematic reading and writing instruction including using technology across curriculum content areas to advance learning and academic development in such areas as reading fluency, comprehension, vocabulary, as well as writing, spelling, and organization of individuals with exceptionalities.</p>	<p>evidence-based instructional strategies for systematic reading and writing instruction including using technology, locating and adapting materials for use across curriculum content areas to advance learning and academic development in such areas as reading fluency, comprehension, vocabulary, as well as writing, spelling, and organization of individuals with exceptionalities</p>	<p>instructional strategies for reading and writing instruction including using technology and other curriculum materials across content areas to advance learning and academic development in such areas as reading fluency, comprehension, vocabulary, as well as writing, spelling, and organization of individuals with exceptionalities.</p>	<p>systematic reading and writing instruction including using technology, locating and adapting materials for use across curriculum content areas to advance learning and academic development in such areas as reading fluency, comprehension, vocabulary, as well as writing, spelling, and organization of individuals with exceptionalities.</p>
<p>CEC 6.0 Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession. IGC-IIC.6.K4 IGC-IIC.6.K9 IGC-IIC.6.K11 IGC-IIC.6.S2 IGC-IIC.6.S3</p>	<p>Candidate does not use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p>	<p>Candidate attempts to, but inconsistently uses foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p>	<p>Candidate uses foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p>	<p>Candidate demonstrates exemplary and highly effective use of foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p>

Rubric for Reading Intervention for Struggling Learners

Reading Intervention Project Assessment Rubric

CHILDHOOD SPECIAL EDUCATION PERFORMANCE RUBRIC ON SUPERVISED READING INTERVENTION					
OBSERVING KNOWLEDGE OF DEVELOPMENT: LITERACY ACQUISITION AND DEVELOPMENT THEORY					
Basic Ability					
Standards	Abilities	Unsatisfactory	Emerging	Competent	Exemplary
<p>CEC 1.0. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities</p>	<p>Knows word reading phases and comprehends the possible associated gaps within word reading phases. Applies this developmental knowledge to identify a potential reading disability. Uses this knowledge in determining the upper and lower limits of the zone of proximal development to provide meaningful and challenging learning experiences for individuals at risk for failure to decode words.</p>	<p>No significant element of the standard is present meaning word reading phases or gaps are partially or totally inaccurate</p>	<p>Knows the word reading phase and the gaps but was not able to demonstrate an understanding of the zone of proximal development in terms of how far you can go in providing activities requiring decoding within a word reading phase. Therefore, this demonstrates a beginning ability to use knowledge of how performance associated with exceptionalities interacts with development and how this information can be used to provide meaningful and challenging learning experiences</p>	<p>Knows the word reading phase and the gaps and understands the zone of proximal development in terms of how far you can go in providing activities requiring decoding, but some aspects of the rationale for choosing particular activities is not clear. Therefore, this demonstrates an adequate ability to use knowledge of how performance associated with at-risk for reading failure and exceptionalities interacts with development and adequate ability to provide meaningful and challenging learning experiences</p>	<p>Knows the word reading phase and the gaps and understands the zone of proximal development in terms of how far you can go in providing activities requiring decoding, and all aspects of the rationale for choosing particular activities is clear. Therefore, this demonstrates an excellent ability to use knowledge of how performance associated with at-risk for reading failure and exceptionalities interacts with development and excellent ability to provide meaningful and challenging learning experiences</p>
OBSERVING THE POTENTIAL INFLUENCE OF CULTURE ON LITERACY ACQUISITION AND DEVELOPMENT					
Basic Ability					
<p>CEC CHILDHOOD:</p>	<p>Demonstrates an understanding of</p>	<p>No significant element of the standard is</p>	<p>Know student(s) ethnicity,</p>	<p>Know student(s) ethnicity, language/dialect and potential</p>	<p>Know student(s) ethnicity, language/dialect and</p>

<p>1.1 Beginning special education professionals understand how language and culture, or family background influence the learning of individuals with exceptionalities</p>	<p>the intersection between cultural and linguistic diversity and learning of individuals at risk for reading failure or evidencing an exceptionality through examining and integrating ethnicity, language/dialect and potential differences between Standard English and language or dialect differences in learning experiences that reflect an understanding of how student background influences the learning of individuals with potential reading disabilities</p>	<p>present meaning the ethnicity or language/dialect is not acknowledged in developing the intervention activities</p>	<p>language/dialect and potential differences between Standard English and language or dialect differences, but minimally integrates this knowledge in only one part of the intervention or has integrated cultural and linguistic diversity in an unclear manner minimally demonstrating an overall initial beginning understanding of how student background influences the learning of individuals with potential or with reading disabilities</p>	<p>differences between Standard English and language or dialect differences and adequately integrates this knowledge across many parts of the intervention or has integrated cultural and linguistic diversity in a high quality, clear manner demonstrating an overall adequate understanding of how student background influences the learning of individuals with potential or with reading disabilities</p>	<p>potential differences between Standard English and language or dialect differences and integrates this knowledge across all parts of the intervention or has integrated cultural and linguistic diversity in a high quality clear manner demonstrating an overall exemplary understanding of how student background influences the learning of individuals with potential or with reading disabilities</p>
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SUMMARIZING THE RELATIONSHIP BETWEEN ASSESSMENT AND INSTRUCTION

<p>Basic Ability</p>					
<p>CEC 4.2 Beginning special education professionals use knowledge of measurement</p>	<p>Clear demonstration of interpreting challenges and strengths based on</p>	<p>No significant element of this standard is present because the interpretation of the challenges and/or</p>	<p>Beginning understanding of this standard is present because the interpretation of the challenges and/or</p>	<p>Adequate understanding of this standard is present because the interpretation of the challenges and/or strengths is unclear or disorganized</p>	<p>Exceptional understanding of this standard is present because the interpretation of the challenges and strengths is totally clear and organized</p>

principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities	the original prescription and demonstrating knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with potential reading disability	strengths is totally unclear and/or disorganized demonstrating no knowledge of measurement practices nor the ability to interpret and apply assessment results and guide educational decisions for individuals with potential reading disability	strengths is in many aspects unclear and disorganized demonstrating minimal knowledge of measurement practices or the ability to interpret and apply assessment results and guide educational decisions for individuals with potential reading disability	demonstrating some knowledge of measurement practices and the ability to interpret and apply assessment results and guide educational decisions for individuals with potential reading disability	demonstrating knowledge of measurement practices and the ability to interpret and apply assessment results and guide educational decisions for individuals with potential reading disability
OBSERVING AND SUMMARIZING THE RELATIONSHIP BETWEEN ASSESSMENT AND INSTRUCTION					
Basic Ability					
CEC 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them	Quality learning and performance is supported through demonstrating an understanding of intervention strategies that promote literacy development identifying progress and challenges, working toward quality learning and performance and providing feedback to guide students	No clear understanding of students' progress and challenges and demonstrating no ability to work toward facilitating quality learning and performance and no clear feedback to guide students	Beginning ability is indicated because only some of students' progress or challenges are used to develop high quality intervention activities demonstrating little ability to work toward quality learning and performance because no clear feedback was presented to guide students	Adequate ability is indicated because most of students' progress and challenges are used to develop high quality intervention activities demonstrating some ability to work toward quality learning and performance because most aspects of the feedback was clearly presented to guide students	Exceptional ability is indicated because all of students' progress and challenges are used to develop intervention activities demonstrating exceptional ability to work toward quality learning and performance because clear feedback was presented to guide students
Intermediate Ability					

<p>CEC 4.1 Beginning special education professionals select and use technically sound informal assessments that minimize bias</p>	<p>Clearly demonstrate knowledge of the result of each informal assessment</p> <ul style="list-style-type: none"> -Phonological awareness -Letter recognition (if necessary) -Phonics -Morphology (if necessary) -Vocabulary -Literal comprehension -Inferential comprehension -Additionally, demonstration of the use and selection of technically sound informal assessments that minimize bias 	<p>No significant element of the standard is present meaning that all relevant informal assessments listed were not conducted and/or there was no understanding of the rationale for the assessments indicating that the selection and use of technically sound informal assessments was not done to minimize bias</p>	<p>All relevant assessments were conducted; however, only a few of the explanations of the relevant informal assessments were clear indicating that the selection and use of technically sound informal assessments are only beginning to be understood and therefore there is a potential for bias</p>	<p>All relevant assessments were made; however, only some of the explanations of the relevant informal assessments were clear indicating that the selection and use of technically sound informal assessments are adequately understood and that there are minimal indications of potential bias</p>	<p>All relevant assessments were made with all of the explanations of the relevant informal assessments being clear indicating that the selection and use of technically sound informal assessments are thoroughly understood and that there are no indications of potential bias</p>
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SUMMARIZING CONTENT KNOWLEDGE: PLANNING DECODING AND COMPREHENSION

Intermediate Ability

<p>CEC 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities</p>	<p>Demonstrating a clear understanding of intervention tasks that you or your group members planned and the rationale for each suggested task</p>	<p>Not clear nor any depth of discussion regarding intervention tasks and/or rationales for each suggested task including the added activities every week</p>	<p>Few points were clear or few instances of in-depth discussion regarding intervention tasks and/or rationales for each suggested task including the added activities every week</p>	<p>Most points were clear or many instances of in-depth discussion regarding intervention tasks and/or rationales for each suggested task including the added activities every week (e.g. use of the pcv pipe etc.)</p>	<p>All points were clear or all discussion evidence are in depth regarding intervention tasks and/or rationales for each suggested task including the added activities every week (e.g. use of the pcv pipe etc.)</p>
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	including the added activities every week (e.g. use of the pcv pipe etc.)	(e.g. use of the pcv pipe etc.)	(e.g. use of the pcv pipe etc.)		
OBSERVATION OF CONTENT KNOWLEDGE INTERVENTION: IMPLEMENTING DECODING AND COMPREHENSION					
Intermediate Ability					
CEC 3.3 Beginning special education professionals implement modified general and specialized curricula to make them accessible to individuals with exceptionalities	Clearly recorded observations of the intervention tasks that you or your group members formulated, including modifications of general and specialized curricula to make the intervention accessible to individuals with the potential for reading disability (e.g. use of the pcv pipe etc.)	Recorded observations are unclear that you or your group members formulated including modifications of general and specialized curricula to make the intervention accessible to individuals with the potential for reading disability (e.g. use of the pcv pipe etc.)	Few instances of clarity regarding the recorded observations that you or your group members formulated including modifications of general and specialized curricula to make the intervention accessible to individuals with the potential for reading disability (e.g. use of the pcv pipe etc.)	Some instances of clarity regarding the recorded observations that you or your group members formulated including modifications of general and specialized curricula to make the intervention accessible to individuals with the potential for reading disability (e.g. use of the pcv pipe etc.)	All recorded observations were clearly described including modifications of general and specialized curricula to make the intervention accessible to individuals with the potential for reading disability (e.g. use of the pcv pipe etc.)
OUTCOMES VALUE ADDED FOR CANDIDATE AND STUDENTS					
CANDIDATE LEARNING					
Advanced Ability					
CEC 6.0 Beginning special education professionals use foundational knowledge to engage in lifelong learning and regularly reflect on their practice	Beginning special education professionals demonstrate their use of foundational knowledge to engage in lifelong learning and reflection because	No demonstration of use of foundational knowledge because there is no reflection or summarizing graph of observations for the Isolated Grapheme Sound Fluency Assessment	Little demonstration of the use of foundational knowledge because there is a graph but it summarizes a few of the observations of student performance on the Isolated Grapheme Sound Fluency Test.	Some demonstration of the use of foundational knowledge because there is a graph but it summarizes many of the relevant observations of student performance on the Isolated Grapheme Sound Fluency Test. There is a reflection and many of the	Excellent demonstration of the use of foundational knowledge because there is a graph which summarizes all of the relevant observations of students performance on the Isolated Grapheme sound Fluency Test. There is a reflection and all of the

	<p>their Assessment Results include a summarizing graph of observations for the Isolated Grapheme Sound Fluency Assessment and have detailed observations and recommendations for items in the assignment sheet a-i</p> <p>-</p>	<p>and have detailed observations and recommendations for items in the assignment sheet a-i</p>	<p>There is a reflection but only a few of the relevant items (a-i) are discussed.</p>	<p>relevant items (a-i) are discussed.</p>	<p>relevant items (a-i) are discussed.</p>
BECOMING A PROFESSIONAL					
Advanced Ability					
<p>**CEC 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities</p>	<p>Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities evidenced in the collection of information for the group related to extending and applying the intervention in theory to a child with an</p>	<p>Beginning special education professional did not understand the significance of lifelong learning and the importance of participating in professional activities and the learning community evidenced in no adequately made improvements made in any aspect of the Final Binder on Teaching a Child with and exceptional condition to read</p>	<p>Beginning special education professional evidenced little understanding of the significance of lifelong learning and the importance of participating in professional activities and the learning community because there is evidence of a few of the challenging areas, cited in the original Binder evaluation, were adequately improved</p>	<p>Beginning special education professional evidenced some understanding of the significance of lifelong learning and the importance of participating in professional activities and the learning community because there is evidence of some improvements were adequately made in aspects of the Final Binder were improved</p>	<p>Beginning special education professional did understand the significance of lifelong learning and the importance of participating in professional activities and the learning community because all suggested improvements were adequately made in all aspects of the Final Binder and/or additional Information was added relevant to the intervention and/ or extending the intervention</p>

	exceptional condition				
Advanced Ability					
CEC 1.0 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities through the development of a case study on teaching a child with an exceptional condition to read	There is no understanding of development and individual differences because the case study did not evidence a response to the needs of individuals with exceptionalities through adequate development of a case study using the Final Binder on Teaching a Child with an Exceptionality to Read. No information from the binder was used.	There is little understanding of development and individual differences because the case study demonstrated a weak response to the needs of individuals with exceptionalities because the development of a case study using the Final Binder on Teaching a Child with an Exceptionality to Read was incoherently addressed and little information from the binder was used.	There is some understanding of development and individual differences because the case study demonstrated an adequate response to the needs of individuals with exceptionalities because the development of a case study using the Final Binder on Teaching a Child with an Exceptionality to Read was coherently addressed and many aspects of the information from the binder was used.	There is an excellent understanding of development and individual differences because the case study demonstrated a strong response to the needs of individuals with exceptionalities because the development of a case study using the Final Binder on Teaching a Child with an Exceptionality to Read was coherently addressed and a comprehensive amount of information from the binder was used.
STUDENT LEARNING					
Advanced Ability					
CEC 6.0 Beginning special education professionals use foundational knowledge to engage in lifelong learning and regularly reflect on their practice	Beginning special education professionals demonstrate their use of foundational knowledge to engage in lifelong learning and reflection because in depth self-reflection was a routine practice based on student reaction to the	No demonstration of the use of foundational knowledge because there is no reflection or summarizing graph of observations for the Isolated Grapheme Sound Fluency Assessment and no self-reflection on pertinent items from assignment sheet a-l	Little demonstration of the use of foundational knowledge because there is little reflection or an incoherent summarizing graph of observations for the Isolated Grapheme Sound Fluency Assessment and little self-reflection on pertinent items from assignment sheet a-l	Some demonstration of the use of foundational knowledge because there is some reflection or an incoherent summarizing graph of observations for the Isolated Grapheme Sound Fluency Assessment and little self-reflection on pertinent items from assignment sheet a-l	In depth demonstration of the use of foundational knowledge because there is comprehensive reflection or an incoherent summarizing graph of observations for the Isolated Grapheme Sound Fluency Assessment and little self-reflection on pertinent items from assignment sheet a-l

	<p>intervention and assessment results including reference to the summarizing graph of observations for the Isolated Grapheme Sound Fluency and recommendations for self-improvement related to items in the assignment sheet a-l demonstrating an understanding of the connection between student learning and self-reflection</p>				
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Rubric for Action Research – Childhood Special Education Candidates

Name: _____

Research Question: _____

Standard addressed	UNSATISFACTORY Grade Range: D/F (0-69)	EMERGING Grade Range: C/C+ (70-79)	COMPETENT Grade Range: B-/B/B+ (80-89)	EXEMPLARY Grade Range: A-/A (90-100)
<p>CEC 6. ISCI 6 S13 <i>Demonstrate commitment to engage in evidence-based practices</i> Candidate presents theories, philosophies, and evidence-based research that form the basis for their proposed action research, which informs special education practice and education. These theories and research clearly form the basis of the proposed study.</p>	No paper and/or does not meet minimum requirements	Candidate describes theories and research that underlie their topic and/or questions, but do not articulate or illustrate how these theories, philosophies, and research guide their own research study.	Candidate discusses theories, philosophies, and/or evidence-based research that support their research topic and questions. The research identifies research evidence that support students' needs. Research findings add value and significance to chosen educational research area by providing new thoughts, ideas and/or approaches that guide their own action research.	Candidate evaluate theories, philosophies and/or evidence-based research that extend beyond the research issue and make implications for further developing these theories or for use in the classrooms. Research and its findings add significant meaning to aspects of research by adding new ideas, thoughts or approaches to research area.
<p>CEC 5.0 ...<i>Evidence-based instructional practice</i> Final draft demonstrates candidate's thorough research and knowledge of evidence-based practices validated for specific characteristics of learners and settings</p>	No paper and/or does not meet minimum requirements	Candidates' demonstration reflect that they consulted 8 or less research studies on their issue and their research do not indicate they were able to connect that exploration to practices they actually used.	Candidate's demonstration reflects that they have explored 8-10 scholarly research resources and have connected these studies to their research through careful evaluation, analysis, synthesis, and application and thus have a clearer understanding of the issue or concern.	Candidate's paper reflects that they have explored 10 or more scholarly research resources and have taken a critical stance toward the resources and there is explanation of the extent of applicability to candidate's issues or concerns. Research paper clearly identify gaps in research literature which are addressed exceptionally well by presenting and implementing innovative ideals, method and strategies that improved teaching and learning.
<p>CEC 7.0 ..<i>culturally responsive</i> Candidates' paper demonstrate culturally responsive factors that</p>	No paper and/or does not meet	Candidate demonstrates that they are more knowledgeable about	Candidate's paper demonstrate careful consideration of culturally	Candidate's research reflects they adopted a culturally responsive

<p>promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members</p>	<p>minimum requirements</p>	<p>research topic or concern but have not used culturally responsive factors that would enhance communication and collaboration with individuals with exceptional learning needs and their learning communities. Research remains as theory and has not moved into action.</p>	<p>responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, and/or students from racially, linguistically, or ethnically diverse communities and/or their learning community by moving theory to research- based pedagogical strategies and/or methods that address such needs.</p>	<p>perspective and critical, inquiring stance towards the issue and has raised questions for further inquiry. Research explicitly moves theory into action and explicitly addresses methods that best promote effective pedagogical practices, services, and outcomes for individuals with exceptionalities and their families.</p>
<p><i>CEC 6 ISCI 6 S8 Candidates use verbal, nonverbal, and written language effectively.</i></p>	<p>No paper and/or does not meet minimum requirements</p>	<p>Candidate’s paper lack structural and logical signs of organization and coherence. Paper contains instances where conventions of writing and APA format are not followed.</p>	<p>Candidate’s paper is well organized and coherent. Language is generally clear to readers and follows all of the conventions of writing (e.g., spelling, grammar, sentence structure) and APA format.</p>	<p>Candidate’s paper is characterized by correct language use; a coherent organization, and the materials that accompany their research paper is constructed clearly and follows all of the conventions of writing (e.g., spelling, grammar, sentence structure) and uses explicit and unambiguous language; APA format is used correctly.</p>
<p><i>CEC 6 S11 Reflect on one’s practice to improve instruction and guide professional growth</i> Candidates are committed to their professional growth, reflect upon personal practice and engage in lifelong learning.</p>	<p>No paper and/or does not meet minimum requirements</p>	<p>Candidate does not adhere to all project guidelines, and/or a combination of the following: research questions are present, but unclear; literature review does not support chosen topic and work cited is of low-level quality; improper citation format used; findings are unclear and not applicable to the study; does not revise work to incorporate given feedback and/or never sought professor’s feedback.</p>	<p>Candidates adhere to all project guidelines: research questions are clear, focused, concise, and researchable; review of literature supports the identified problem, the articles/books used are peer reviewed and/or of a high-level of quality; findings are present and adequate; uses correct APA format, revises work over time and incorporates given feedback.</p>	<p>Candidates adhere to all project guidelines: research questions are clear, focused, concise, complex and researchable; review of literature explicitly supports inquiry based research and will add understanding to the body of educational research; the articles/books used are peer reviewed and of a high-level of quality; findings and their implications are clear; uses correct APA format throughout, incorporates and expands upon feedback given previously.</p>

Comments:

Rubric for Action Research – Early Childhood Special Education Candidates

Name: _____ Research Question _____

Standard Addressed	UNSATISFACTORY Grade Range: D/F (0-69)	EMERGING Grade Range: C/C+ (70-79)	COMPETENT Grade Range: B-/B/B+ (80-89)	EXEMPLARY Grade Range: A-/A (90-100)
Candidates' presentations are grounded in child development knowledge base. They use research-based theory, philosophy and practices to articulate their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create a healthy, respectful, supportive, and challenging for each child. NAEYC 1	No paper and/or does not meet minimum requirements	Candidate describes theories and research that underlie their topic and/or questions, but do not articulate or illustrate how these theories, philosophies, and research guide their own research study.	Candidate discusses theories, philosophies, and/or evidence-based research that support their research topic and questions. The research identifies research evidence that support students' needs. Research findings add value and significance to chosen educational research area by providing new thoughts, ideas, and/or approaches that guide their own action research.	Candidate evaluate theories, philosophies and/or evidence-based research that extend beyond the research issue and make implications for further developing these theories or for use in the classrooms. Research and its findings add significant meaning to aspects of research by adding new ideas, thoughts or approaches to research area.
Candidates' paper shows clear understanding of proposed topic and its importance of developmental domains and academic (or content) disciplines in early childhood curriculum. Research shows knowledge of the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. NAEYC 5	No research and/or does not meet minimum requirements	Candidates' research shows lack of understanding of proposed topics and the importance of developmental domains and academic (or content) disciplines in early childhood curriculum.	Candidates' research show clears understanding of chosen research concerns and the importance of developmental domains and academic/content disciplines. Review of the research shows knowledge of essential concepts, inquiry tools, and adds significantly to the research field by making connections that deepen their understanding of teaching and learning in early childhood.	Candidates' research projects show deep understanding of chosen research concerns and the importance of developmental domains and academic (or content) disciplines in early childhood. Candidates' reviews of the research topic show knowledge of essential concepts, inquiry tools, and have significantly added to the research field by creating new ideas, strategies, or theories in the research area.
Candidates demonstrates knowledge and understanding of diverse family and community characteristics. NAEYC 2a	No paper and/or does not meet minimum requirements	Candidate demonstrates that they are more knowledgeable about research topic or concern but have not used culturally responsive factors that would enhance communication and collaboration with individuals with exceptional learning needs and their learning communities. Research remains as theory and	Candidate's paper demonstrate careful consideration of culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, and/or students from racially, linguistically, or ethnically diverse communities and/or their learning community by moving theory to research-based pedagogical strategies and/or methods that address such needs.	Candidate's research reflects they adopted a culturally responsive perspective and critical, inquiring stance towards the issue and has raised questions for further inquiry. Research explicitly moves theory into action and explicitly addresses methods that best promote effective pedagogical practices, services, and outcomes individuals with exceptional learning needs, and/or for racially, ethnically, and linguistically diverse young children and their families.

		has not moved into action.		
Candidates use their own knowledge and other scholarly resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child. NAEYC 5	No paper and/or does not meet minimum requirements	Candidates' demonstration reflect that they consulted 8 or less research studies on their issue and their research do not indicate they were able to connect that exploration to practices they actually used.	Candidate's demonstration reflects that they have explored 8-10 scholarly research resources and have connected these studies to their research through careful evaluation, analysis, synthesis, and application and thus have a clearer understanding of the issue or concern.	Candidate's paper reflects that they have explored 10 or more scholarly research resources and have taken a critical stance toward the resources and there is explanation of the extent of applicability to candidate's issues or concerns. Research paper clearly identify gaps in research literature which are addressed exceptionally well by presenting and implementing innovative ideals, method and strategies that improved teaching and learning.
Candidate's research paper uses written language effectively. Candidates conduct themselves as members of the early childhood profession NAEYC 6	No paper and/or does not meet minimum requirements	Candidate's paper lack structural and logical signs of organization and coherence. Paper contains instances where conventions of writing and APA format are not followed.	Candidate's paper is well organized and coherent. Language is generally clear to readers and follows all of the conventions of writing (e.g., spelling, grammar, sentence structure) and APA format.	Candidate's paper is characterized by correct language use; a coherent organization, and the materials that accompany their research paper is constructed clearly and follows all of the conventions of writing (e.g., spelling, grammar, sentence structure) and uses explicit and unambiguous language; APA format is used correctly.
Candidates are committed to their professional growth, reflect upon personal practice, and engage in lifelong learning. NAEYC 6	No paper and/or does not meet minimum requirements	Candidate does not adhere to all project guidelines, and/or a combination of the following: research questions are present, but unclear; literature review does not support chosen topic and work cited is of low-level quality; improper citation format used; findings are unclear and not applicable to the study; does not revise work to incorporate given feedback and/or never sought professor's feedback.	Candidates adhere to all project guidelines: research questions are clear, focused, concise, and researchable; review of literature supports the identified problem, the articles/books used are peer reviewed and/or of a high-level of quality; findings are present and adequate; uses correct APA format, revises work over time and incorporates given feedback.	Candidates adhere to all project guidelines: research questions are clear, focused, concise, complex and researchable; review of literature explicitly supports inquiry based research and will add understanding to the body of educational research; the articles/books used are peer reviewed and of a high-level of quality; findings and their implications are clear; uses correct APA format throughout, incorporates and expands upon feedback given previously.

Rubric for Action Research – Childhood Education Candidates

Childhood Education Candidates

Name: _____

Research Question: _____

Standard addressed	UNSATISFACTORY Grade Range: D/F (0-69)	EMERGING Grade Range: C/C+ (70-79)	COMPETENT Grade Range: B-/B/B+ (80-89)	EXEMPLARY Grade Range: A-/A (90-100)
Candidates illustrates knowledge, and understanding of research based concepts, principles, theories, to develop and action research project related to children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. ACEI 1	No paper and/or does not meet minimum requirements	Candidate describes theories and research that underlie their topic and/or questions, but do not articulate or illustrate how these theories, philosophies, and research guide their own research study.	Candidate discusses theories, philosophies, and/or evidence-based research that support their research topic and questions. The research identifies research evidence that support students' needs. Research findings add value and significance to chosen educational research area by providing new thoughts, ideas, and/or approaches that guide their own action research.	Candidate evaluate theories, philosophies and/or evidence-based research that extend beyond the research issue and make implications for further developing these theories or for use in the classrooms. Research and its findings add significant meaning to aspects of research by adding new ideas, thoughts or approaches to research area.
Candidates proposed study is based on knowledge of students, learning theory, and evidence based research. ACEI 3	No paper and/or does not meet minimum requirements	Candidates' demonstration reflect that they consulted 8 or less research studies on their issue and their research do not indicate they were able to connect that exploration to practices they actually used.	Candidate's demonstration reflects that they have explored 8-10 scholarly research resources and have connected these studies to their research through careful evaluation, analysis, synthesis, and application and thus have a clearer understanding of the issue or concern.	Candidate's paper reflects that they have explored 10 or more scholarly research resources and have taken a critical stance toward the resources and there is explanation of the extent of applicability to candidate's issues or concerns. Research paper clearly identify gaps in research literature which are addressed exceptionally well by presenting and implementing innovative ideals, method and strategies that improved teaching and learning.

<p>Candidates understand how elementary students differ in their development and approaches to learning, and create opportunities that are adapted to diverse students ACEI 3.2</p>	<p>No paper and/or does not meet minimum requirements</p>	<p>Candidate demonstrates that they are more knowledgeable about research topic or concern but have not used culturally responsive factors that would enhance communication and collaboration with racially, ethnically and linguistically diverse students, their families, school personnel, and community.</p>	<p>Candidate's paper demonstrate careful consideration of culturally responsive factors that promote effective communication and collaboration with students from racially, linguistically, or ethnically diverse communities and/or their learning community by moving theory to research-based pedagogical strategies and/or methods that address such needs.</p>	<p>Candidate's research reflects they adopted a culturally responsive perspective and critical, inquiring stance towards the issue and has raised questions for further inquiry. Research explicitly moves theory into action and explicitly addresses methods that best promote effective pedagogical practices, services, and outcomes for with racially, ethnically and linguistically diverse students, their families, school personnel, and community.</p>
<p>Candidates use their knowledge and understanding of effective written communication ACEI 3.5</p>	<p>No paper and/or does not meet minimum requirements</p>	<p>Candidate's paper lack structural and logical signs of organization and coherence. Paper contains instances where conventions of writing and APA format are not followed.</p>	<p>Candidate's paper is well organized and coherent. Language is generally clear to readers and follows all of the conventions of writing (e.g., spelling, grammar, sentence structure) and APA format.</p>	<p>Candidate's paper is characterized by correct language use; a coherent organization, and the materials that accompany their research paper is constructed clearly and follows all of the conventions of writing (e.g., spelling, grammar, sentence structure) and uses explicit and unambiguous language; APA format is used correctly.</p>
<p>Candidates are aware of and reflect on their practice in light of research on teaching, and actively seek out opportunities to grow professionally. ACEI 5.1</p>	<p>No paper and/or does not meet minimum requirements</p>	<p>Candidate does not adhere to all project guidelines, and/or a combination of the following: research questions are present, but unclear; literature review does not support chosen topic and work cited is of low-level quality; improper citation format used; findings are unclear and not applicable to the study; does not revise work to incorporate given feedback and/or never sought professor's feedback.</p>	<p>Candidates adhere to all project guidelines: research questions are clear, focused, concise, and researchable; review of literature supports the identified problem, the articles/books used are peer reviewed and/or of a high-level of quality; findings are present and adequate; uses correct APA format, revises work over time and incorporates given feedback.</p>	<p>Candidates adhere to all project guidelines: research questions are clear, focused, concise, complex and researchable; review of literature explicitly supports inquiry based research and will add understanding to the body of educational research; the articles/books used are peer reviewed and of a high-level of quality; findings are clear and their implications are clear; uses correct APA format throughout, incorporates and expands upon feedback given previously.</p>

Comments:

Rubric for Webquest

Scoring Guide for WebQuest

Criteria	UNSATISFACTORY Grade Range: D/F	EMERGING Grade Range: C/C+	COMPETENT Grade Range: B-/B/B+	EXEMPLARY Grade Range: A-/A
Use technology proficiently and understand its potential as a tool for teaching and learning. CAEP 1.3, 1.5, 2.3 EPP Objective 1.3 ACEI 2.3/ 3.1/3.2/3.3/3.4/3.5/3.6	Content is not age appropriate; Demonstrates no understanding of technology as a tool for instruction.	Content is age appropriate; Demonstrates little understanding of technology as a tool for instruction.	Content is age appropriate; Demonstrates sufficient understanding of technology as a tool for instruction.	Content is age appropriate; Demonstrates thorough understanding of technology as a tool for instruction.
Use technology to gain knowledge of the beliefs, values, and perspectives of their own community and communities worldwide. CAEP 1.4, EPP objective 2.3 ACEI 2.3/ 3.1/3.2/3.3/3.4/3.5/3.6	Content provides no use of technology to enhance global knowledge of community beliefs, values or perspectives.	Content provides little use of technology to enhance global knowledge of community beliefs, values or perspectives.	Content provides sufficient use of technology to enhance global knowledge of community beliefs, values& perspectives.	Content provides effective use of technology to enhance global knowledge of community beliefs, values& perspectives.
Use technology as a problem-solving tool to gather, organize and analyze information. EPP objective 3.4	Content does not construct or articulate new perspectives of accepted ideas through web-based research.	Content minimally constructs and articulates new perspectives of accepted	Content sufficiently constructs and articulates new perspectives of	Content thoroughly constructs and articulates new perspectives of

		ideas through web-based research.	accepted ideas through web-based research.	accepted ideas through web-based research.
View technology as a path to new and effective ways of teaching and learning. EPP objective CAEP 1.5; 4.4 ACEI 2.3/ 3.1/3.2/3.3/3.4/3.5/3.6	Format does not demonstrate use of color, graphics or hyperlinks. Ineffective use of technology does not accommodate diverse learners.	Format presents some innovative use of color, graphics or hyperlinks. User-friendly technology is used to minimally accommodate one type of learner.	Effective, user-friendly technology is used to sufficiently accommodate two types of learners. Format makes sufficient innovative use of color, graphics and hyperlinks.	Highly effective, user-friendly technology is used to comprehensively accommodate more than two types of learners. Format models innovative use of color, graphics and hyperlinks.
Use technology as a tool for teaching and learning. CAEP 1.5; EPP objective 5.5 ACEI 2.3/ 3.1/3.2/3.3/3.4/3.5/3.6	Does not demonstrate any use of technology as a teaching and learning tool.	Demonstrates partial use of technology as a teaching and learning tool.	Demonstrates adequate and accurate use of technology as a teaching and learning tool.	Demonstrates comprehensive use of technology as a teaching and learning tool.
Use technology and other media to enhance learning. CAEP 1.5; EPP objective 5.3				

Scoring Guide: WebQuest Presentation

Criteria	UNSATISFACTORY Grade Range: D/F	EMERGING Grade Range: C/C+	COMPETENT Grade Range: B-/B/B+	EXEMPLARY Grade Range: A-/A
EPP Standard: Knowledge 1.2/ 1.4/1.6/ ACEI 2.3/ 3.1/3.2/3.3/3.4/3.5/3.6	Content is not age and grade appropriate. No apparent logical order of presentation or unclear content.	Content is loosely connected and presented.	Presentation is well organized for the most part with focus on age appropriate content.	Presentation is clear and creates a succinct and even flow of content/subject matter.

EPP Standard Creativity: 4/4.1/4.2/4.3/4.4/4.5 ACEI 2.3/ 3.1/3.2/3.3/3.4/3.5/3.6; CAEP 1.5, 2.3	No evidence of imagination and innovation, no use of technology in effective ways of teaching and learning.	Inadequate evidence of imagination and innovation, use of technology for teaching and learning.	An adequate evidence of imagination and innovation, adequate use of technology for teaching and learning.	An adequate, clear, and organized evidence of imagination and innovation, and use of technology for teaching and learning.
EPP Standard Effective Communication: 6/6.1/6.2/6.5/6.6 ACEI 2.3/ 3.1/3.2/3.3/3.4/3.5/3.6 CAEP 1.5, 2.2	No evidence of curriculum and technology connection. Evidence shows no command of “dominant” oral language and written English in appropriate registers depending on audiences and purposes, and demonstrate no fluency in numeracy.	Inadequate evidence of Curriculum and technology connections. Evidence shows poor command of “dominant” oral language and written English in appropriate registers depending on audiences and purposes, and demonstrate no fluency in numeracy.	An adequate evidence of curriculum and technology connections. Candidate shows an adequate ability communicate and to write in appropriate registers depending on audiences and purposes and demonstrate comprehensive fluency in numeracy.	Comprehensive and adequate evidence curriculum and technology connection to everyday situations. Candidate demonstrates excellent command of “dominant” oral language and written English in an appropriate registers depending on audiences and purposes, and shows comprehensive fluency in .
EPP Standard Professionalism: CAEP 2; EPP 5/ 5.1/ 5.2	No evidence of the reflective stance and openness to learning.	Inadequate evidence of the reflective stance and openness to learning.	An adequate evidence of the reflective stance and openness to learning.	Comprehensive and adequate evidence of the reflective stance and openness to learning.
Candidates collaborate with colleagues and agencies in the larger community to support K-6 students’ learning and well-being. CAEP 2; ACEI 5.1	Evidence shows that: Candidates are unaware that collegial activities contribute to a productive learning environment Candidates are not able to identify the appropriate specialists within the schools to support K-6 students’ learning and well-being.	Evidence shows that: Candidates recognize that collegial activities contribute to a productive learning environment Candidates can identify the appropriate specialists within the schools to support K-6 students’ learning and wellbeing.	Evidence shows that: Candidates participate in collegial activities to sustain a productive learning environment Candidates develop collaborative relationships with specialists to support students’ learning and well-being	

			Candidates value and respect the contribution and uniqueness of all members of the school community.	
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Assessment Rubric: Test Development Project (CEC 4)

Dimension	Emerging C to C+	Competent B- to B+	Exemplary A – to A+
<p><i>CEC 4 – ISCI 4 S1</i> Candidates gather relevant background information from parents and teachers and prepare anecdotal notes on students’ cognitive skills.</p> <p>(10 points)</p>	<p>Candidate’s anecdotal notes from parent and teacher interviews provided limited information on the student’s abilities <u>or</u> needs as it highlighted strengths or deficits in general terms without emphasis in any particular area of cognitive development.</p>	<p>Candidate’s anecdotal notes from parent and teacher interviews provided adequate information on the student’s abilities <u>or</u> needs in at least two areas of cognitive development: <i>memory, comprehension, problem-solving expressive/ receptive language.</i></p>	<p>Candidate’s anecdotal notes from parent and teacher interviews provided detailed information on the student’s abilities <u>and</u> needs in most areas of cognitive development: <i>memory, comprehension, problem-solving expressive/ receptive language.</i></p>
<p><i>CEC 4 - ISCI 4 S2</i> Candidates administer nonbiased formal and informal assessments make comparisons with Statewide Standardized Tests</p> <p>(20 points)</p>	<p>Candidate’s test reports demonstrate completion of the test items, and provide an accurate analysis of the results of two of the three tests. Candidate makes little or no important comparisons with Statewide test.</p>	<p>Candidate’s test reports demonstrate completion of the test items and provide an accurate analysis of the results of two of the three tests. Candidate makes several accurate and important comparisons with Statewide test but omitted one important comparison</p>	<p>Candidate’s test reports demonstrate completion of the test items and provide an accurate analysis of the results of all three tests, including suggestions for areas of improvement. Candidate identifies all important comparisons with Statewide test and provides detailed and accurate accounts to support decisions</p>
<p><i>CEC 4 - ISCI 4 S4</i> Candidates develop</p>			

<p><i>and modify individualized assessment strategies</i> to plan, evaluate and strengthen instruction by their clear inclusion of the following elements:</p> <p>Detailed assessment is included before, during and after instruction, and includes the use of adaptive technology, when necessary (IIC4 S7)</p> <p>Assessments are grounded in developmental theories, including Piaget, Vygotsky, Skinner and Bandura</p> <p>Assessments are based on concepts of intelligence, e.g.</p>	<p>Candidate's test development plan shows ability to develop assessments, but included some modifications that were not quite appropriate for instruction.</p> <p>Candidate's Plans for either before and/or during and/or after instruction are not clearly stated with sufficient details for their uses.</p> <p>Candidate cites only one developmental theory as the basis for the assessment.</p> <p>Candidate focuses on a favored, singular concept of intelligence.</p>	<p>Candidate's test development plan demonstrates adequate ability to develop assessments and included several modifications that were appropriate for instruction.</p> <p>Candidate's Plans for before, during and after instruction are appropriately designed and clearly stated, but needs more supporting details regarding their uses.</p> <p>Candidate cites at least two appropriate developmental theories that support the assessments developed.</p> <p>Candidate uses at least two concepts of intelligence to</p>	<p>Candidate's test development plan shows outstanding ability in developing assessments that were carefully modified for instruction. Candidate provided rationale for selections based on learning needs of students.</p> <p>Candidate's Plans for before, during and after instruction are accurately and appropriately designed and provide clear and detailed rationale for their uses.</p> <p>Candidate includes several pertinent developmental theories to support the variety of assessments developed in the plan.</p> <p>Candidate cleverly uses multiple concepts of intelligence to</p>
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<p>Gardner, Sternberg, Sperman, etc.</p> <p>Assessments are based on curricula theories, e.g. teacher-centered, student centered, etc.</p> <p>(20 points)</p>	<p>Candidate focuses on a favored singular choice of curriculum to support assessment plans.</p>	<p>support assessment plans.</p> <p>Candidate uses at least two curricula choices to effectively support assessment plans.</p>	<p>support assessment plans using comparative information to justify choices. </p> <p>Candidate includes a variety of curricula choices that are carefully connected to assessment plans.</p>
<p>CEC 4 - I ISCI 4 S8 Candidates evaluate instruction and monitor progress of individuals with exceptional learning needs to ensure the continuous intellectual, social and physical development of learners.</p> <p>Content Areas and Learning Targets (CEC 3 – Curricular Content Knowledge)</p> <p>Candidates include appropriate content area information</p> <p>Learning targets, sources, and objectives</p>	<p>Candidate’s plan includes one to two content area and learning target assessments to evaluate and ensure the continuous intellectual, social and physical development of learners.</p> <p>Candidate includes minimal content area information</p>	<p>Candidate’s plan incorporates two to three content area and learning target assessments to evaluate and ensure the continuous intellectual, social and physical development of learners.</p> <p>Candidate includes adequate content area information</p> <p>Learning targets, sources and objectives</p>	<p>Candidate integrates multiple content area and learning target assessment across all curriculum areas to evaluate and ensure the continuous intellectual, social and physical development of learners.</p> <p>Candidate includes comprehensive content area information</p>

<p>are appropriately reflected in assessment</p> <p>Table of Specification is appropriately developed</p> <p>Table of Specifications is appropriately included in assessment (30 points)</p>	<p>Learning targets and/or sources and/or objectives are not clearly reflected in assessment</p> <p>Table of Specifications is missing two or more elements</p> <p>Missing elements in Table of Specifications are not referenced in assessment</p>	<p>are reflected in assessment</p> <p>Table of Specifications is missing one element</p> <p>Missing element in Table of Specifications is not referenced in assessment</p>	<p>Learning targets, sources and objectives are clearly and appropriately reflected in assessment</p> <p>Table of Specifications is appropriately developed and includes all elements.</p> <p>Table of Specifications is cleverly incorporated and referenced in assessment</p>
<p><i>CEC 4: IGC4 S3 and IIC4 S3</i> <i>Candidates select, adapt, modify and use exceptionality-specific assessment instruments with individuals with disabilities, including the appropriate use of assistive technology</i></p> <p>(10 points)</p>	<p>Candidate is able to select, adapt and modify exceptionality specific instruments, including assistive technology but required guidance in appropriate use of instruments in at least two exceptionality areas.</p>	<p>Candidate is able to select, adapt and modify exceptionality specific instruments, including assistive technology but required some verbal guidance in appropriate use of instruments in one area of exceptionality.</p>	<p>Candidate is able to select, adapt, modify and skillfully use all exceptionality specific instruments, including assistive technology in all areas of exceptionalities without any guidance from field supervisor.</p>
<p><i>CEC4: IGC4 S4/IIC4 S4</i></p>	<p>Candidate required some assistance and frequent prompting to</p>	<p>With few prompts, candidate adequately adjusted response</p>	<p>Candidate independently and skillfully adjusted</p>

<p><i>Candidates assess reliable methods of responses of individuals who lack typical communication and performance abilities.</i></p> <p><i>(10 points)</i></p>	<p>modify response requirements of assessments for students with communicative and performance challenges.</p>	<p>requirements of assessments for students with communicative and performance challenges.</p>	<p>response requirements of assessments for students with communicative and performance challenges.</p>
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EDUC 355: CRITICAL ISSUES IN THE HISTORY OF EDUCATION
 EDUCATION DEPARTMENT
Motto: Educate to Liberate!
 Medgar Evers College
COURSE SYLLABUS

Instructor:	Dr. Tabora Johnson	Term:	Spring 2017
Office:	Office Number: B1007D	Class Meeting Days:	Friday
Phone:	718.270.4978	Class Meeting Hours:	7:00PM – 9:40 PM
E-Mail:	tjohnson@mec.cuny.edu	Class Location:	C 324
Website:	www.mec-cuny.digication.com	Lab Location:	NA
Office Hours:	Tuesdays: 2:00 PM – 4:00 PM; Fridays 6:00-7:00 PM and By Appointment		
Mission: Preparing Change Agents for Classrooms, Schools and Communities, who Educate to Liberate!			

*Syllabus is subject to change!

I. Welcome!

Dear Students:

The Education Department was one of the first departments created when the College opened its doors in 1971. Our work is guided by a six-point philosophy that we refer to as our conceptual framework.

DEPARTMENT’S CONCEPTUAL FRAMEWORK

Philosophy

The Unit has a public document that expresses the philosophy and beliefs that underlie its mission, standards, and the courses and early field and clinical experiences in which candidates practice. Unit work is guided by a six-point *philosophy*. We believe,

- ❖ Education brings people together from diverse cultures who are knowledgeable about their own cultural/historical experiences and the experiences of the many cultures that make up urban life. We wish to create shared experiences that unite members of these diverse communities while respecting the uniqueness of each individual’s particular history and culture. We see the home, school and community, and the interactions among all of them, as the first settings where children share experiences and learn about diversity and democracy.

- ❖ Candidates develop a deeper understanding of themselves in order to more fully interact with the array of nationalities and cultures that they will encounter daily in their classrooms. Through this knowledge, candidates gain the pride in themselves and their heritage that will enable them to better understand and interact with others in a diverse society.
- ❖ Candidates acquire cultural literacy. We believe that culture is a complex set of relationships that express a people’s ideas, beliefs and knowledge and that the representations of cultural ideology in art, music, literature and philosophy are fluid and ever changing as cultures interact with other cultures and with changing historical times.
- ❖ Gaining knowledge is a complex and interactive process that includes candidates learning how to learn, how to create a learning environment, how to reflect and assess their teaching and its impact on learners.
- ❖ Candidates are scholars who engage in inquiry to create effective learning experiences for their students.
- ❖ Candidates become change agents, committed to transforming themselves, their schools and their communities. We further believe that critical awareness and critical pedagogy are the cornerstones of this transformation.

Mission

The Unit’s mission “*to prepare change agents for classrooms, schools and communities who educate to liberate*” is embodied in our **Candidate Performance Standards**, those attributes which candidates will understand, practice, and demonstrate upon successful completion of a program of study in the Department:

1. Knowledge
2. Personal and Global Consciousness
3. Analytical Ability
4. Creativity
5. Professionalism
6. Collaboration
7. Effective Communication
8. Commitment and Caring

DISPOSITIONS STATEMENT

Medgar Evers Education degree candidates are expected to develop and maintain dispositions appropriate to the profession throughout their program of study. The Department embraces the National Council for the Accreditation of Teacher Education’s (NCATE) definition of dispositions as *the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.*

Candidate Dispositions

1. Enthusiasm about teaching and learning
2. Respect for diversity
3. Reflective practice
4. Belief in social justice, ethical behavior, and honesty
5. Resourcefulness and responsibility
6. Openness to constructive critique
7. Rapport with the learning community
8. Caring and commitment

The Department assesses dispositions as a means of supporting candidates to develop and maintain the values, commitments and ethics that they should have as future teachers. Candidate’s dispositions are assessed at multiple points in their program of study using a variety of methods (self-assessment, review of evidence, faculty assessment). It is the Department’s intention to support candidates’ development of the requisite dispositions. As such, candidates who perform at the unsatisfactory and/or emerging levels in any area of dispositions assessment are required to meet with their course instructor or mentor with the course instructor to discuss the assessment and develop a plan for improvement. The plan will be monitored by the course instructor/mentor and discussed with the candidate during meetings with his/her mentor. If a candidate does not demonstrate improvement, a letter of concern will be sent to the candidate and a meeting will be held with the Department Chairperson. Significant issues regarding candidates’ dispositions or behaviors will be resolved in accordance with the College policies and procedures for student misconduct.

II. University Course Catalog Description

The purpose of this course is to introduce candidates to the field of special education and the needs of exceptional children and youth who are gifted or have impairments that affect intellectual, physical, emotional or sensory abilities. Candidates will develop an understanding of the developmental and learning characteristics of exceptional children and youth and learn about various educational services that have been found to be effective in enabling exceptional children and youth to meet their full potential.

III. This course fulfills the following General Education Requirements: Yes No (If yes, respond to Section III. If no, go to Section IV.)

- Foundation Cluster Required Core
- General Knowledge Cluster Flexible Core

College Option:

- Socio-Cultural, and Diversity Cluster
- Integrated Knowledge Cluster: Social Sciences
 - Humanities & the Arts
 - Natural Sciences & Mathematics

IV. Course Overview

This course examines the centrality of race, class, ethnicity and gender in defining the U.S. educational experience. The class will examine four historical periods:

Colonial America, the 1840's and the Common School Movement, Reconstruction and the Progressive Era. Current issues like community control, tracking, religion and education, racial and sexual harassment, integration and equitable funding of schools will be examined in terms of their roots in these historical periods and in terms of their relationship to issues of race, ethnicity, gender and class. Students will become familiar with historical research methodology as they examine and analyze particular issues in the history of education.

V. Course Objectives / Student Learning Outcomes (SLOs)

EDUC 355 (class discussions, group activities, individual assignments, field experiences and examinations) will prepare candidates to:

1. Students will acquire in-depth knowledge and understanding of the historical periods of American Education.
2. Students will learn to construct an ethnographic critical research document based on a historical/anthropological perspective.
3. Students will learn to connect historical events to a contemporary context.
4. Students will acquire an analytical understanding of how historical events affect contemporary situations.

CANDIDATE PERFORMANCE STANDARDS ADDRESSED IN THIS COURSE

EDUC 355 will provide candidates with the basic tools required to become educators and will cover **all** of the Unit Standards in the following ways:

Analytical Ability

Standard 3.1: Effectively and comprehensively deconstructs text to uncover hidden meanings; to discern points of view that shape texts, and to make connections between the texts, their personal experiences, and other related texts.

Standard 3.2: Constructs and articulates new ways of looking at and responding to accepted ideas and paradigms.

Standard 3.3: Participates in a continuous and recursive cycle of learning that begins in immersion and continues with retrospection, revision and modification

Standard 3.4: Uses technology as a problem-solving tool to gather, organize and analyze information.

Effective Communication

Standard 6.1: Uses and applies Standard Written English and 'Dominant' Dialects where appropriate and is able to code switch from standardized or dominant forms to other forms of English when appropriate.

Standard 6.2: Uses technology as an efficient and innovative means of communication.

Common Core

CC1K9: Impact of the dominant culture on shaping schools and the individuals who study and work in them.

CC1K10: Potential impact of differences in values, languages, and customs that can exist between the home and school.

VI. Course Prerequisites

Pre-requisite/s: ENGL 112, EDUC 102

Online Class Site: CUNY BLACKBOARD

VII. Course Credits

3 credits/3 hours

VIII. Required Texts and Materials

Corwin, M. (2001). *And still we rise: The trials and triumphs of twelve gifted inner-city students*. New York, NY: Harper Collins Publishers.

Lareau, A. (2000). *Home advantage: Social class and parental intervention in elementary education*. Oxford, England: Rowman & Littlefield Inc.

Tyack, D. (1974). *The one best system: A history of urban education*. Cambridge, Massachusetts: Harvard University Press.

ARTICLES: available in Class Dropbox folder and/or eReserves

Anyon, J. (1980). Social class and the hidden curriculum of work. *The Journal of Education*, 162 (1), 67-92.

Asian-American children: What teachers should know. ERIC Digest.

<http://www.ericdigests.org/1994/teachers.htm>

Balkin, J. (2002). Would African Americans have been better off without Brown v. Board of

Education? *The Journal of Blacks in Higher Education*, 35, 102-104.

Banks, J. (1995). Multicultural education and curriculum transformation. *The Journal of Negro Education*, 64 (4), 390-400.

Bowles, S. & Gintis, H. (1976). *Schooling in capitalist America*. New York: Basic Books.

Darling-Hammond, L. (2009). America's commitment to equity will determine our future. *The Phi Delta Kappan*, 91 (4), 8-14.

Ford, T. & Dillard, C. (1996) Becoming multicultural: A recursive process of self and social construction. *Theory into Practice. Multicultural Education: Cases and Commentaries*, 35 (4), 232-238.

Gay, G. (1983). Multiethnic education: Historical developments and future prospects *The Phi Delta Kappan*, 64 (8), 560-563.

Kozol, J. (2005). Still separate, still unequal America's educational apartheid. *Harper's Magazine*, 311 (1864), <http://www.mindfully.org/Reform/2005/American-Apartheid-Education1sep05.htm>.

Ladson-Billings, G. (1996). "Your blues ain't like mine": Keeping issues of race and racism on the multicultural agenda. *Theory into Practice*, 35, (4), 248-255.

Ladson-Billings, G. (2013). "Stakes Is high": Educating new century students. *The Journal of Negro Education*, 82 (2), 105-110.

Mattai, R. (1992). Rethinking the nature of multicultural education: Has it lost its focus or is it being misused? *The Journal of Negro Education*, 61 (1), 65-77.

Nieto, S. (2000). *Puerto Rican students in U. S. schools*. New Jersey: Lawrence Erlbaum Publishing

Olneck, M. & Lazerson, M. (1974). The school achievement of immigrant children: 1900-1930. *History of Education*, 14 (4), 453-482.

Olneck, M. (2009). What have immigrants wanted from American schools? What do they want now? Historical and contemporary perspectives on immigrants, language, and American schooling. *American Journal of Education*, 115, 379-406.

Ravitch, D. (2010). Why public schools need democratic governance. *The Phi Delta Kappan*, 91(6) 24-27.

Reyhner, J. (2006). American Indian/Alaska Native Education. http://jan.ucc.nau.edu/~jar/AIE/Ind_Ed.html

Rury, J. (1983). The New York African free school, 1827-1836: Conflict over community control of Black education. : *Phylon*, 44 (3), 187-197.

Suarez-Orozco, C. & Suarez-Orozco, M. (2001). *Children of immigration*. Cambridge: Harvard University Press.

VIDEOS & SIMULATION MATERIALS

- School: The Story of American Public Schools
- Race to Nowhere
- 2 Million Minutes
- The Finish Miracle
- Diane Ravitch Videos

IX. Supplementary (Optional) Texts and Materials N/A

X. Basis for Final Grade

Each assessment is important to your overall final grade and you must therefore take full responsibility to ensure that all assignments are completed well and submitted on time. Your final grade will be determined by the percentage of your total earned score in relation to the total possible score across assessments.

Assessment	Percentage
Literacy Circle/Candidate Led Discussions	10
Written Assignments	25

Ethnographic Research Oral Presentation	20
Ethnographic Research Paper	35
Participation	10
Total	100

Education Department Grading Scale

Symbol	Range	MEC Definitions	EDUCATION DEPARTMENT Performance Criteria
A+	97 – 100	Exceptional	Exemplary
A	93.0 – 96.9	Excellent	
A-	90 – 92.9	Outstanding	
B+	87.1 – 89.9	Very Good	Competent
B	83 - 87	Good	
B-	80 – 82.9	Good	
C+	77 – 79.9	Satisfactory	Emerging
C	70 – 76.9	Satisfactory	
D+	67.1 – 69.9	Passing	Unacceptable
D	63.0 – 67.0	Passing	
D-	60.0 – 62.9	Passing	
F	0 – 59.9	Fail/ Unsuccessful completion of course	

XI. Grade Dissemination

All grades will be posted on Blackboard so that you can monitor your performance on each assignment as soon as it is completed.

XII. Course Policies: Grades

Late Work Policy: Each candidate must actively participate in all of the learning experiences and discussions to receive a passing grade in EDUC 355. **Late work will not be accepted.** Being late, or if you are not in class to participate more than three times will result in a half letter grade reduction. For example, an A will be reduced to an A- and so forth.

There are no make-ups for in-class writing, oral presentation or the final exam. Ethnographic research papers turned in late will be assessed a penalty: 5 points off per day and papers will not be accepted if overdue by more than five days.

Extra Credit Policy: No extra credit.

Grades of "Incomplete": INC grades are only given due to sickness of the student or immediate family member. If a candidate receives an INC for EDUC 355 (s)he cannot receive an A for the course.

Revision Policy: Candidates may meet with me if interested in revising specific assignments. Professor's decisions will be based upon unique circumstances and candidate's needs. You are required to review the professor's feedback, meet with the professor and utilize the services of the Academic Writing Center, there may be instances where working with the Writing Center is mandated by the professor. Referral to the Writing Center will be given in writing by the professor. Students referred to the Writing Center must produce signed logs (Center Director/Staff) to the professor on submission of a revised essay/report.

XIII. Course Policies: Technology and Media

Email: Candidates are encouraged to communicate with professor and peers using email as the response time is usually more immediate than other media.

Online Component: Some classes will be held via Blackboard

Laptop / Smartphone Usage: Candidates are free to use a laptop or i-Pad during instruction and class activities only if they are being used for class related purposes. However, the use of smartphones is prohibited, particularly as they relate to telephone usage during instruction. You are asked to kindly turn off phones before entering class.

Classroom Devices: Classroom lectures and activities will utilize extensive technology and other devices.

XIV. Course Policies: Student Expectations

Disability Access: Federal law prohibits discrimination on the basis of a disability. Under the guidelines of the Americans with Disabilities Act, the College will provide reasonable accommodations to persons with documented disabilities. Therefore, if you are in need of or have any questions regarding accommodations or services, please contact **Mr. Anthony Phifer, Director, Office of Services for the Differently-Abled (Bedford Building Room 1024) at 718-270-5027 or aphifer@mec.cuny.edu**. Any information provided to the office will be confidential and will not be released without your permission.

Attendance Policy: Being late, or if you are not in class to participate more than three times will result in a half letter grade reduction. For example, an A will be reduced to an A- and so forth.

Professionalism Policy:

Any candidate who plagiarizes on any assignment in part or whole will receive an F in EDUC 355 and will be required to re take the course. I conduct a close read of all papers, and over time learn each candidate's writing style; in addition, papers are checked for plagiarism.

If you use someone else’s words directly please use quotation and then cite the author at the end of the sentence, you will then give the full citation in the reference section (APA style formatting on all papers). For example, “This paper examines the relationship between health disparities and social toxins...” (Johnson, 2014, p. 234).

If you paraphrase or use someone else’s concept you must cite the reference. For example: There is a direct relationship between environmental toxins and health disparities (Johnson, 2014). Please note that I used my own words, but the concept is not mine so I made the proper citation. Please practice professionalism and integrity at all times.

College Learning Center, Writing Center, and Academic Computing Labs: We highly recommend that you utilize the writing center to enhance your written communication skills. Please visit the Writing Center online <http://medgareverswritingcenter.commonscuny.edu/>

Like them Facebook: www.facebook.com/mecwritingcenter

Important Dates to Remember

February 5: LAST DAY TO ADD CLASSES

February 5: LAST DAY TO DROP CLASSES FOR 75% TUITION REFUND

February 12: LAST DAY TO DROP FOR 50% TUITION REFUND

February 19: LAST DAY TO DROP CLASSES FOR 25% TUITION REFUND

February 19: FIRST DAY TO DROP COURSE(S) WITHOUT 'W' GRADE

February 20: FIRST DAY TO DROP COURSE(S) WITH 'W' GRADE

April 10-18: Spring Break

DEPARTMENTAL ADVISEMENT

If you are an Education major completing courses in the Pre-Professional level of the Teacher Education degree program, or a Transfer Student and have not yet been formally admitted to one of the three BA degree programs, your advisor is **Dr. Alicia Collins**. You are required to contact her immediately and make an appointment to review your program of study by September 11, 2015. Dr. Collins’ office is located in Room 1011 in the Bedford Avenue building. Her telephone number is (718) 270-4991 and her email is acollins@mec.cuny.edu.

***Schedule EDUC 355—Tentative and subject to change**

XV.

CLASS DATES	Topic/Content	Activity	Learning Experiences/ Assignments
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Feb 3	Introduction Course Overview	Getting to know each other; Expectations; Introduction to ethnographic research; Assignments	Sign up for candidate led discussions *All candidates must read every assignment whether you are leading a discussion or not.
Feb 10	Where it all began: Historic examination of US public schools	Excellence in African Education Activity: Literacy Circle in Class	Film: <i>History of American Education</i> https://www.youtube.com/watch?v=fPc7RnGOho0&index=1&list=PLkFzyKKHmsFeNFAXU_g_Lc1yzAdhjeJz_ Dr. Asa Hilliard on Excellent Schools Part I and II (will view in class): https://www.youtube.com/watch?v=omxBII-II8E https://www.youtube.com/watch?v=iL3c4vZemGo Assignment due: Video Analysis—group work in class
Feb 17	Revisiting the purpose of education and school in the United States.	Read all of <i>And Still They Rise by Corwin</i>	Read: <i>And Still We Rise by Corwin</i> (entire book) And still we rise –class discussion
Feb 24 *Visit field sites, no class meeting	Selecting an ethnography site	Find an ethnography site and complete an informal *Develop Research Questions	Read: Understanding ethnography research http://www.engagingcommunities.org

			<i>*And still we rise assignment due electronically by 10 PM</i>
Mar 3	History of U.S. Public Schools: Education for “all”	History--Foundational Inequities in the US public school system	<p><i>Read:</i> <i>The One Best System</i> –Tyack Part I</p> <p><i>The New York African Free School, 1827-1836: Conflict over Community Control of Black Education</i> —Rury</p> <p>Ethnography Research Questions (discuss in class)</p> <p>Candidate Led Discussions *Due—One paragraph identifying the following: ethnography topic; setting and participant(s)</p>
Mar 10 *Online Class	History of US Education: Why Standardize?	-Discussion of Ethnography Projects thus far	<p>Film: School: The Story of American Public Schools (1950-1980)</p> <p><i>Read: The One Best System</i> –Tyack Part II</p> <p>Assignment Due: Candidate Led Discussion</p>
Mar 17	History of Am. Education: The Origins of Inequality: Gender, Race and Access.		<p><i>Read: The One Best System— Part III and IV</i></p> <p>Video (will view in class):</p>

			<p>Film: School: The Story of American Public Schools (1980-Present)</p> <p>Assignment Due: Candidate Led Discussions</p>
Mar 24	Racial Inequality in Education: Life after Brown v Board of Education		<p><i>Read: One best system Part V- Tyack</i></p> <p><i>Still separate, still unequal America's educational apartheid-- Kozol</i> http://www.mindfully.org/Reform/2005/American-Apartheid-Education1sep05.htm</p> <p><i>Would African Americans have been better off without Brown v. Board of Education?—Balkin</i></p> <p>Assignment Due: Text Analysis 1 (This assignment must include a discussion on the text by Tyack) Candidate Led Discussions</p>
Mar 31	Beyond Stereotypes: A historic glance of immigrant children		<p><i>Children of Immigration –Suarez–Orozco</i></p> <p><i>Puerto Rican Students in U. S. Schools – Nieto</i></p> <p><i>The School Achievement of Immigrant Children— Olneck and Lazerson</i></p>

			<p><i>What have Immigrants wanted from American Schools? What Do They Want Now? Historical and Contemporary Perspectives on Immigrants, Language, and American Schooling—Olneck</i></p> <p>Asian American Students: http://www.ericdigests.org/1994/teachers.htm</p> <p>American Indian/Alaska Native Education: http://jan.ucc.nau.edu/~jar/AIE/Ind_Ed.html</p> <p>Candidate Led Discussions Submit Ethnography Research Questions</p>
April 7	Public School Reform: One Step Forward and Two Steps Back		<p><i>Multiethnic Education: Historical Developments and Future Prospects—Gay</i></p> <p><i>“Rethinking the Nature of Multicultural Education: Has it Lost its Focus or is it Being Misused?—Mattai</i></p> <p><i>Your Blues Ain’t like Mine”: Keeping Issues of Race and Racism on the Multicultural Agenda- Ladson Billings</i></p>

			<p><i>Multicultural Education and Curriculum Transformation—Banks</i></p> <p><i>Becoming multicultural: A recursive process of self- and social Construction.— Ford & Dillard.</i></p> <p>Candidate Led Discussions Ethnography Research Questions</p>
April 14 no class	Spring Recess April 10-18	No class	No class
April 21	A Problem that won't Disappear: Social Class & Educational Disadvantage		<p><i>Schooling in Capitalist America - Bowles and Gintis</i></p> <p><i>Social Class & The Hidden Curriculum of Work— Anyon</i></p> <p><i>Home Advantage – Lareau</i></p> <p>Assignments: Text Analysis 2—the primary focus of your analysis is Home Advantage, and you will include the theme/thesis of all three readings Candidate Led Discussions</p>

April 28 *Online Class	Ethnography Research Gatekeepers: Examining the practice of standardized (Over) Testing/A history of educational inequities		Race to Nowhere Read: <i>America’s commitment to equity will determine our future</i> —Darling- Hammond <i>“Stakes is High:” Educating New Century Students</i> —Ladson-Billings Assignment Due: Candidate Led Discussions <u>Sign up for oral presentations</u>
May 5	The future of public education in America: Voices from the field	Ethnography Research	Oral Presentations
May 12	Ethnography Research: Final Papers and Oral Presentation	Ethnography Research	Oral Presentations
May 19 Class does not meet	Final Paper	Final Paper	Ethnography Research Papers –Due electronically by 10 PM

XVI. Schedule and readings/activities are tentative and subject to change at Instructor’s discretion.

XVII. Course Assignments & Assessment Rubrics

Examinations: EDUC 355 is a comprehensive foundation course required by all teacher candidates in the Education Degree Programs at MEC. The cumulative examination will be an ethnography research paper focused on the modern day perspectives of urban youth along with historical themes of critical issues in Urban U.S. Education. Additionally, your paper must contain at least 7 references (text) from class readings (35 percent).

LEARNING EXPERIENCES

- 1. Participation: Read assigned chapters on course schedule/class calendar.**

Full Participation in class discussions of theory and practice required both face to face and online. Participation is the central focus of this course and is imbedded in the total course grade.

2. *And Still We Rise* –Written Assignment

(Minimum 5 pages, double space, times new roman, one inch margins)

What is the purpose of school? Using evidence and details from *And still we rise: The trials and triumphs of twelve gifted inner-city students*, write an in-depth evaluation of the purpose of school and schooling for students of color, particularly those of African descent and Latinos. Your paper must include, but is not limited to the following:

- At least three students from the text
- Examples of political and social policies that perpetuate educational inequities
- Teaching styles that work best for youth of color (use teachers from text to support your claim).
- Use at least 10 new vocab words from the text in your paper.

3. Literature Lesson Plan and Outline/Candidate Led Discussion:

UNIT STANDARDS 3: KNOWLEDGE, ANALYTICAL ABILITY and 6: EFFECTIVE COMMUNICATION

Class lesson plan structured around a book/article *from the required reading list*. Your presentation should include class participation (activity and discussion) relevant to the actual content of the book/article, be interactive and include thought questions, video/audio excerpts, images, skits, supporting documents, debate/discussion, poetry/rap/spoken word/quotes, etc. The presentation should include a typed outline of the main points and references of the reading to share with your classmates on the day of your presentation. Your presentation will be graded on clarity, content knowledge and creativity of instructional delivery method (use of interactive and/or multimedia tools, etc.).

4. Text Analysis Paper

Due Date: You may either submit a hard copy immediately after the class discussion or send an electronic copy before our class meeting. Please note no late work will be accepted.

Candidates write an analysis paper, which focuses on an area of the work that is interesting, significant, or merits discussion.

Candidate introduces and presents an argument, which is fully supported with textual evidence. Candidate's personal response will show a deeper understanding of the text in order to get more from the text.

- Identify the author's thesis and purpose
- Identify your own thesis—a summary of your evaluation of the work
- Uses textual evidence to support claim(s)
- Analyze text through breaking down into parts
- Identify key vocabulary
- Summarize main points
- Research unfamiliar ideas and content
- Practice critical reading and critical writing

5. Literature Circle:

Candidates participate in structured, small group discussions about texts. Candidates assume different roles in the group to closely examine and discuss text.

- Make text-to-text connections
- Identify the main idea and supporting details in a text
- Analyze vocabulary usage and literary techniques in a passage
- Revisit and re-read texts to locate and recall and extract literal information from the text
- Examine author's purpose and argument
- Evaluate the evidence used to support claims and arguments
- Explore varying perspectives in the text
- Summarize and synthesize information from multiple sources
- Identify central ideas and themes

6. Video Analysis (Parts 1-6 on YouTube/or VHS from library)

School: The Story of American Public Education

Title

Time period covered

Historic references of relevance

Whose story is included?

Whose story is missing?

Main points

Discuss three prominent persons who made a significant impact on public education in the U.S. according to the film.

Address inequities present in the history of public school education in the 1800's, 1900's and present

Asa Hilliard on Excellence in African Education (will be viewed in class)

- Discuss Dr. Hilliard's theme using at least central points from the film.
- Compare and contrast this film with School: The Story of American Public Education

7. Key Assessment EDUC 355: Ethnographic Research

What is ethnography?

Ethnography is the study of people in their own environment over a given course of time through methods such as observer-participant and face-to-face interview.

The 355 Ethnography Project

Over the course of the semester you will engage in ethnographic research to understand urban students' perspective on current issues that are critical to urban education. You may choose to observe the student(s) in multiple settings over the course of the semester or one setting. Your observation space can be a school yard, community center or recreational area. The goal is to immerse yourself into your participant(s) lives and understand the educational issues that are relevant to their lives.

After several sessions of observation, you will conduct face-to-face interviews to hear directly from your participants. After completing your interview(s) and analyzing the data, you will write an ethnographic research paper that both shares your findings and provides a comparative analysis of your research findings and texts studied over the course of the semester. Your goal is to understand if the issues voiced by students align with those addressed in various text and address any areas of needs and/or gaps.

The Process

Step 1 Research Question

Create and define your guiding question. A central question and thesis statement guides a good ethnographic research paper. The aim is to write a concise and clear overview of the focus of your research, such as a description of the behavior or values of a particular social group. In our case, please remember that your focus is to investigate. Clarify why this selected question is important and worthy of investigation.

Step 2 Observations

Select your observation site and begin the participant observer process. Be sure to take detailed notes during this stage.

Step 3 Interview Questions

After you have observed your participants to the degree that you have gained a comprehensive cultural understanding of your participants, create a list of interview questions. Questions should be open ended and allow participants to fully express their thoughts and range of feelings, experiences and emotions.

Step 4 Interviews

Conduct face to face interview(s) with your participants. Be sure to conduct interviews in a space that is comfortable to your participants and one which is an environment conducive to safely and provides an opportunity for all to engage in rich dialogue.

Decide ahead of time if you will tape record the interview.

Step 5 Data Analysis

After interviewing your participants you will analyze all collected data i.e. field notes, observation notes, interviews and all pertinent materials. Your analysis will allow you to organize your research findings into themes from which you can then form a theoretic understanding of current issues in urban education informed by real students.

Step 6 Write an ethnographic research paper

Your paper must include:

Your research/guiding question

Methodology: a description of what you did during your research and how you did it. Include your ethnographic method, such as participant observations or interviews, and why you chose this method. Data should also be included when putting the paper together, such as how many times you visited a particular site and how many people you interviewed.

Findings: Use evidence taken directly from your research field notes to report your findings and to back up any assertions you make. Remember to attribute any quotes or ideas to the participants in your bibliography. In this select you will report your finding in a raw form without interpretation, just the facts. Be selective with your material by only including relevant information to prevent your paper from becoming trivial or floating off-topic.

Discussion and Implications: Discuss and interpret your findings. Interpret and evaluate the research. This consists of two parts. Analyze the raw data to make conclusions about your research. Look for any emerging patterns, trends, beliefs or processes. Then evaluate your research methods. Consider the strengths and weaknesses in your methodology and data collection, and any possible limitations of the study. If your findings do not answer your research question (as in step one), make some recommendations for further study. In addition, address any similarity or differences between your findings and class texts, papers must include at least 7 texts used in class, one text must address historic context. Address research gaps based on your research and highlight students' position in contrast to policy makers, educators and other practitioners. Did you find that students' issues differed or were similar to those expressed in the literature? Where should urban education go from here?

Conclusion: Sum up your research paper concisely.

Please remember to add a reference and appendix section.

And Still We Rise Assessment

Domains	UNSATISFACTORY Grade Range: D/F (0-69)	EMERGING Grade Range: C/C+ (70-79)	COMPETENT Grade Range: B-/B/B+ (80-89)	EXEMPLARY Grade Range: A-/A (90-100)
MEC Standard 1 Ideas: understanding and articulation of the writing task and assignment requirements	Conveys a confused or largely inaccurate understanding of the assigned task(s) and requirements. Text rambles, points made are confusing	Conveys a somewhat accurate understanding of the assigned task(s) and requirements. Articulates ideas, but writing is somewhat disjointed and difficult to follow	Conveys an accurate although somewhat basic understanding of the assigned task(s) and requirements. . Articulates ideas clearly	Conveys an accurate and complete understanding of the assigned task and requirements. Articulates ideas clearly and concisely
MEC Standard 5 Development/Organization Elaboration using specific and relevant details. Maintains direction, focus, and coherence	Does not develop ideas cogently, organize them logically within paragraphs and/or connect them with clear transitions; uneven and/or ineffective overall organization	Uses appropriate and relevant content to develop simple ideas in some parts of the work. Some signs of logical organization, Occasionally lacking in coherence; few evident transitions.	Uses appropriate, relevant, and compelling content to explore ideas Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together	Fully & imaginatively develops ideas. Organization is logical and appropriate to assignment; Effective sequence of ideas and transitions

<p>MEC Standard 3 Analysis/Interpretation Analysis of political and social policies that perpetuate educational inequities</p>	<p>Offers unclear analysis or unwarranted explanations that fail to support purported ideas</p>	<p>Offers limited analysis or superficial explanation that only partially support the ideas</p>	<p>Offers partial analysis and explanation in support of ideas</p>	<p>Offers clear and explicit analysis and explanation in support of ideas</p>
<p>MEC Standard 1 Sources and Evidence Extent to which ideas are supported by credible sources</p>	<p>Offers simplistic or undeveloped support for the ideas. Uses limited source(s), and/or relies predominantly on sweeping generalizations, narration, description, or summary</p>	<p>Offers some evidence but not enough to develop ideas in unified way. Demonstrates an attempt to use credible and/or relevant sources to support ideas Uses single or multiple sources, which may be unreliable and used uncritically</p>	<p>Demonstrates consistent use of credible, relevant sources to support ideas. Uses multiple or reliable sources which are not always assessed critically</p>	<p>Supports ideas clearly and consistently with arguments that incorporate and explain specific textual evidence from a variety of sources. Demonstrates skillful use of high quality, credible, relevant sources to develop ideas.</p>
<p>MEC Standard 7 Effective Written Communication: Exhibits conventional spelling, punctuation, paragraphing, capitalization, and grammar and use new vocabulary from the text</p>	<p>Uses language that sometimes impedes meaning because of errors in usage Multiple and serious errors of sentence structure; frequent errors in spelling and capitalization; intrusive and/or inaccurate punctuation such that communication is hindered. Proofreading not evident. Does not use vocabulary from text.</p>	<p>Uses straightforward language that generally conveys meaning to readers. The writing has some errors. Sentences show errors of structure and little or no variety; many errors of punctuation, spelling and/or capitalization. Errors interfere with meaning in places. Careful proofreading not evident. Minimum use of text vocabulary.</p>	<p>Uses language that generally conveys meaning to readers with clarity, although writing may include few errors. Effective and varied sentences; some errors in sentence construction; only occasional punctuation, spelling and/or capitalization errors. Use at least 8 text vocabulary.</p>	<p>Uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. Each sentence structured effectively, powerfully; rich, well-chosen variety of sentence styles and length; virtually free of punctuation, spelling, capitalization errors. Consistently and accurately incorporates at least 10 text vocabulary.</p>

Key: Yellow highlight (electronically reviewed) or underlines and circles (physical copy reviewed) indicates grammar or sentence structure errors

Comments:

Candidate Led Discussion

Domains	UNSATISFACTORY Grade Range: D/F (0-69)	EMERGING Grade Range: C/C+ (70-79)	COMPETENT Grade Range: B-/B/B+ (80-89)	EXEMPLARY Grade Range: A-/A (90-100)
MEC Standard 8 Commitment and Care: Demonstrates accountability to class community through preparedness	Candidate demonstrates no understanding of the assigned literature and asks zero questions and/or 0-1 unclear question that class is unable to comprehend and respond to or that leads to a nebulous discussion about the topic and its related issues .	Candidate demonstrates that they minimal understanding of the assigned literature and asks 0-2 lack luster questions that leads to a flat discussion about the topic and its related issues.	Candidate has read the assigned literature and demonstrates a clear understanding by asking at least 3 thought provoking questions that leads to an engaging discussion about the topic and its related issues.	Candidate has clearly read the assigned literature and demonstrates understanding by asking at least 4 thought provoking questions that leads to a spirited discussion about the topic and its related issues.
MEC 3: Analytical Ability Quality of Argument	Candidate attempts to offer claims, which may be vague, confusing, or irrelevant. Uses evidence from a single source (e.g., the text under discussion, the historical context of a text, personal experience, general knowledge, a previous class) to support claims. Provides reasoning that connects claims and evidence. Reasoning takes the form of a summary / description, and may be vague, confusing, or irrelevant.	Candidate responds to questions / prompts by offering claims that are clear or relevant. Uses evidence from a single source (e.g., the text under discussion, the historical context of a text, personal experience, general knowledge, a previous class) to support claims. Provides reasoning that attempts to connect claims and evidence. Reasoning tends to take form of summary (or description, interpretation, evaluation).	Candidate responds to questions/prompts by offering clear, relevant claims. Uses evidence to support claims. Evidence comes from a variety of sources (e.g., the text under discussion, the historical context of a text, personal experience, general knowledge, a previous class). Provides reasoning that connects claims and evidence. Reasoning takes a variety of forms (e.g., summary / description, interpretation, evaluation).	Candidate responds to questions / prompts by offering clear, relevant claims that fuel the discussion. Uses evidence to support one’s own and others’ claims. Evidence comes from a variety of sources (e.g., the text under discussion, the historical context of a text, personal experience, general knowledge, a previous class). Provides reasoning that clearly connects claims and evidence. Reasoning takes a variety of forms (e.g., summary / description, interpretation, evaluation).
MEC Standard 1 Contribution to Knowledge:	Candidate paraphrases text excerpts incompletely and/or inaccurately from memory. References lack context or are irrelevant. Attempts to	Candidate attempts to reference relevant text excerpts. Must be prompted to provide location or context of	Candidate references relevant text excerpts. Orients listeners to the location and context of the text. Makes relevant connections between text and	Candidate references relevant text excerpts that reflect close reading. Orients listeners to the location and context of the text, and waits

	<p>make a connection across knowledge sources (e.g., the historical context of a text, personal experience, general knowledge, a previous class). Connection may be vague or irrelevant.</p>	<p>the text. Makes connections between text and another knowledge source (e.g., the historical context of a text, personal experience, general knowledge, a previous class) when prompted.</p>	<p>other knowledge sources (e.g., the historical context of a text, personal experience, general knowledge, a previous class).</p>	<p>for listeners to find location. Makes sophisticated connections between text and multiple other knowledge sources (e.g., the historical context of a text, personal experience, general knowledge, a previous class).</p>
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Text Analysis

Domains	UNSATISFACTORY Grade Range: D/F (0-69)	EMERGING Grade Range: C/C+ (70-79)	COMPETENT Grade Range: B-/B/B+ (80-89)	EXEMPLARY Grade Range: A-/A (90-100)
MEC Standard 1 Ideas: understanding and articulation of the writing task and assignment requirements	Conveys a confused or largely inaccurate understanding of the assigned task(s) and requirements. Text rambles, points made are confusing	Conveys a somewhat accurate understanding of the assigned task(s) and requirements. Articulates ideas, but writing is somewhat disjointed and difficult to follow	Conveys an accurate although somewhat basic understanding of the assigned task(s) and requirements. . Articulates ideas clearly	Conveys an accurate and complete understanding of the assigned task and requirements. Articulates ideas clearly and concisely
MEC Standard 5 Development/Organization Elaboration using specific and relevant details. Maintains direction, focus, and coherence	Does not develop ideas cogently, organize them logically within paragraphs and/or connect them with clear transitions; uneven and/or ineffective overall organization	Uses appropriate and relevant content to develop simple ideas in some parts of the work. Some signs of logical organization, Occasionally lacking in coherence; few evident transitions.	Uses appropriate, relevant, and compelling content to explore ideas Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together	Fully & imaginatively develops ideas. Organization is logical and appropriate to assignment; Effective sequence of ideas and transitions
MEC Standard 3 Analysis/Interpretation Analysis of political and social policies that perpetuate educational inequities	Offers unclear analysis or unwarranted explanations that fail to support purported ideas	Offers limited analysis or superficial explanation that only partially support the ideas	Offers partial analysis and explanation in support of ideas	Offers clear and explicit analysis and explanation in support of ideas
MEC Standard 1 Sources and Evidence Extent to which ideas are supported by credible sources and textual evidence	Neglects important source from assigned text. Overuse of quotations or paraphrase to substitute writer's own ideas. (Possibly uses source material without acknowledgement.)	Uses relevant sources/text evidence but lacks in variety of sources and/or the skillful combination of sources. Quotations & paraphrases may be too long and/or inconsistently referenced.	Uses sources/text evidence to support, extend, and inform, but not substitute writer's own development of idea. Doesn't overuse quotes, but may not always conform to required style manual	Uses sources/text evidence to support, extend, and inform, but not substitute writer's own development of idea. Combines material from a variety of sources, incl. pers. observation, scientific data, authoritative testimony. Doesn't overuse quotes.

<p>MEC Standard 7 Effective Written Communication: Exhibits conventional spelling, punctuation, paragraphing, capitalization, and grammar and use new vocabulary from the text.</p>	<p>Uses language that sometimes impedes meaning because of errors in usage Multiple and serious errors of sentence structure; frequent errors in spelling and capitalization; intrusive and/or inaccurate punctuation such that communication is hindered. Proofreading not evident.</p>	<p>Uses straightforward language that generally conveys meaning to readers. The writing has some errors. Sentences show errors of structure and little or no variety; many errors of punctuation, spelling and/or capitalization. Errors interfere with meaning in places. Careful proofreading not evident.</p>	<p>Uses language that generally conveys meaning to readers with clarity, although writing may include few errors. Effective and varied sentences; some errors in sentence construction; only occasional punctuation, spelling and/or capitalization errors.</p>	<p>Uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. Each sentence structured effectively, powerfully; rich, well-chosen variety of sentence styles and length; virtually free of punctuation, spelling, capitalization errors.</p>
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Key: Yellow highlight (electronically reviewed) or underlines and circles (physical copy reviewed) indicates grammar or sentence structure errors
Comments:

Ethnography Research Oral Presentation				
Domains	UNSATISFACTORY Grade Range: D/F (0-69)	EMERGING Grade Range: C/C+ (70-79)	COMPETENT Grade Range: B-/B/B+ (80-89)	EXEMPLARY Grade Range: A-/A (90-100)
MEC 4: Creativity Presentation/Aesthetics	No presentation and/or does not meet minimum requirements	Presentation lacks aesthetic and visual appeal, and requires further clarity. Two out of four elements are addressed explicitly: research question is clearly identified; recorded data is organized clearly and is easily understood by others; research findings address critical issues of urban education from student(s) perspectives	Presentation is aesthetically and visually pleasing, adequately clear, and comprehensive. Three out of four of following elements are addressed explicitly: research question is clearly identified; recorded data is organized clearly and is easily understood by others; research findings address critical issues of urban education from student(s) perspectives.	Presentation is aesthetically and visually pleasing, exceptionally clear, and comprehensive. All of the following elements are addressed explicitly: research question is clearly identified; recorded data is organized clearly and is easily understood by others; research findings address critical issues of urban education from student(s) perspectives.
MEC 1: Knowledge Ethnography research knowledge	No presentation and/or does not meet minimum requirements	Candidate's presentation reflects that they minimally consulted class texts and urban students on their research topic; presentations do not	Candidate's presentation reflects that they have explored 7 or more class texts and urban students and have connected the literature to their research through careful	Candidate's presentation reflects that they have explored 7 or more class text and urban students and have taken a critical stance and

		indicate that they were able to connect the literature to practices/students' perspectives. Candidate may not be able to answer questions about their presentation accurately.	evaluation, analysis, synthesis and eventual implementation, thus have a clearer understanding of the research topic. Candidate is able to adequately speak about the research and responds to questions clearly.	there is explanation of the extent of applicability to candidate's research topic. Presentations clearly identified gaps in literature, which are, addressed exceptionally well by presenting innovative ideals, method, and strategies that can improve education for urban students. Candidate speaks knowledgeably about the research and responds confidently and accurately to questions.
MEC 3: Analytical Ability	No presentation and/or does not meet minimum requirements	Candidate demonstrates that they are more knowledgeable about research topic, but are unable to address how their research connects to modern urban education and are unable to articulate the implications of their research findings.	Candidate's presentations demonstrate that they are more knowledgeable of the research topic and have carefully considered the connections and implications of the research findings to modern urban education.	Candidate's research reflects they adopted a culturally that they are exceptionally knowledgeable of the research topic and they have raised questions for further inquiry. Research explicitly evaluated the connections and implications of the research findings to modern urban education.
MEC Standard 7 Effective Oral Communication: Candidates use verbal, nonverbal, and written language effectively.	No presentation and/or does not meet minimum requirements	Generally not comprehensible due to pronunciation errors, lack of grammatical control, fluency/pauses, and/or limited vocabulary. Generally inappropriate in style of presentation, self-confidence, interest, eye contact, and body language. Presentations contain instances where conventions of writing are not followed. Audience does not easily understand the presentation content. Voice quality is only adequate.	In general, appropriate academic style of presentation, self-confidence, apparent interest, eye contact, & body language. There are some errors in pronunciation, grammar, fluency/pauses, and/or rephrasing. Candidate's presentation is well organized and coherent and visually pleasing. Language is generally clear to readers and general audience and follows all of the conventions of writing (e.g., spelling, grammar, sentence structure). Voice quality (projection, intonation) is acceptable.	Overall, appropriate manner of presentation related to academic style of presentation, self-confidence, apparent interest, eye contact, and body language. During oral presentation, there may be occasional pronunciation and grammatical errors, but they do not interfere with comprehension. Voice quality (projection, intonation) is excellent. Candidate's poster follows all of the conventions of writing (e.g., spelling, grammar, sentence structure) and uses explicit and unambiguous language and does not contain grammatical or spelling errors.

Comments:

Strengths	Areas of Improvement/Questions	Notes
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Grade:

Ethnography Research Project

Domains	UNSATISFACTORY Grade Range: D/F (0-69)	EMERGING Grade Range: C/C+ (70-79)	COMPETENT Grade Range: B-/B/B+ (80-89)	EXEMPLARY Grade Range: A-/A (90-100)
MEC 1: Research Knowledge	No paper and/or does not meet minimum requirements	Candidate describes participants' perspective on critical issues in modern urban education, and addresses research topic and questions, but does not demonstrate in a clear manner knowledge of the research topic.	Candidate discusses participants' perspective on critical issues in modern urban education. The ethnography paper identifies evidence that support urban students' needs and issues that are critical to their success. Candidates demonstrates concrete knowledge of the research topic as findings add value to chosen educational research area by providing new thoughts, ideas and/or approaches that guide their own ethnographic work.	Candidate's research evaluates participants' perspective on critical issues in modern urban education that extend beyond the research issue and make implications for further developing the critical issue or for application to urban classrooms. Candidate illustrates comprehensive understanding and knowledge of the research topic as findings add value and significance to chosen educational research area by providing new thoughts, ideas and/or approaches that guide their ethnographic research of urban students.
MEC 5: Project Development and Organization	Does not develop ideas and ethnography project cogently, or organize thoughts logically within paragraphs and/or connect them with clear transitions; uneven and/or ineffective overall organization.	Uses appropriate and relevant content and sequence to develop ethnography project and final paper, evidence of simple ideas in some parts of the work. Some signs of logical organization, Occasionally lacking in coherence; few evident transitions.	Uses appropriate, relevant, and compelling content and sequence to explore ideas and ethnography project. Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together.	Fully & imaginatively develops ideas and ethnography project. Organization is logical and appropriate to assignment; Effective sequence of ideas and transitions.
MEC 3: Analytic Ability Results and Discussion	Offers unclear analysis, does not discuss research findings or unwarranted explanations and discussion that fail to	Offers limited analysis or superficial discussion of research findings; insubstantial explanation and discussion that only partially supports the research topic.	Offers vague analysis and discussion of research findings; discussion of research findings present, but not comprehensively addressed. Explanation	Offers clear and explicit analysis of research findings; discussion section comprehensively provides insight into the research topic and critical issues that

	support purported research topic.		incomplete, but does support research topic.	affect students in urban education.
MEC 1: Sources and Evidence	No paper and/or does not meet minimum requirements	Ethnography paper reflects that candidate has consulted 5 or less class texts on their issue and their research do not indicate they were able to connect that exploration to issues critical to modern urban education. Research gaps are not addressed based nor does the candidate highlight students' position in contrast to policy makers, educators, researchers and other practitioners.	Ethnography paper reflects that candidate has explored at least 6 class texts and have connected these studies to their research through careful evaluation, analysis, synthesis, and application and thus have a clearer understanding of issues critical to modern urban education. Candidate addresses research gaps based their ethnographic research and highlights students' position in contrast to policy makers, educators, researchers and other practitioners.	Ethnography paper reflects that candidate has explored 7 or more class texts and have taken a critical stance toward the resources and there is explanation of the extent of applicability to candidate's issues or concerns. Research paper clearly identify gaps in research literature which are addressed exceptionally well by presenting a discussion on how students' position contrast to policy makers, educators, researchers and other practitioners.
MEC 8: Commitment and Care Candidates are committed to their professional growth as reflected in adhering to project guidelines and requirements; engages in lifelong learning.	No paper and/or does not meet minimum requirements	Candidate does not adhere to all project guidelines, and/or a combination of the following: research questions are present, but unclear; literature review does not support chosen topic and does not cite class texts; improper citation format used; findings are unclear and not applicable to the study; does not revise work to incorporate given feedback and/or never sought professor's feedback.	Candidates adhere to all project guidelines: research questions are clear, focused, concise, and researchable; review of literature supports the identified problem; meets the requirement of using 7 class texts in paper; findings are present and adequate; uses correct APA format, revises work over time and incorporates given feedback.	Candidates adhere to all project guidelines: research questions are clear, focused, concise, complex and researchable; review of literature explicitly supports inquiry based research and will add understanding to the body of educational research; meets or exceeds the requirement of using 7 class texts in paper; findings and their implications are clear; uses correct APA format throughout, incorporates and expands upon feedback given previously.

<p>MEC 7: Effective Communication Exhibits conventional spelling, punctuation, paragraphing, capitalization, and grammar and use new vocabulary from the text.</p>	<p>Uses language that sometimes impedes meaning because of errors in usage Multiple and serious errors of sentence structure; frequent errors in spelling and capitalization; intrusive and/or inaccurate punctuation such that communication is hindered. Proofreading not evident.</p>	<p>Uses straightforward language that generally conveys meaning to readers. The writing has some errors. Sentences show errors of structure and little or no variety; many errors of punctuation, spelling and/or capitalization. Errors interfere with meaning in places. Careful proofreading not evident.</p>	<p>Uses language that generally conveys meaning to readers with clarity, although writing may include few errors. Effective and varied sentences; some errors in sentence construction; only occasional punctuation, spelling and/or capitalization errors.</p>	<p>Uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. Each sentence structured effectively, powerfully; rich, well-chosen variety of sentence styles and length; virtually free of punctuation, spelling, capitalization errors.</p>
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Key:

Yellow highlight (electronically reviewed) or underlines and circles (physical copy reviewed) indicates grammar or sentence structure errors

Ref—means reference. Please add in text citation

Comments: