RHODE ISLAND COLLEGE

Feinstein School of Education
And Human Development

Department of Special Education

Exit Portfolio Guidelines

Mild/Moderate Disabilities

2019

Special Education Department Portfolio Summary

Undergraduate Programs

Admissions Portfolio

- ▪ FSEHD ONLINE ADMISSION APPLICATION
- ▪ GENERAL INSTRUCTIONS

http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/Pages/Admission-Requirements.aspx.

Preparing to Student Teach Portfolio
(Submitted prior to student teaching)

Include in this portfolio:

- ➢ **A copy of your Special Education ETS/PRAXIS Examinee Score Report(s) (pages 1-4) on RIDE applicable Praxis Tests**
- ➢ **Current transcript that documents GPA 2.75 or better**
- ➢ **Grades of a B- or better in Special Education Coursework and Artifacts**
- ➢ **Special Education Field Work Form**
- ➢ **Graded rubrics of the following project artifacts from your *chosen concentration****
- ➢ **SPED 300 or SPED 302/ELED 302 : Case Study** and **Observation** *offered Fall, Spring*
- ➢ **SPED 310: Classroom Structure Project** and Observation
- ➢ **SPED 311: Communication Inventory**
- ➢ **SPED 312: Assessment Project** and **Observation**

*Elementary Mild/Moderate	*Secondary Mild/Moderate	*Severe Intellectual Disabilities ages 3 to 21

SPED 412: 3 Rubrics
  1) Assessment Plan
  2) IEP
  3) Design for Instruction
 and 2 Observations (course professor
          and practicum teacher
SPED 458: Math/Science
          Interview
 and 2 Observations (course professor
          and practicum teacher
	SPED 424: (TCMWS)Teacher Candidate Mini Work Sample Artifact Project and Teacher Candidate Performance & Observation Report
	SPED 427: Observation/Curriculum Participation Report
		SPED 435: Assessment/ IEP Unit and Observation *offered Fall*
		
		SPED 436: Curriculum Modification Project and **Observation** *offered Spring*

Exit Portfolio
Submitted upon completion of Student Teaching

- • **Individualized Education Plan (IEP)**
- • **Teacher Candidate Work Sample (TCWS)**
- • **RI-ICEE Observation**
- • **Special Education Professionalism #2**

Deadlines:

Admissions Portfolio: *Online, check dates,* **Preparing to Student Teach:** *Last day of Classes,* **Exit Portfolio:** Thursday of last week of classes

Rhode Island College

Department of Special Education

M.Ed. in Special Education Certification

Admissions Portfolio

(Submitted before completion of two graduate courses)

- **https://www.applyweb.com/apply/ricg/**
- 3 Letters of Recommendations
- Special Education Professional Goals Essay
- B- or better in SPED 300 or SPED 302/ELED 302
- Official Transcripts
- G.P.A. of 3.0 or better
- Graduate Record Exam or Miller Analogies Test

Preparing for Graduate Internship Portfolio (PFI)

(Submitted prior to graduate internship)

- Case Study (**300** or equivalent)
- Classroom Structure Project (**503**)
- Oral/Written Language Project (**505**)
- Assessment & IEP Unit and Lesson Plans (**501**)
- Curriculum Modification Project (**518**) (Elementary Level)
- **OR** Teacher Candidate Mini Work Sample (**424**) *(Secondary Level)*
- Current transcript that documents GPA 3.0 or better
- A **copy** of your Special Education ETS/PRAXIS Examinee Score Report(s) (5543) (pages 1-4) on Rhode Island Department of Education (RIDE) applicable Praxis Tests

Special Education Exit Portfolio

(Submitted upon completion of Graduate Internship)

- Individualized Education Plan (IEP)
- Teacher Candidate Work Sample (TCWS)
- RI Innovation Consortium Educator Evaluation (RI-ICEE) Observation Rubric
- Special Education Professionalism #2

Deadlines:
   Admissions Portfolio: *Online (Check Dates)*   **Preparing to Student Teach**: *Last day of Classes* **Exit Portfolio**: *Last day of Internship*

Department of <u>Special Education</u>
<u>Exit Portfolio</u> Submission Guidelines
http://www.ric.edu/specialeducation/Pages/Portfolios.aspx

GUIDELINES FOR SUBMITTING THE DEPARTMENT OF SPECIAL EDUCATION
EXIT PORTFOLIO

Each candidate, undergraduate and graduate, is responsible for assembling and submitting a complete, acceptable Department of Special Education Exit Portfolio.

The Exit portfolio in Special Education is submitted in two parts:

1. You submit the following work in where it will be assessed by your college supervisor and cooperating teacher and/or your SPED 440/SPED 438 professor.

Assignment	Chalk & Wire Table of Contents
➢ Teacher Candidate Work Sample (TCWS) ➢ RI Innovation Consortium Educator Evaluation (RI-ICEE) Observation Rubric ➢ Special Education Professionalism Rubric	➢ SPED: Undergraduate Student Teaching Portfolio or SPED: Graduate Student Teaching Portfolio
➢ Individualized Education Program (IEP)	➢ SPED**:** BS in Special Education ➢ SPED: M.Ed. in SPED Certification ➢ SPED: M.Ed. in Severe Intellectual Disabilities

2. An Exit Portfolio submission is submitted to your SPED 440/436 professor on your last class. And SPED 662/664/665 will be submitted to the Department Secretary on completion of Internship.

   You will submit a <u>hard copy</u> of the following work:

   ➢ A RI-ICEE Observation Rubric with Special Education standards
   ➢ Special Education Professionalism **#2**
   ➢ <u>Exit Portfolio Review Form</u> with signatures from your evaluators

Successful completion of the candidate's Exit Portfolio will be forwarded to the Office of Partnerships and Placements.

Exit Portfolio
TABLE OF CONTENTS

Introduction

The Exit Portfolio in Special Education complements the Exit Portfolio developed in general education student teaching. Projects required in this portfolio demonstrate the knowledge, skills and dispositions necessary for teaching students with exceptional learning needs. Projects to be included in the Exit Portfolio in Special Education:

The Exit Portfolio in Special Education is prepared by all candidates in the following programs:

Undergraduate Programs
- Undergraduate Program in Special Education for students with mild/moderate disabilities at the Elementary Level
- Undergraduate Program in Special Education for students with mild/moderate disabilities at the Secondary Level
- Undergraduate Program in Special Education for students with Severe Intellectual Disabilities

Graduate Programs
- M.Ed. Program in Special Education Certification for students with mild/moderate disabilities at the Elementary Level
- M.Ed. Program in Special Education Certification for students with mild/moderate disabilities at the Secondary Level
- M.Ed. Program in Severe Intellectual Disabilities.

Standards in the Exit Portfolio

The Exit Portfolio in Special Education together with the Special Education Preparing to Student Teach /Preparing for Internship Portfolio, observations and evaluations completed by the College Supervisor and Cooperating Teacher provide a comprehensive overview of each candidate's development as a special educator within the context of the Standards of the Council for Exceptional Children (CEC) and the Rhode Island Professional Teacher Standards (RIPTS).

Council for Exceptional Children Standards

CEC Standard #1: Learner Development & Individual Learning Differences: 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.

CEC Standard #2: Learning Environments: Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

CEC Standard #3: Curricular Content Knowledge: Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

CEC Standard #4: Assessment: Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

CEC Standard #5: Instructional Planning & Strategies: Special educators select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning for individuals with exceptionalities

CEC Standard #6: Professional Learning & Ethical Practice: Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles & Practice Standards to inform special education practice, to engage in lifelong learning and to advance the profession.

CEC Standard #7: Collaboration: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Rhode Island Professional Teacher Standards

Standard 1: Teachers create learning experience using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.

Standard 2: Teachers create learning experiences that reflect an understanding of the central concepts, structures, and tools of inquiry of the disciplines they teach.

Standard 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

Standard 4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

Standard 5: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 6: Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

Standard 7: Teachers foster collaborative relationships with colleagues and families to support students' learning.

Standard 8: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.

Standard 9: Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.

Standard 10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.

Standard 11: Teachers maintain professional standards guided by social, legal, and ethical principles.

Purpose

The Individualized Education Program (IEP) artifact is designed to promote reflection, discussion, and decisions regarding the regulations, process and various components of an IEP. The project provides the opportunity for special education teacher candidates to demonstrate competence in educational assessment, writing present level statements, annual goals, evaluation procedures and other related components of the IEP for students with exceptional learning needs.

Standards Addressed

The following Rhode Island Professional Teacher Standards (RIPTS) and NCATE/Council for Exceptional Children (CEC) Standards are addressed through development of the IEP Entry.

R.I. Professional Teacher Standards	CEC Standards	Conceptual Framework
RIPTS Standard 3: Teachers create Instructional opportunities that reflect an understanding of how children learn and develop.	**CEC Standard #1: Learner Development and Individual Learning Differences** Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	*Knowledge: Area of Specialization; Pedagogy: Assessment*
RIPTS Standard 1: Teachers create learning experience using a broad base of general knowledge that reflects and understanding of the nature of the world in which we live.	**CEC Standard #3: Curricular Content Knowledge** Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	*Knowledge: Areas of Specialization; Pedagogy:*
RIPTS Standard 9: Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback and to plan for future instruction.	**CEC Standard #4:** Assessment: Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.	*Knowledge: Area of Specialization, Knowledge: Reflective Problem Solving; Technology; Pedagogy: Assessment, Professional Practice*
RIPTS Standard 11: Teachers maintain professional standards guided by social, legal, and ethical principles.	**CEC Standard #6: Professional Learning and Practice** Use foundational knowledge of the field to inform special education practice, to engage in lifelong learning and to advance the profession.	*Knowledge: Area of Specialization, Professional Practice*
RIPTS Standard 7: Teachers work collaboratively with school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.	**CEC Standard #7:** Collaboration: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	*Knowledge: Areas of Specialization; Pedagogy: Professional Practice*
RIPTS Standard 4: Teachers create instructional opportunity that reflects a respect for the diversity of learners and an understanding of how students differ in their approach to learning.	**CEC Standard #5**: Instructional Planning & Strategies: Special educators select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning for individuals with exceptionalities.	*Knowledge: Human Learning and Development, Diversity: Cultural Diversity; Pedagogy: Assessment*

Process

Candidates collect and analyze assessment data on one student with exceptional learning needs as a basis for completing the IEP. Cultural and linguistic diversity and family issues must be considered with the analysis. Current regulations pertaining to IEP team membership, process and components are considered. Appropriate present level of academic and functional performance statements, goals, objectives, evaluation procedures and other IEP components are presented.

Product
Candidates develop a clearly organized Individualized Education Program Entry that includes all appropriate components consistent with the student's exceptional learning needs. The format of the IEP Entry is as follows:

Introductory Page
A **ONE-PAGE** strength-based summary of the student's strengths and needs in separate paragraphs **(if using the Transition IEP include post-school outcome statements based on Post-Secondary Education, Employment, Independent Living, Community Participation)**
- Describe the student inclusive of age, gender, disability label, dominant language, and language of the home.
- Include length of time in special education, and current type of placement (e.g. inclusion, resource, self-contained)
- Summary includes brief statement of data sources (e.g. CBA, Woodcock-Johnson, etc.) that contribute to strength and need statements, and that cite the need for specially designed instruction.
- A final sentence indicates the need for specific goals/objectives that are indicated in the IEP.

Individual Education Program (formal RIDE approved document)
The IEP must include the following information*:
- **Present Level of Academic Achievement and Functional Performance statements (PLAAFPs)** are indicated in the appropriate strengths and needs sections in strength-based terms. Academic areas can include English-Language Arts (reading recognition, reading comprehension, listening comprehension, written expression), mathematical calculation, mathematical applications, other academic areas (science and/or social studies). Functional areas can include organizational skills, behavioral skills, social skills, activities for daily living, communication access skills and vocational skills.
- Areas to be covered in IEP are clearly indicated.
- A **baseline statement (with chart/graph when appropriate)** is made that directly corresponds with the Annual Goal and Short-term Objectives. This statement is made in positive terms (e.g. what the student can do now?) rather than in what they cannot do yet. This statement also includes data sources as well.
- At least **THREE measureable Annual Goals (AGs)—TWO focused on Academic need; ONE based on functional challenges;** that directly relate to the present level statements.
- Common Core or Common Core Connectors are referenced underneath AGs.
- **Short-term Objectives (STOs—at least 4/goal)** that are observable and measurable
- Progress Monitoring and Evaluation Criteria and Procedures clearly stated that directly relates to baseline statement.
- Accommodations of coursework and modifications of programs are listed (when appropriate)
- State/District Testing Accommodation page is filled out as appropriate. This page corresponds with the Accommodations section information.

Transition Considerations (**for students at least 14-years old: a TRANSITION IEP must be used that addresses 4 post-school domains: Post-Secondary Education, Employment, Independent Living, Community Participation**)
- Technology considerations are made
- Special Education Services (amount of time/degree of service) indicated
- Related Services (when appropriate)
- Headers are filled out with appropriate name, meeting date, and dates of IEP year
- If extended school year services are not warranted then dates must be written accordingly (e.g. 10/1/10-6/15/11; 8/30/11-9/30/11)

Submission Information
For Undergraduate Candidates Only: The IEP Entry is completed during special education student teaching under the supervision of the Cooperating Teacher and the SPED 440/438 course instructor. The Exit Portfolio must include the IEP rubric completed by the course instructor. **For Graduate Candidates Only**: The IEP Entry is completed during the special education internship under the supervision of the Cooperating Teacher and the RIC Supervisor. The Exit Portfolio must include the IEP rubric completed by the RIC Supervisor.
 *IEP Entry components may be changed based on state and federal changes in IEP requirements

ELEMENTARY IEP RUBRIC   Candidate's Name _____

INDICATORS	EVIDENCE	UNACCEPTABLE	DEVELOPING	ACCEPTABLE	TARGET
INTRODUCTION Candidate provides a context for designing an appropriate IEP that provides the current cognitive, social, and personal needs of their student in strength-based language. **RIPTS 4, 10,** *INTASC 9,10)* **(CEC 6, 7; Knowledge: Reflective Problem Solving; Pedagogy: Professional Practice)**	A **one page** introduction to the IEP is provided that respects the confidentiality of the subject. Content summarizes relevant school history, cultural/ linguistic background, and current cognitive and personal/social needs of the subject. Student's strengths and needs are identified using strength-based language separately. The student's age, gender, disability label, length of time in special education, and current type of placement (e.g. inclusion, resource, self-contained) are provided. Briefly states data sources. Professional language is used in terms of spelling, punctuation and grammar in this introduction, and throughout the IEP.	Candidate's introduction is missing or inadequate, and/or -violates confidentiality, and/or - fails significantly to meet the requirements of professional language.	Candidate's introduction lacks clarity, strength-based language, and/or -violates student confidentiality, and/or - contains three or more errors in spelling, punctuation or grammar.	Candidate's introduction is clearly written, informative and strength-based. Demonstrates respect for the confidentiality of student. There are less than three errors in spelling, punctuation or grammar.	Candidate's introduction is highly informative, professionally written, and succinctly summarizes all key student information in strength-based terms. Introduction demonstrates respect for the student's confidentiality, and is free from stylistic errors in spelling, punctuation or grammar.
IEP Candidate uses a variety of formal/informal assessment strategies and instruments that are aligned with instructional content and methodology. *(RIPTS 9, 1; INTASC 6,9)* **CEC 3, 4** **(Knowledge: Technology)**	An appropriate **RIDE** or **RITAP** approved **ELEMENTARY IEP** form is used. All applicable components, including evaluation criteria, special and related services, educational environment are completed. Correct page numbers, along with service and meeting dates are provided.	Candidate does not use an appropriate form, and /or major required components of the **ELEMENTARY IEP** are incomplete, and/or contain incorrect information or content elements.	Candidate uses an appropriate IEP form. Almost all required components of the **ELEMENTARY IEP** are complete, minor errors are evident.	Candidate uses the appropriate IEP form, *no more than two errors are evident, all* major components of the **ELEMENTARY IEP** are complete and include correct info or content.	Candidate uses the appropriate IEP form, and *all* required components of the **ELEMENTARY IEP** are completed and include correct information or content.
IEP **Present Level Statements** *(RIPTS 4, 7, 9; INTASC 1,7* **CEC 1, 3, 5; Knowledge: Reflective Problem Solving; Pedagogy: Assessment, Professional Practice)**	In a written narrative, Present Level of Academic Achievement and Functional Performance Statements (PLAAFPs) are provided in three separate areas: 2 academic and 1 functional concern (*NOT A RELATED SERVICE*) that cite the need for specially designed instruction. Each PLAAFP must include : -clearly stated specific behaviors, description of the measurement conditions, -levels of proficiency (with data sources), are stated positively in parent friendly, strength-based language.	Candidate's PLAAFPs are described ambiguously -major components of the PLAAFPs format are missing or inaccurate, and/or one or both PLAAFPs are missing.	Candidate's PLAAFPs are included; but one or both are insufficient in terms of the required components.	Candidate's PLAAFPs are included and all required components are included, and are accurately written with appropriate data sources.	Candidate's PLAAFPs are included and *comprehensively* address important areas of academic/functional need with appropriate data sources. All required components are included and are written clearly in objective and measurable terms.

INDICATORS	EVIDENCE	UNACCEPTABLE	DEVELOPING	ACCEPTABLE	TARGET
Annual Goals *RIPTS 4, 7, 9* *INTASC 4, 5, 7* **CEC 3, 5** **(Knowledge: Reflective Problem Solving; Pedagogy: Assessment, Professional Practice)** **Goal = learner, target performance, and measurability**	**TWO Annual Academic Goals and ONE Functional Goal (AGs) that** are written and are consistent with the PLAAFPs for the IEP subject. Common Core State Standards (CCSS), Core Content Connectors (CCC) or other applicable standards are referenced and embedded in goal statements. **Functional goal includes the functional target performance and measurability.**	Candidate has at least one AG missing which does not correspond in an appropriate way to the subject's PLAAFPs. AGs are unclear (not observable or measurable) and/or unreasonable. **Target performance in functional AG not appropriate to student needs.**	Candidate's AGs are present but may not correspond in all ways to the subject's PLAAFPs. AGs are *somewhat* unclear (not observable or measurable) and/or unreasonable. No reference made to CCSS, CCC, or other standards **Target performance in functional AG is not clearly related to student needs.**	Candidate's AGs are present and correspond appropriately to the subject's PLAAFPs. AGs are observable, measurable, and reasonable. CCSS, CCC, or other standards are checked and somewhat embedded. **Target performance in functional AG is related to student needs.**	Candidate's AGs are present and correspond in all ways to the subject's PLAAFPs. AGs are exceptionally written. They are observable, measurable, with clear criteria and reasonably address the learning needs of the student. CCSS, CCC, or other standards are accurately checked and are fully embedded. **Target performance in functional AG is fully related to student needs and is clearly measurable.**
Short-Term Objectives (or Benchmarks) **STO = learner + condition + behavior + criteria** *(RIPTS 4, 7, 9; INTASC 1,7* **CEC 1, 3, 5; Knowledge: Reflective Problem Solving; Pedagogy: Assessment, Professional Practice)**	**Short Term Objectives (STOs) or Benchmarks** are written in a manner that directly connects the PLAAFPs to the AGs. STOs are sequential and logical in content (measurable, observable with criterion). A minimum of 4 STOs/goal must be provided.	Candidate's STOs are missing, and/ or -there is little, or no connection between the PLAAFPs and the AGs, and/or -fewer than 4 STOs are presented.	Candidate offers fewer than 4 STOs. Although there may be a connection between the PLAAFPs and AGs, the connection has weaknesses in content, criteria, sequence or logic.	Candidate's STOs are written in a manner that generally connects the PLAAFPs to the AGs. STOs are sequential, demonstrate some criteria for judgment, and are mostly logical in content. A minimum of 4/goal (quarterly) STOs are provided	Candidate's STOs are written in a manner that specifically connects the PLAAFPs to the AGs. STOs have an evident content sequence, criteria for judgment, logic, and clearly measureable with regard to growth toward goal. A minimum of 4/goal (quarterly) STOs are provided

Candidate's Name _____   **Evaluation**: Unacceptable _____ Developing _____ Acceptable _____(80-93) Target _____ (94-100)

SPED 440/438/662/664/665 Instructor's Signature: _____   Date: _____

INDICATORS	EVIDENCE	UNACCEPTABLE	DEVELOPING	ACCEPTABLE	TARGET
INTRODUCTION Candidate provides a context for designing an appropriate *transition IEP* that provides the current cognitive, social, and personal needs of their student in strength-based language. *(RIPTS 4, 10, INTASC 1, 9,10)* **CEC 1,6, 7; (Knowledge: Reflective Problem Solving; Pedagogy: Professional Practice)**	A **one page** introduction to the *transition* IEP is provided that respects the confidentiality of the subject. Content summarizes relevant school history, cultural/ linguistic background, and current cognitive and personal/social needs of the subject. Student's strengths and needs are identified using strength-based language separately. The student's age, gender, disability label, length of time in special education, and current type of placement (e.g. inclusion, resource, self-contained) are provided. Briefly states data sources Professional language is used in terms of spelling, punctuation and grammar in this introduction, and throughout the IEP.	Candidate's introduction is missing or inadequate re: *transition*, and/or -violates confidentiality, and/or - fails significantly to meet the requirements of professional language.	Candidate's introduction lacks clarity, strength-based language re: *transition*, and/or -violates student confidentiality, and/or - contains more than two errors in spelling, punctuation or grammar.	Candidate's introduction is clearly written, informative and strength-based re: *transition*. Demonstrates respect for the confidentiality of student. There are less than three errors in spelling, punctuation or grammar.	Candidate's introduction is highly informative, professionally written, and succinctly summarizes all key student information in strength-based terms re: *transition*. Introduction demonstrates respect for the student's confidentiality, and is free from stylistic errors in spelling, punctuation or grammar.
IEP Candidate uses a variety of **formal/informal** assessment strategies and instruments that are aligned with instructional, **transition, vocational, and functional** content and methodology **which are based on elements and evidence-based practice of the Transition IEP** *(RIPTS 9, 1; INTASC 6,9)* **CEC 3, 4 (Knowledge: Technology)**	An appropriate **RIDE or RITAP** approved **TRANSITION IEP** form is used. All applicable components, including evaluation criteria, transition plans, special and related services, educational environment are completed. Correct page numbers, along with service and meeting dates are provided. **Transition IEP elements are clearly based on various assessment strategies and instruments:** ▢ Post-School Outcome Goal Statements ▢ Present Level of Academic Achievement and Functional performance ▢Transition Service(s) ▢ Measurable Annual Academic and Functional Goals	Candidate does not use an appropriate **TRANSITION IEP** form, and /or major required components of the IEP are incomplete, and/or contain incorrect information or content elements. **Transition IEP elements are not based on a variety of assessment strategies and instruments.**	Candidate uses an appropriate **TRANSITION IEP** form. Almost all required components of the IEP are complete, minor errors are evident. **Transition IEP elements are based, to some degree, on various assessment strategies and instruments**.	Candidate uses the appropriate **TRANSITION IEP** form, *no more than two errors are evident, all* major components of the IEP are completed and include correct information or content. **All Transition IEP elements are based, to some degree, on various assessment strategies and instruments.**	Candidate uses the appropriate **TRANSITION IEP** form, and *all* required components of the IEP are completed and include correct information or content. **All Transition IEP elements are clearly based on various assessment strategies and instruments.**

INDICATORS	EVIDENCE	UNACCEPTABLE	DEVELOPING	ACCEPTABLE	TARGET
IEP **Present Level Statements** *(RIPTS 4, 7, 9; INTASC 1,7* **CEC 1, 3, 5;** **Knowledge: Reflective Problem Solving; Pedagogy: Assessment, Professional Practice)**	In a written narrative, Present Level of Academic Achievement and Functional Performance Statements (PLAAFPs) are written in THREE separate areas: TWO academic and ONE functional concern (*NOT A RELATED SERVICE*) to address post-school transition. Each PLAAFP includes: -clearly stated specific behaviors, description of the measurement conditions,, tied to transition statements -levels of proficiency, are stated positively in parent friendly, strength-based language.	Candidate's PLAAFPs are described ambiguously without a clear reference to post-school transition -major components of the PLAAFPs format are missing or inaccurate, and/or one or both PLAAFPs are missing.	Candidate's PLAAFPs are included; but at least one is insufficient in terms of the required components and briefly address post-school transition.	Candidate's PLAAFPs are included and all required components are included, and are accurately written to address post-school transition.	Candidate's PLAAFPs are included and address important areas of academic/functional need. All required components are included and are written clearly in objective and measurable terms to address post-school transition.
Annual Goals **Goal = learner, target performance, and measurability** *RIPTS 4, 7, 9 INTASC 4, 5, 7)* **CEC 3, 5** **(Knowledge: Reflective Problem Solving; Pedagogy: Assessment, Professional Practice)**	**Two Annual Academic Goals and ONE Functional Goal (AGs) that** are authentic and are consistent with the PLAAFPs *transition plan* for the **TRANSITION IEP** student. Common Core State Standards (CCSS) or Core Content Connectors (CCC) or other applicable standards are referenced and *embedded in **academic** goal statements*. **Reference to transition outcome statement(s) is *embedded in academic and functional goal statements.*** **Functional goal includes the functional target performance and measurability.**	Candidate has at least one academic or functional AG missing that do not correspond in authentic or appropriate way to the student's PLAAFPs. AGs are unclear (not observable or measurable) and/or unreasonable and *fail to address transition **outcome statement(s) needs**. No reference made to CCSS or CCC in academic AGs. No reference made to transition outcome statement(s) *in academic and/or functional AGs*. Target performance in functional AG not appropriate to transition plan needs.	Candidate's **required** AGs are present but may not correspond in all ways to the subject's PLAAFPs. AGs are *somewhat* clear (not observable or measurable) and/or unreasonable and *somewhat address transition needs*. No **clear** reference made to CCSS **or** CCC in academic AGs. No clear reference made to transition outcome statement(s) *in academic and/or functional AGs*. Target performance in functional AG is not clearly related to transition plan needs.	Candidate's AGs are present and correspond appropriately to the subject's PLAAFPs. AGs are observable, measurable, and *reasonably address transition needs*. CCSS or CCC are checked and *are somewhat embedded **in academic AGs***. Transition outcome statement(s) are indicated and somewhat embedded *in academic and functional AGS*. Target performance in functional AG is related to transition plan needs.	Candidate's AGs are present and correspond in all ways to the subject's PLAAFPs. AGs are exceptionally written. They are observable, measurable, with clear criteria and *reasonably address the transition needs of the student*. CCSS or CCC are accurately checked and *are fully embedded **academic AGs***. Transition outcome statement(s) *are fully embedded in academic and functional AGs*. Target performance in functional AG is fully related to transition plan needs and is clearly measurable.

INDICATORS	EVIDENCE	UNACCEPTABLE	DEVELOPING	ACCEPTABLE	TARGET
Short-Term Objectives (or Benchmarks) **STO = learner + condition + behavior + criteria** *(RIPTS 4, 7, 9; INTASC 1,7* **CEC 1, 3, 5; Knowledge: Reflective Problem Solving; Pedagogy: Assessment, Professional Practice)**	**Short Term Objectives (STOs) or Benchmarks** are written in a manner that directly connects the PLAAFPs to the AGs. STOs are sequential and logical in content (measurable, observable with criterion). A minimum of 4 (quarterly) STOs/goal must be provided that *directly connect to post-school goals*.	Candidate's STOs are missing, and/ or -there is little, or no connection between the PLAAFPs and the AGs, and/or -fewer than 4 STOs are presented, *with no distinct connection to post-school goals.*	Candidate offers fewer than 4 STOs. Although there may be a connection between the PLAAFPs and AGs, the connection has *some* weaknesses in content, criteria, sequence or logic *with respect to post-school goals.*	Candidate's STOs are written in a manner that generally connects the PLAAFPs to the AGs. STOs are sequential, demonstrate some criteria for judgment, and are mostly logical in content. A minimum of 4/goal (quarterly) STOs are provided with *adequate connection to post-school goals.*	Candidate's STOs are written in a manner that specifically connects the PLAAFPs to the AGs. STOs have an evident content sequence, criteria for judgment, logic, and clearly measureable with regard to growth toward goal. A minimum of 4/goal (quarterly) STOs are provided with *exceptional connection to post-school goals*

Candidate's Name _____

Evaluation: Unacceptable _____ Developing _____ Acceptable _____(80-93) Target _____ (94-100)

SPED 440/438/662/664/665 Instructor's Signature: _____   Date: _____

REACH
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FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF SPECIAL EDUCATION EXIT PORTFOLIO

Teacher Candidate Work Sample

Purpose

During Student Teaching in Special Education, candidates are required to teach a comprehensive unit (a minimum of 3 connected lessons) for the purpose of the Teacher Candidate Work Sample (TCWS). The TCWS contains six teaching processes identified by research and best practice as fundamental to improving student learning. These six teaching processes fit into the FSEHD Conceptual Framework themes of Knowledge, Pedagogy, Diversity, and Professionalism. As a reflective practitioner, the teacher candidate also plans, acts, and reflects to inform practice. The Teacher Candidate Work Sample is evaluated by the college supervisor and reviewed by the cooperating teacher

Product and Associated CAEP (INTASC)/Council for Exceptional Children (CEC) Standards

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

- Using information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment. (CEC Standard 2: Individual Learning Differences/INTASC Standard 1: Learner Development, Standard 2: Learning Differences)

- Setting significant, challenging, varied, and appropriate learning goals and unit objectives. (CEC Standard 7: Instructional Planning/ INTASC Standard 7: Planning for Instruction)

- Using multiple forms of assessment aligned with learning goals to assess student learning before, during, and after instruction. (CEC Standard 8: Assessment/ INTASC Standard 6: Assessment)

- Designing instruction for specific unit objectives, student characteristics and needs, and learning contexts. (CEC Standard 7: Instructional Planning; CEC Standard 4: Instructional Strategies/ INTASC Standard 7: Planning for Instruction, Standard 8: Instructional Strategies)

- Using regular and systematic evaluations of student learning to make instructional decisions. (CEC Standard 8: Assessment, CEC Standard 7: Instructional Planning/INTASC Standard 6: Assessment, INTASC Standard 7: Planning for Instruction)

- Using assessment data to profile student learning and communicate information about student progress and achievement. (CEC Standard 8: Assessment, CEC 10: Collaboration/ INTASC Standard 6: Assessment, INTASC Standard 10: Leadership and Collaboration)

- Reflecting on his or her instruction and student learning in order to improve teaching practice and increase student motivation and achievement. (CEC Standard 9: Professional and Ethical Practice/ INTASC Standard 9: Professional Learning and Ethical Practice)

Feinstein School of Education and Human Development

FSEHD General Guidance
2019 Teacher Candidate Work Sample

Expectations for Teacher Candidate Performance on the 2019 Teacher Candidate Work Sample (TCWS)

RESUBMISSION
Any 2019 TCWS items assessed at the "Ineffective" level (score of 1) or "Developing" level (score of 2) must be resubmitted (maximum one resubmission per item).
2019 Teacher Candidate Work Sample: PASSING SCORE
Teacher candidates must demonstrate competence in most skills assessed on the 2019 TCWS at the "Effective" level.
Only two items (of the 23 total items) can be scored at a minimum rating of "Developing (score of 2) to be considered passing.

If a 2019 TCWS is not at a passing score after resubmission, the teacher candidate will work with the evaluator of their TCWS (and the Director of Partnerships and placements if requested) to develop an action plan to address areas of difficult. This action plan should include a remediation and may include:
- Additional work to demonstrate effective level of understanding of TCWS items of difficulty
- An extension of the placement
- Repeating student teaching/graduate internship
- Removal from the program.

Guidelines for Written Communication in the 2019 TCWS

Use the template to complete the TCWS to ensure that sections should be formatted consistently – margins, pagination, and section titles.

PROFESSIONAL WRITING

- **Maintain confidentiality** of all districts, schools, teachers, student and family members. All student names should be referred to as initials or by first name only. States, school districts, school names and teachers' names should be referred to with pseudonyms. District related sources should be cited anonymously (e.g.," According to the school system website").

- **Use the full correct name for all acronyms,** assessment tools and programs followed by its acronym in parentheses in its first use. Subsequently, you may refer to them as the acronym (e.g. Individual Education Plan (IEP)).

- Vocabulary usage should conform to professional standards of writing for this level of presentation. Colloquial language should be eliminated (e.g., "Kids" for "students").

- Written material should be organized according to subject matter, clear, coherent, have proper sentence construction and appropriate syntax. Topic sentences should be utilized for the introduction to each new topic within a section.

- **All output should be proofread** for: typographical errors, spelling errors, grammatical errors, and language mechanics.

- **Remove "I", "you" and "my"** from all areas except the final reflection (e.g. "I planned a lesson that was culturally responsive by…" should be restated as: "The planned lesson was culturally responsive by…..)

- **Use person-first language.** (e.g., A student with a learning disability (person-first language) vs. a learning-disabled student).

TONE OF WRITING

- **Writing should be student centered** (e.g., The students completed… or the students were presented with…). The teacher candidate should refer to himself/herself in the third person (e.g., teacher candidate for "I") if necessary.

- Write using **nonjudgmental and culturally-responsive** terms to describe students' behaviors. All writing should be in a **strength-based** tone.

ADDITIONAL WRITING GUIDANCE

- All charts, tables and graphs should be professionally formatted, present information that is understandable to a wide audience.
- All charts should be labeled sequentially (e.g. Graph 1, Graph 2, etc.).

PART 1. CONTEXTUAL FACTORS
Teacher Candidate (TC) uses contextual factors to plan goals, assessment and instruction.
TASK
1. SCHOOL DEMOGRAPHICS AND CULTURE

Provide a concise description of <u>critical aspects</u> of the school population (i.e. school demographics, cultural and/or linguistic characteristics of learners, economic considerations, community factors). Critical aspects of the school population are those factors that should be considered to guide practice, policy and/or instruction. Describe why/how each critical aspect should be considered in guiding practice. Support your description with relevant data. Document your source of data. Present information that is relevant and avoid including information that is not critical to your unit.

2. DESCRIPTION OF LEARNERS (EQUITY/ASSESSMENT)

Describe learners you teach either individually (using non-identifiable names) or by student groups. If reporting by student group, provide a <u>clear rationale</u> for these groups. Identify <u>critical learner factors</u> that need to be considered in planning effective instruction. Critical learner factors can include (but not limited to) language difference, learning difference, documented accommodation needs, IEP supports. Critical learner factors guide the materials used, the evidence-based practices selected in instruction, modifications, accommodations, and other key decisions made during the unit. The information identified in this section should be reflected in the lessons planned, the unit schedule, and in the assessments identified. Be thoughtful in what you present as these factors will need to be considered in planning and implementing your unit.

Summarize students' prior learner knowledge to <u>relevant</u> current and/or historical assessment data.

Some aspects of the Description of Learners may be presented in part, in a table form.

3. POLICY ENVIRONMENT (PROFESSIONALISM/RI INITIATIVES (1.7)

Describe evidence-based policies, practices (i.e. federal, state, local or school) or supports that are used to help learners in this school/classroom. Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in Every Student Succeeds Act (2015) has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies.

Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies.

Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Education Agencies (SEA), Local Education Agencies (LEA), or outside research organization to determine their effectiveness

Link policies or practices <u>to either school population or learner needs</u>. Describe how each practice/policy supports school practice or student learning.

POTENTIAL PRACTICES/POLICIES TO CONSIDER
The following may be practices or policies that are relevant. Teacher candidates may identify a practice/policy that is not on this list:

- Lateness and/or truancy policies
- Orientation for new students arriving after the first day of school – who is responsible for what?
- Policies on level of contact between teachers and parents, including meetings and reports
- Requesting interpreters and/or translation of documents for families
- Policies on level and types of contacts between administrators and parents
- Safety policies (e.g.,. after-school activities, bus safety)
- Anti-bullying policies and procedures (e.g. in person/face-to-face (physical, psychological, emotional)
- Cyberbullying, Sexual harassment or assault
- Substance abuse / dependence policies/ Possession/ sale of substances
- Policies related to weaponry on school property
- Locker search policies and procedures
- Suspected shooter policies (e.g., lockdown? Live shooter drills?)
- Disciplinary policies and procedures (in addition to those noted elsewhere)
- Study hall policies
- Detention policies
- Free/reduced cost lunch policies, including financial and staff behavior towards students
- Are students allowed to leave campus during lunch period?
- In-class food policies other than allergies (e.g., are cupcakes allowed for celebrations, are "bake sales" allowed)
- Policies about holidays and birthdays (e.g., "you have to invite everyone" or "bring a card for everyone")
- Health-related absence policy
- Are there any "opt-out" policies for specific topics (e.g., sexual health)?
- Policies and procedures relevant to teacher and staff professional development
- Teacher and staff "sick leave" policies

- Disability Accommodations
    - Testing referrals
    - Policies related to classroom aides
    - Policies related to testing accommodations
    - Policies related to assignment accommodations
    - Procedure for requesting alternate formats (e.g., Braille/software)
    - Waiver or substitution policies (e.g., for language-learning difficulties resulting from dyslexia)
    - Allergy policies (including classroom foods)
    - Field trip policies
    - Any other policies related to fragile health

- Technology-related policies (e.g., can students "check out" a laptop from a library? How much use of technology is required in order to meet or exceed RIDE requirements?)
- Limits/expectations on teacher provision of classroom supplies (including specialized needs such as art supplies)
- Textbook purchase policies
- Policies regarding parent volunteers
- Any school-specific policies for annual "special events" (e.g., related to yearbook, newsletter/newspaper/magazine production, prom/dances, graduation)?
- Any policies related to continued participation in extracurricular sports and clubs?
- Policies and procedures relevant to research (e.g., Who should be contacted first? How much information will parents be given before being expected to decide whether to allow participation?)

Policies and procedures relevant to use of school facilities **PART 1: CONTEXTUAL FACTORS**				
	1 **Ineffective**	**2** **Developing**	**3** **Effective**	**4** **Highly Effective**
1. School Demographics and Culture RIPTS 1	Not submitted or incomplete.	Description of demographics and culture outlines <u>some aspects of school population</u> in a <u>focused area only</u>. Description <u>minimally references data</u> to support understanding.	Description of demographics and culture presents <u>several aspects of school population</u> (e.g. school demographics, cultural characteristics of learners, economic considerations). Description <u>includes relevant data</u> that are <u>documented completely</u>.	Description of demographics and culture <u>clearly</u> presents several <mark>critical aspects</mark> of school population (e.g. school demographics, cultural and/or linguistic characteristics of learners, economic considerations, community factors). Description is <u>concise</u> and includes relevant data <u>from multiple sources</u> that are documented completely.
2. Description of Learner RIPTS 1,4	Not submitted or incomplete.	Description presents <u>minimal, stereotypical, or irrelevant knowledge</u> of student differences and/or instructional implications.	Description of learners <u>identifies learner factors</u> (e.g. language difference, learning difference, documented accommodation needs, IEP supports). <u>Prior learner knowledge is summarized</u> and <u>linked to assessment data</u>. <u>Learner factors are linked to identified instructional implications</u>. Instructional implications for groups of students provide a <u>general understanding of learner needs</u>.	Description of learners identifies <mark>critical learner factors</mark> (e.g. language difference, learning difference, documented accommodation needs, IEP supports). Prior learner knowledge is summarized and linked to <u>relevant</u> current and historical assessment data. If applicable, <u>clear rationale</u> for <u>student groups are described</u> Learner factors are linked to identified instructional implications. Instructional implications are presented <u>with details</u> to ensure clear understanding of learner needs.
3. Policy Environment RIPTS 6	Not submitted or incomplete.	<u>Minimal description</u> of policies or practices presented. <u>No link/irrelevant link to learning</u> or instruction.	Implemented <mark>evidence-based policies or practices</mark> (e.g. federal, state, local or school) are identified. Description of the policy/practice <u>documents the effect on learning</u> and/or instruction.	Evidence-based policies or practices (e.g. federal, state, local or school) are identified that support instruction. A clear <u>link to either school demographics, culture, community or learner needs</u> fully justifies the effect of the policy on learning and/or instruction.

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TCWS Part 2: Goals (STANDARDS-BASED INSTRUCTION; ASSESSMENT/EQUITY: Accommodating Student Needs (e.g. Special Education/English Learners if applicable)

4. UNIT-BASED STUDENT LEARNING OBJECTIVES

Provide information on Unit Based Student Learning Objectives (U-SLO) addressed in this unit. Unit-Based Student Learning Objectives (U-SLOs) represent the overall expectations of student learning for the unit. U-SLOs should reflect student learning supported by the <u>unit's combined lessons</u>. U-SLOs should be clear and appropriate - significant, rigorous, attainable, measurable and:

a. Is aligned with appropriate grade-appropriate standards.
b. Is aligned with school/district curriculum.
c. Reflects the most important content and skills to teach.
d. Is attainable within time interval for unit; not too broad, not too narrow.
e. Conveys general information on how U-SLOs will be measured.
f. Reflects the highest target attainable for the unit time frame

Some information on the unit's U-SLOs may be documented on the table below. Based on content and/or learners, U-SLO(s) should reflect program-provided guidance on the number of U-SLOs and/or the ways U-SLOs should reflect tiers to accommodate learner needs and student groups (if applicable).

Unit-Based Student Learning Objective (measurable, observable, clear, criterion)	Standard(s) aligned	How Measured	Target Level(s) of performance	Timeline
U-SLO				
U-SLO				
U-SLO				
U-SLO				

EXAMPLE
Table 1. U-SLO GOALS TABLE

Student Learning Objective	Standard(s)	How Measured	Targets Level	Timeline
EXAMPLE 1:				
EXAMPLE 2:				

UNIT-BASED STUDENT LEARNING OBJECTIVE RATIONALE EQUITY
Prepare a rationale that explains the value and purpose of this unit for the intended population. This rationale should clearly and thoughtfully explain the benefits students will experience as a result of participation in this unit.

● How do the chosen U-SLOs relate to school/district/national curriculum?

● What data or other information informed the selection of the U-SLO and how does it connect to the identified U-SLO or U-SLO target?   Why is the target considered rigorous for the intended students?

● Describe how the U-SLOs consider learner needs identified in your Contextual Factors section. If U-SLOs are tiered, describe why U-SLOs are modified for tiered groups or individual learning needs.

● Describe how the timeline was determined specific to factors important to your unit?

Note: As the plan is developed, consider the interventions, strategies, and/or modifications to be used. If a curriculum is highly structured or scripted in all areas, a teacher candidate can provide instruction as directed, but highlight these modifications made for individual student needs in the following ways:

ADDITIONAL CONSIDERATION IN CHOOSING A UNIT IN SCHOOLS WHERE CURRICULUM IS SCRIPTED
Some schools have mandated curriculum (**a POLICY CONSIDERATION**) which is highly-structured and includes required lessons, direct instruction, and/or the level of adaptation is restricted. Teacher candidates are visitors in a school, and must work within the school structure, yet meet the requirements of the TCWS. The following suggestions should be considered.

1. Discuss with the cooperating teacher the units of study that they have the authority to adapt, modify, and create a lesson plan. Some content areas are not available for modification (i.e. Reading) yet other content areas such as science, or writing may be differentiated more easily.

2. If a curriculum is highly structured in all areas, a teacher candidate can provide instruction as directed, but highlight the modifications made for individual student needs in the following ways:
    ● Modification of prompts for specific students
    ● Modification of expectations for students at different points of the unit
    ● Modification of assessment to better capture student learning
    ● Additions to the lesson in materials to convey the key content
    ● Addition of organizational structure (i.e. graphic organizers) to support student learning
    ● Adding assistive technology to assist student learning (i.e. use of computer, calculator, pencil grips, number lines)
    ● Modification in amount of guided practice to support student learning
    ● Incorporation of supports to positive student behavior and engagement
    ● Modification of group size

PART 2: UNIT-BASED GOALS/SLOs				
	1 Ineffective	**2** Developing	**3** Effective	**4** Highly Effective
4. **Unit-Based Student Learning Objectives (U-SLOs)** RIPTS 6	Not submitted or U-SLOs reflect minimal support for how the unit supports broad learning or learner needs.	U-SLOs are provided. Some of the following components are missing or reflect incomplete or broad information: a. Aligned with grade-level standards that are off-grade, non-current standards, and/or do not match U-SLO focus. b. Reflects content and skills to teach without description of content value in overall learning. c. Time frame described may reflect too broad or too narrow to achieve student learning goals.	U-SLOs are clear and appropriate, significant, rigorous, attainable, measurable and: a. are aligned with appropriate grade-level student learning standards. b. reflect the most important content and skills to teach. c. are attainable within the unit's time interval; not too broad, not too narrow. d. convey general information on how assessment of U-SLO will occur.	U-SLOs are clear and appropriate, significant, rigorous, attainable, measurable and: a. are aligned with appropriate grade-level student learning standards. b. reflect the most important content and skills to teach. c. are attainable within time interval for unit; not too broad, not too narrow. d. convey general information on how assessment of U-SLO will occur. e. are clearly linked to learner needs. U-SLOs are based on current data and other contextual factors as relevant to the unit.
5. **Target Criteria** RIPTS 3,4,5	Not submitted or incomplete.	Target criteria can be described as some of the following: a. Describes target level of performance in general terms. b. Reflects performance level for students at a much higher level or underestimates achievement of current students. c. This target is not achievable for the unit's time frame.	Target criteria are clear and appropriate - rigorous, attainable, and measurable. a. Describes target level of performance by end of unit. b. Rigorous by reflecting highest target attainable for the unit time frame*. c. This target is tiered (if appropriate). d. Provides reasons for modification of target criteria for tiered groups of students (if appropriate).	Target criteria are clear and appropriate - rigorous, attainable, and measurable. a. Describes target level of performance by end of unit. b. Target is tiered (if appropriate). c. Rigorous by reflecting highest target attainable for the unit time frame and based on baseline data and/or other information linked to learner needs. d. Provides detailed reasons for modification of target criteria for tiered groups of students (if appropriate) considering group and/or individual learning needs.

* Many U-SLOs will reflect higher order thinking, but this may not be appropriate for all grade levels and/or content areas.

PART 3. ASSESSMENT SYSTEM

Data-driven Instruction demonstrates the ability to collect, analyze, and use data from multiple sources - including research, student work and other school-based and classroom-based sources -to inform instructional and professional practice. Consistent with their unit, TCs choose assessments that reflect the core principles, concepts, and purposes intended to monitor student progress.

6. UNIT ASSESSMENT PLAN

As part of their unit, TC must plan formal and informal assessments aligned with U-SLOs that measure student growth before, during, and after instruction. Assessment plan is valid, purposeful, coordinated, and coherent. The rationale for the selected Assessment Plan is logical, sequential, and identifies assessment forms (e.g. informal and/or formal assessments) that clearly align to U-SLOs. The plan for assessments is efficient for the time allotted and will effectively capture data to guide data-driven instructional decisions for individuals and groups of students.

7. ASSESSMENT TOOL(S) SELECTED AND/OR DEVELOPED

TCs should choose assessment tool(s) that will effectively measure student growth for all students. Existing assessments may be chosen but may need further modification to address student need. New TC-developed assessments may be a better match for assessing U-SLOs. In either case, directions and expectations should be clear with a direct link to U-SLOs.

8. SCORING SYSTEM

Assessment tool(s) selected and/or developed will effectively measure student growth for all students. There is a clear plan for how data will be collected and presented to identify trends and/or make instructional decisions.

9. DIFFERENTIATION OF ASSESSMENTS

An **accommodation** allows a student to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response and/or presentation. This accommodation does not alter in any significant way what the test or assignment measures. Examples of accommodations include a student who is blind taking a Braille version of a test or a student taking a test alone in a quiet room (Ideas That Work)

A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to measure. Examples of possible modifications include a student completing work on *part* of a standard or a student completing an alternate assignment that is more easily achievable than the standard assignment. (Ideas That Work)

Planning for accommodations and modifications before unit implementations is important to enable all students to demonstrate their learning in a manner consistent with their learner needs (identified in the contextual factors). Assessment accommodations and modifications should be identified and described in a rationale that supports the needs of all students who need accommodations and modifications.

TCs should use the Unit Assessment Plan table to provide a concise overview of their plans for assessment with further explanation provided in the guiding questions following the table.

Unit Assessment Plan: ASSESSMENT; DATA-DRIVEN INSTRUCTION; EQUITY			
Provide a concise description of your plan for assessment. Make sure that the plan clearly aligns with the U-SLOs identified.			
Type of Assessment	**U-SLO # Assessed**	**How Assessment Measures Student Growth**	**Accommodations and Modifications per Tiered Group(s)**

EQUITY

How does the tool(s) identified in your assessment plan and/or procedures support critical learner factors including students who need accommodations and/or modifications?

DATA DRIVEN INSTRUCTION/ASSESSMENT

- Describe how the tool(s) selected and/or developed will measure student growth of all students.

- How will the assessments be scored?

- How will the results of the assessment be presented?

- How will the results be used to determine trends in student learning and/or the need for instructional decisions?

	1 Ineffective	2 Developing	3 Effective	4 Highly Effective
PART 3: UNIT ASSESSMENT SYSTEM				
INDICATORS	**1 Ineffective**	**2 Developing**	**3 Effective**	**4 Highly Effective**
6. Unit Assessment Plan RIPTS 3,4, 9	No submitted or incomplete.	Assessment plan lacks validity, purpose, coordination, and coherence. Assessment plan has alignment to few SLOs or is so general that alignment is limited. Assessment plan does not appear to capture data that will be useful in guiding instruction.	Assessment plan is valid, purposeful, coordinated, and coherent. The rationale for the selected Assessment Plan is logical, sequential, and identifies assessment forms (e.g. informal and/or formal assessments) that generally align to U-SLOs. Assessment plan will capture data to guide data-driven instructional decisions for most students.	Assessment plan is valid, purposeful, coordinated, and coherent. The rationale for the selected Assessment Plan is logical, sequential, and identifies assessment forms (e.g. informal and/or formal assessments) that clearly align to U-SLOs. The plan for assessments is efficient for the time allotted and will effectively capture data to guide data-driven instructional decisions for individuals and groups of students.
7. Assessment Tool(s) Selected and/or Developed RIPTS 3,4, 9	Not submitted or incomplete.	Assessment tool(s) are submitted. The directions/ expectations are not clear. The tool(s)' link to U-SLOs is not evident.	Assessment tool(s) selected and/or developed will measure student growth for most students. The directions/expectations are clear. The assessment tool(s)' content relates to U-SLOs.	Assessment tool(s) selected and/or developed will effectively measure student growth for all students. The directions and expectations are clear. The assessment tool(s)' content relates to U-SLOs.
8. Scoring System RIPTS 3,4, 9	Not submitted or incomplete.	Scoring procedures and method of measuring student growth are confusing and unclear. The scoring system may not capture data on which to make instructional decisions	Scoring procedures and method of measuring student growth are clear.	Scoring procedures and method of measuring student growth are clear. There is a clear plan for how data will be collected and presented to identify trends and/or make instructional decisions.
9. Differentiation of Assessments RIPTS 3,4, 9	Not submitted or incomplete.	Accommodations and modifications of the assessment tool(s) are described in a general way. The rationale is vague without clear alignment of how differentiation matches individual student needs.	Accommodations and modifications of the assessment tool(s) are identified. Rationale for differentiation supports the needs of some students who need accommodations and modifications.	Accommodations and modifications of the assessment tool(s) are detailed, clearly stated. Rationale support the needs of all students who need accommodations and modifications.

10. UNIT CONTENT

Analyze pre-assessment data. DATA-DRIVEN INSTRUCTION

After administering the pre-assessment, analyze student performance relative to the lesson and unit objectives. Depict the results of the pre-assessment in a format that allows identification of patterns of student performance relative to unit objectives through use of a table/chart AND a graph. Include a narrative that explains the relationship between the results of the pre-assessment and the design for instruction.

Develop a Unit Plan table.

The Unit Plan table should demonstrate how knowledge learner needs is linked to plans for unit instruction. A link to relevant standards, other disciplines and 21st century skills are addressed. The broad categories of 21st Century Skills include: Critical thinking, Communication, Collaboration, Creative problem-solving. The number of lessons used within a unit is a minimum of three lessons, and some programs may require a greater number. A sequence of lessons should convey prerequisite relationships among topics throughout the series of lessons. Appropriate Student Learning Standards are connected to individual lessons. The issues identified in the contextual factors should be evident. The Unit Plan is a guide established before instruction occurs. This plan may change during unit implementation when data indicates a change is needed.

Lesson # and Topic	Key U-SLO	Standards 21st Century Skills Other Disciplines to be Addressed	Instructional Procedures or Key Activities	List Strategies for Differentiating Instruction *and* Evidence-Based practices incorporated within each Lesson
				Differentiation Strategies Evidence Based Practices
				Differentiation Strategies Evidence Based Practices
				Differentiation Strategies Evidence Based Practices

11. COHERENCE OF UNIT PLAN

Instructional Unit Plan utilizes an organized sequence of lessons, focused on student engagement through high-level cognitive activity and is fully aligned to the Unit-Based Student Learning Objectives (U-SLO). Provide a visual organizer such as a Calendar block table or calendar to convey the unit plan clearly. Include the topic or activity planned for each day/period. Also indicate the unit objectives addressed in each lesson/task. Make sure that every U-Based Student Learning Objective is addressed in at least one lesson/task and that every lesson/task relates to the unit objectives.

EXAMPLE of a Calendar Block **table.**

WEEK	MON	TUES	WED	THUR	FRI
Week of (Dates)					

12. UNIT INSTRUCTIONAL IMPLICATIONS

An effective unit of instruction considers school demographics/culture, critical learner factors and pre-assessment results to address specific individual learner needs within the instructional design. TCs supporting a student with an Individual Education Plan (IEP), Section 504 Plan or other intervention plan can convey this information by responding to the following questions:

● How are the unit's goals/objectives connected to the other skills identified in the student's Individual Education Plan (IEP)/ 504 Plan/Intervention plan?

● How does the unit connect to other functional areas of a student's IEP (social skills, communication skills, organizational skills, behavioral skills)? (if applicable)

13. UNIT EVIDENCE BASED PRACTICE AND/OR PEDAGOGY

An effective Instructional Unit Plan outlines a range of evidence-based practices or pedagogical approaches appropriate to the discipline and content. The plan should be designed to enhance instruction, student engagement, and support student learning. Evidence Based Practices should be chosen to enhance student learning. Two or three Evidence Based Practices should be identified, and the following information conveyed for each practice.

Evidence-based Practice 1: (name the practice)

• In what lesson(s) will this practice be implemented?

• How is this practice expected to enhance student learning within the lesson(s)?

PART 4: DESIGN FOR INSTRUCTION - UNIT PLAN				
INDICATORS	**1** **Ineffective**	**2** **Developing**	**3** **Effective**	**4** **Highly Effective**
10. Unit Content RIPTS 1,2	Description of unit content is vague without clear link to standards.	Instructional Unit Plan identifies the concepts in the discipline. Appropriate Student Learning Standards are not identified and/or are not connected to the correct grade level.	Instructional Unit Plan clearly identifies the concepts in the discipline to be addressed throughout the series of lessons including prerequisite relationships among the topics. Appropriate Student Learning Standards are connected to the content.	A detailed explanation of the concepts in the discipline is incorporated, link to other disciplines and 21st century skills addressed, including prerequisite relationships among topics throughout the series of lessons. Appropriate Student Learning Standards are connected to the content.
11. Coherence of Unit Plan RIPTS 1,2	Lesson plans are included as separate experiences.	Instructional Unit Plan utilizes a sequence of lessons with minimal description of how sequence builds student knowledge.	Instructional Unit Plan utilizes an organized sequence of lessons designed to develop the Unit-Based Student Learning Objectives (U-SLOs).	Instructional Unit Plan utilizes an organized sequence of lessons, focused on student engagement through high-level cognitive activity and is fully aligned to the Unit-Based Student Learning Objectives (U-SLO).
12. Unit Instructional Implications RIPTS 1,2,3,4,5	No information related to contextual factors are evident in Instructional Unit Plan.	Pre-assessment results primarily guide instructional plan. Consideration of School demographic/culture are not considered	Instructional Unit Plan conveys how school demographics/ culture or critical learner factors are addressed in the unit. Pre-assessment results are considered to address the general needs of student groups	Instructional Unit Plan conveys how school demographics/culture, critical learner factors and pre-assessment results are considered to address specific individual learner needs within the instructional design.
13. Unit Evidence Based Practice and/or Pedagogy RIPTS 1,2,3,4,5	Evidence based practices are not identified and/or are not appropriate for the learners or discipline.	Instructional Unit Plan outlines a narrow base of evidence-based practices or pedagogical approaches appropriate to the discipline and content; designed to enhance instruction, student engagement, and support student learning.	Instructional Unit Plan outlines a range of evidence-based practices or pedagogical approaches appropriate to the discipline and content; designed to enhance instruction, student engagement, and support student learning.	Instructional Unit Plan outlines a range of evidence-based practices or pedagogical approaches appropriate to the discipline and content; designed to enhance instruction, student engagement, and support student learning. A clear description of how each practice is expected to enhance student learning is conveyed.

PREPARE LESSON PLANS for the unit.
Follow the lesson plan format and number of lessons defined by your program. However, make sure the basic components of a lesson plan are present: objectives, alignment with content standards (Common Core, state and/or SPA), a description of the set induction, lesson body, and closure, materials and resources you will need to implement all activities, modifications and accommodations for groups of students.

14. Develop Lesson Lesson-Specific Student Learning Objectives(L-SLO)   [Aligns with RI-ICEE 1.2]
   • Lesson Specific Student Learning Objectives (L-SLOs) reflect the expectations for student learning upon completion of one lesson. The L-SLOs should relate to the U-SLOs and should build to ensure that the U-SLOs are achieved at the end of the unit.
   • Each lesson plan should identify appropriate lesson-specific Student Learning Objectives (L-SLOs) that are rigorous, build on prior lesson learning, and connect to Student Learning Standards. L-SLOs reflect different learning opportunities are differentiated for individual students (when appropriate) and connect to the overall Unit-Based Student Learning Objectives (U-SLOs).

15. Learning Activities, Lesson Structure & Content-Related Pedagogy [Aligns with RI-ICEE 1.3a]
   Each lesson plan:
   ● includes specific, targeted accommodations or modifications for tiered groups of students and/or individual students (if need is identified).

   ● presents a logical sequence of teacher and student actions; time is planned well and allows for flexibility to engage students in cognitively challenging experiences.

   ● utilizes a variety of engaging learning experiences and pedagogical approaches that are designed to support a high-level of cognitive challenge and support students in constructing knowledge and developing 21st Century Skills.

16. Instructional Materials/Resources [Aligns with RI-ICEE 1.3b]
   ● Each lesson plan includes efficient and effective methods of assessment aligned to lesson-specific SLOs and have been adapted to meet group/individual learner needs (when appropriate); with clearly established criteria and expectations for student performance.

17. Instructional Groups [Aligns with RI-ICEE 1.3c]
   ● outlines a well-defined plan for grouping to meet individual student and instructional outcome. Student groupings are linked to critical learner characteristics and/or instructional design.

18. Designing Student Assessment [Aligns with RI-ICEE 1.4]
   ● Each lesson plan utilizes a variety of high-quality instructional materials including varied technology (when appropriate); designed to engage students throughout the lesson in meaningful learning. A clear description of how instructional resources are expected to enhance student learning/engagement is conveyed.

19. Discussion Techniques [Aligns with RI-ICEE 3.2c]
   ● Each lesson plan utilizes strategies to fully engage students in discourse through teacher questioning and prompting that support a high-level of thinking by the students.

INDICATORS	1 Ineffective	2 Developing	3 Effective	4 Highly Effective
14. Lesson-Specific Student Learning Objectives (L-SLOs) **(Aligns with RI-ICEE 1.2)** RIPTS 1,2,3,4,5	Outcomes do not reflect the appropriate standards, set low expectations for students, lack rigor, and/or only include one type of learning. Outcomes are stated as activities rather than as student learning.	Each lesson plan in the unit was developed with L-SLOs that reflect the appropriate standards. Expectations and rigor are inconsistent and are suitable for most of the students in the class. Outcomes are written as a combination of student learning and activities. Some SLOs connect to the overall Unit-Based Student Learning Objectives (U-SLOs)	Each lesson plan in the unit was developed with lesson-specific Student Learning Outcomes (L-SLOs) that reflect the appropriate standards, set rigorous expectations for students and include different types of learning according to varying needs of groups of students. All the instructional outcomes are clear, written in the form of student learning and connect to the overall Unit-Based Student Learning Objectives (U-SLOs)	Each lesson plan in the unit was developed with L-SLOs that reflect the appropriate standards, set rigorous expectations for students and include different types of learning according to varying needs of individual students. All the instructional outcomes are clear, written in the form of student learning, represent opportunities for both coordination and integration with other disciplines and connect to the overall Unit-Based Student Learning Objectives (U-SLOs).
15. Learning Activities, Lesson Structure & Content-Related Pedagogy **RIPTS 1, 2, 3, 4, 5,** **(Aligns with RI-ICEE 1.3a)**	Learning activities are not suitable-to instructional outcomes, do not include a range of pedagogical approaches, and are not designed to engage students. The lesson has no clearly defined structure, and/or time allocations are unrealistic.	Each lesson plan in the unit was developed with learning activities that are inconsistent in their suitability to the instructional outcomes and represent little cognitive challenge. Learning activities include a limited range of effective pedagogical approaches and are not differentiated. The lesson has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with unreasonable time/allocations	Each lesson plan in the unit was developed with learning activities that are suitable to the instructional outcomes, include a range of effective pedagogical approaches and cognitive challenge. Activities are differentiated for groups of students, help students construct content knowledge and build 21st Century Skills. The lesson has a clearly defined structure with even progression of activities and reasonable time allocations.	Each lesson plan in the unit was developed with learning activities that are suitable to the instructional outcomes, include a range of effective pedagogical approaches and cognitive challenge. Activities are differentiated for individual students, help students construct content knowledge and build 21st Century Skills. The lesson has a clearly defined structure with even progression of activities and reasonable time allocations, allowing for different pathways according to diverse student needs.
16. Instructional materials /Resources **RIPTS 1, 2, 3, 4, 5** **(Aligns with RI-ICEE 1.3b)**	Materials, technology, and resources being used do not support the instructional outcomes nor engage students in meaningful learning.	Lesson plans reflect some of the materials, technology, and resources being used support the instructional outcomes, and engage students in meaningful learning.	Each lesson plan in the unit was developed with materials, technology, and resources being used support the instructional outcomes, and are designed to engage students in meaningful learning.	Each lesson plan in the unit was developed with materials, technology, and resources being used support the instructional outcomes, and are designed to engage students in meaningful learning, including student participation in selecting or adapting materials.
17. Instructional Groups **RIPTS 1, 2, 3, 4, 5, 9**	Instructional groups do not support the	Each lesson plan in the unit conveys instructional groups that support the	Each lesson plan in the unit conveys instructional groups that are varied as appropriate	Each lesson plan in the unit conveys instructional groups that are varied as appropriate

INDICATORS	**1** Ineffective	**2** Developing	**3** Effective	**4** Highly Effective
(Aligns with RI-ICEE 1.3c)	instructional outcomes.	instructional outcomes, with an effort at providing some variety as appropriate to the students and the different instructional outcomes.	to the students and the different instructional outcomes.	to the students and the different instructional outcomes. There is evidence of the use of data and/or student choice in selecting the different patterns of instructional groups. Student groupings are <u>linked to critical learner characteristics and/or instructional design</u>
18. **Designing Student Assessment** **RIPTS: 4, 5, 9** **(Aligns with RI-ICEE 1.4)**	Educator's plan for student assessment is not aligned with the instructional outcomes.	Educator's plan for student assessment is aligned with the instructional outcomes, but is limited to either formative or summative assessments, and/or lacks clear criteria and expectations. Educator identifies a plan to use assessment results to plan for future instruction for the class as a whole.	Each lesson plan in the unit conveys a plan for student assessment that is aligned with the instructional outcomes, has been adapted for groups of students, and includes both formative and summative assessments with clear criteria and expectations. Educator identifies plan to use assessment results to plan for future instruction for groups of students.	Each lesson plan in the unit conveys a plan for student assessment that is aligned with the instructional outcomes, has been adapted for individual students, as needed, and includes both formative and summative assessments with clear criteria and expectations. Educator identifies plan to use assessment results to plan future instruction for individual students.
19. **Discussion Techniques** **RIPTS 5,8** **(Aligns with RI-ICEE 3.2c)**	Lesson plan conveys limited plans to engage students in an authentic discussion	Lesson plans demonstrate some plans to engage students in an authentic discussion.	Each lesson plan in the unit creates intentional opportunities for authentic discussion among students, using instructional and questioning techniques to successfully engage students in the discussion	Each lesson plan in the unit creates intentional opportunities for authentic discussion among students, planning instructional and questioning techniques to successfully engage students in the discussion.

In this section, you will be presenting the assessment results for your unit. Assessment results should include presentation of data (e.g., graphs, charts, figures tab les) and a narrative analysis of the results.

20. **PRESENTATION OF DATA**

Organize your assessment data (e.g., pre-assessment, post-assessment, summative) in tables and figures (e.g., graphs, charts). Present the data from comparison of your pre- and post-assessments. Enter the summaries as charts, graphs, or tables. The unit data should be presented over the course of the unit and compares groups of students, individual students, and/or tiered groups when appropriate.

Accuracy of data

Ensure that your presentation of data is accurate, well organized, and easy to understand.

- The link to the U-SLOs is clear and data is presented to easily determine if targets are met.
- Tables and/or figures are correctly formatted (e.g. using APA format), highly readable (e.g. clearly labeled and free professional jargon, undefined acronyms and clutter. Tables and/or figures should directly relate to key findings.
- Data should link to the U-SLOs selected and should be formatted in a way that is highly readable to multiple audiences (i.e. professionals, family members/guardians, and students (as appropriate)). Be sure to use descriptive titles for all graphs and tables.

21. **ANALYSIS OF RESULTS**

TCs must analyze their data to determine key findings in narrative format. When presenting key finding, the narrative must be supported by the data (tables and/or figures [graphs]). Findings should identify student success, student difficulty and/or inconsistent data. The description of findings should be logically ordered and presented. All key terms must be defined, and headings are used as appropriate. Key findings address critical issues linked to instruction or other contextual factors.

Analysis can be achieved by responding to the following questions:

- Did your students/student groups reach their target? Why or why not?

- What does the data indicate in terms of **student success** related to achievement of L-SLOs and/or U-SLOs? **Use specific data** to support your description.

- What does the data indicate in terms of student challenge related to achievement of L-SLOs and/or U-SLOs? **Use specific data** to support your description.

- Are any data inconsistencies in the data (i.e. missing data, student data entering after pre-test)?

- How do key findings link to instruction or other contextual factors?

PART 6: ASSESSMENT RESULTS				
INDICATORS	1 Ineffective	2 Developing	3 Effective	4 Highly Effective
20. Presentation of Data RIPTS 7,8,9	Not submitted or incomplete.	Presentation is inaccurate and/or confusing.	Presentation of data is well organized, and easy to understand. The link to the U-SLOs is clear and data is presented to determine if U-SLO targets are achieved. Tables and/or figures are correctly formatted, readable and concise.	Presentation is accurate, well organized, and easy to understand. The link to the U-SLOs is clear and data is presented to easily determine if targets are met. Tables and/or figures are correctly formatted (e.g. using APA format), highly readable (e.g. clearly labeled and free of extraneous information ["clutter"]), readable to multiple audiences (e.g. professionals, parents, students (when appropriate)), and directly related to key findings. Unit data is presented over the course of the unit and compares groups of students, individual students, and/or tiered groups when appropriate.
21. Analysis of Results RIPTS 7,8,9	Not submitted or incomplete.	Key findings are missing or not clearly supported by data.	Key findings are mostly or fully supported by the data (tables and/or figures [graphs]). Findings identify student success, student difficulty, and inconsistent data. The description of findings is logically ordered and presented. Most or all key terms are defined.	Key findings are supported by the data (tables and/or figures [graphs]). Findings identify student success, student difficulty, and inconsistent data. The description of findings is logically ordered and presented. All key terms are defined, and headings are used as appropriate. Key findings address critical issues linked to instruction or other contextual factors.

20

22.   **INSTRUCTIONAL DECISIONS** DATA-BASED DECISION MAKING

Instructional decisions are made while implementing an instructional unit. The TC must explain their instructional decisions clearly and relate these decisions to U-SLOs, professional standards and/or research -based practices.

TC should provide an analysis of the unit's evidence-based instructional practices as effective, less-effective, or ineffective. This analysis should guide a description of specific practices that would be addressed differently in the future. Analysis considers probable success of different courses of action to improve student learning and/or instruction.

Candidates should present this information by responding to the following questions:

● What conclusions can be made from the data captured in this unit?

● What instructional practices used in the unit **were found to be supportive to student learning**? How did you determine this? Specific examples should be used in your description.

● What instructional practices **were found to be less effective or ineffective**? How did you determine this? Specific examples should be used in your description.

● What changes were made during your unit? What formative assessment of other information supported these changes? Specific examples should be used in your description.

● What specific instructional practices would be addressed differently in future instruction?

● How has technology supported student learning (if applicable)? TECHNOLOGY

23. SELF-ASSESSMENT: PROFESSIONALISM

Professional educators consistently evaluate their strengths and areas where growth can benefit their teaching and the learning of their students. In the Self-Assessment, TCs should clearly explain their strengths and areas for growth and should establish a clear goal for improving teaching practice. The Self-Assessment should be related to a situation(s) and an identified Personal Growth Goal.

Candidates should present this information by responding to the following questions and prompts:

● How has the achievement of your Personal Growth Goal influenced either your learning or the learning of your students? (RI-ICEE section 4.4B and 4.4C)

● Explain two personal strengths as a result of your student teaching/graduate internship experience. Provide specific examples to support your response.

● Explain two areas you would like to further your professional learning/skill development. Relate your areas to a situation during your student teaching/graduate internship that led you to identifying each area.

● Identify actions that will help you further your learning. What obstacles might make taking the actions difficult?

PART 7: LEARNING FROM PRACTICE – THE REFLECTION			
INDICATORS	**1** **Ineffective**	**2** **Developing**	**3** **Effective**	**4** **Highly Effective**
22. Instructional Decisions RIPTS 10	Not submitted or <u>instructional decisions are unrelated to</u> assessment results and U-SLOs.	Instructional decisions are <u>confusing or generally relate</u> to assessment results and U-SLOs.	Instructional decisions made during the unit are described and **relate** <u>to assessment results and U-SLOs.</u> <u>Analysis of the unit's instructional practices</u> as effective, less-effective, or ineffective guides <u>description of specific practices that would be addressed differently in the future.</u>	Instructional decisions made during the unit are explained clearly and relate to assessment results and U-SLOs. <u>These are related to professional standards or research - based practices.</u> Analysis of the unit's instructional practices as effective, less-effective, or ineffective guides description of specific practices that would be addressed differently in the future. Analysis considers <u>probable success of different courses of action to improve student learning and/or instruction.</u>
23. Self-Assessment RIPTS 10	Assessment of strengths and areas for growth <u>not submitted or any sections are incomplete.</u>	Explains **either** strength and area for growth **or** sets a goal for improving teaching practice Submission is <u>vague with few links to experiences during student teaching</u>.	Explains <u>strength and area for growth linked to student teaching experiences. Link to Personal Growth Goal is evident</u> A <u>general goal for improving teaching practice</u> is provided. <u>Possible actions are provided, linked to identified area for growth.</u>	<u>Clearly</u> explains strength and area for growth and <u>sets a clear goal</u> for improving teaching practice; Description of personal growth as teacher (strength and an area for growth) <u>is related to a particular situation</u>(s) <u>and</u> identified Personal Growth Goal. Goal for improving learning as a teacher presents possible actions<u>; anticipates opportunities and obstacles in achieving actions.</u>

Terms Used in the TCWS	Definition
Unit-Based Student Learning Objectives (U-SLO)	Unit-Based Student Learning Objectives (U-SLOs) represent the overall expectations of student learning for the unit. U-SLOs should reflect student learning supported by the unit's combined lessons.
Lesson-Specific Student Learning Objectives (L-SLO)	Lesson Specific Student Learning Objectives (L-SLOs) reflect the expectations for student learning upon completion of one lesson.
Critical Aspects of School Population	Critical aspects of school population are not *all* the aspects of a school population. Critical aspects are those factors that have the greatest impact on the learning of students. Critical aspects noted in the Contextual Factors section should be addressed *in some way* throughout the unit. Critical aspects may include school demographics, cultural and/or linguistic characteristics of learners, economic considerations, community factors in addition to other factors that may be program-specific.
Critical Learner Factors	Critical learner factors can include (but not limited to) language difference, learning difference, documented accommodation needs, IEP supports. Critical learner factors guide the materials used, the evidence-based practices selected in instruction, modifications, accommodations, and other key decisions made during the unit.
Student Learning Standards	Standards at the school level that frame the expectations for student achievement. Examples include the Common Core, Next Generation Science Standards, etc. These standards frame standards driven instruction for our completer. These are also known as *practice standards*.
Evidence-Based Practices	Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in Every Student Succeeds Act (2015) has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence: **Tier 1** – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies. **Tier 2** – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies. **Tier 3** – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias). **Tier 4** – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Education Agencies (SEA), Local Education Agencies (LEA), or outside research organization to determine their effectiveness
Data-driven Instruction	Data-driven Instruction demonstrates the ability to collect, analyze, and use data from multiple sources - including research, student work and other school-based and classroom-based sources -to inform instructional and professional practice. Assessment choice to collect data reflect the core principles, concepts, and purposes intended to monitor student progress. Proficiency in using assessment data to evaluate and modify instructional practice is evident.
21st Century Skills	The broad categories of 21st Century Skills include:

Terms Used in the TCWS	Definition
	- ritical thinking - ommunication - ollaboration - reative problem-solving
Cognitively Challenging Experiences	Cognitively challenging experiences are lessons that take students from their current skill level and create opportunities to make substantial growth on that skill. Substantial growth is not necessarily a percentage, but is based on the teacher candidate's knowledge of students and their pace of learning demonstrated.
Instructional materials	Instructional materials are the content or information conveyed within a course. These include the lectures, readings, textbooks, multimedia/technology components, and other resources in a course.
Technology	Defined in its simplest form, technology is all the ways that we change the world to meet people's needs and desires. Technology can assist teachers http://www.iste.org/standards/for-educators and students http://www.iste.org/standards/for-students
Accommodations	An *accommodation* allows a student to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response and/or presentation. This accommodation does not alter in any significant way what the test or assignment measures. Examples of accommodations include a student who is blind taking a Braille version of a test or a student taking a test alone in a quiet room (Ideas That Work)
Modifications	A *modification* is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to measure. Examples of possible modifications include a student completing work on *part* of a standard or a student completing an alternate assignment that is more easily achievable than the standard assignment. (Ideas That Work)
Series of Lessons	The number of lessons used within a unit is a minimum of three lessons, and some programs may require a greater number. Contact your program for further guidance on the number of lessons required for a specific program.

Department of Special Education	
Teacher Candidate Work Sample	
Writing Template	
TCWS Part 1: Contextual Factors	
a. School Demographics and Culture (EQUITY)	

Provide a concise description of <u>critical aspects</u> of the school population (i.e. school demographics, cultural and/or linguistic characteristics of learners, economic considerations, community factors). Critical aspects of the school population are those factors that should be considered to guide practice, policy and/or instruction. Describe why/how each critical aspect should be considered in guiding practice. Support your description with relevant data. Document your source of data. Present information that is relevant and avoid including information that is not critical to your unit.

Critical Aspect #1: <u>Student Characteristics</u>

Describe critical aspect:

Describe why/how the critical aspects should be considered in guiding practice

Relevant data to support your description with citation of source:

Critical Aspect #2

Describe critical aspect:

Describe why/how the critical aspects should be considered in guiding practice

Relevant data to support your description with citation of source:

TCWS Part 1: Contextual Factors
a. School Demographics and Culture (EQUITY)

Summary of Learners (EQUITY/ASSESSMENT)

Describe learners you teach either individually (using non-identifiable names) or by student groups.   If reporting by student group, provide a clear rationale for these groups. Identify critical learner factors (i.e. language difference, learning difference, behavioral support needs, documented accommodation needs, IEP supports) that need to be considered in planning effective instruction.

Summarize students' prior learner knowledge to relevant current and/or historical assessment data.

Instructional Implications (PROFESSIONALISM)

Based on the critical learner factors described, identify two instructional implications that should be incorporated in this teaching unit. Instructional implications should be described, with details to ensure clear understanding of how the instructional implications address student need and will be reflected in subsequent sections.

TCWS Part 1: Contextual Factors
b. Policy Environment (EQUITY)

Describe **two** evidence-based policies, practices (i.e. federal, state, local or school) or supports that are used to help learners in this school/classroom. Link policies or practices to either school population or learner needs. Describe how each practice/policy supports school practice or student learning. (PROFESSIONALISM/RI INITIATIVES)

Evidence Based Practice/Policy 1:   Name of Practice/Policy_____

How does this policy/practice support student learning?

Citation of Evidence Based Practice

Evidence Based Practice/Policy 2:   Name of Practice/Policy_____

How does this policy/practice support student learning?

Citation of Evidence Based Practice

(STANDARDS-BASED INSTRUCTION; ASSESSMENT/EQUITY: Accommodating Student Needs (e.g. Special Education/English Learners if applicable))

Unit-Based Student Learning Objectives

OVERVIEW:

Provide information on your Unit Based Student Learning Objectives (U-SLO) that reflect the following:

    a. SLOs are clear and appropriate - significant, rigorous, attainable, measurable and is:

    b. aligned with appropriate grade-appropriate standards.

    c. Aligned with school/district curriculum.

    d. Reflects the most important content and skills to teach.

    e. Attainable within time interval for unit; not too broad, not too narrow.

    f. Conveys general information on how SLO will be measured.

    g. Reflecting highest target attainable for the unit time frame

U-SLOs may be documented on the table below. Based on content and/or learners, U-SLO(s) should reflect program-provided guidance on the number of U-SLOs and/or the ways U-SLOs should reflect tiers to accommodate learner needs.

Unit-Based Student Learning Objective (measurable, observable, clear, criterion)	Standard(s) aligned	How Measured	Target Level(s) of performance	Timeline
SLO				
SLO				
SLO				
SLO				

UNIT-BASED STUDENT LEARNING OBJECTIVE RATIONALE

Prepare a statement of rationale that explains the value and purpose of this unit for the intended population. This statement should clearly and thoughtfully explain the benefits students will experience as a result of participation in this unit.

● How do the chosen U-SLOs relate to school/district/national curriculum?

● What data or other information informed the selection of the U-SLO and how does it connect to the identified U-SLO or U-SLO target?   Why is the target considered rigorous for the intended students?

● Describe how the U-SLOs consider learner needs identified in your Contextual Factors section. If U-SLOs are tiered, describe why U-SLOs are modified for tiered groups or individual learning needs.

● Describe how the timeline was determined specific to factors important to your unit?

● Additional Program-Specific Prompts (if identified)

Teacher Candidate Work Sample Template			
TCWS Part 3: Unit Assessment System **ASSESSMENT; DATA-DRIVEN INSTRUCTION; EQUITY**			
TCs should use the Unit Assessment Plan table to provide a concise overview of their plans for assessment with further explanation provided in the guiding questions following the table.			
1. **Unit Assessment Plan**	Provide a concise description of your plan for assessment. Make sure that the plan clearly aligns with the U-SLOs identified.		
Type of Assessment	U-SLO # Assessed	How Assessment Measures Student Growth	Accommodations and Modifications per Tiered Group(s)

EQUITY

How does the tool(s) identified in your assessment plan and/or procedures <u>support critical learner factors</u> including students who need accommodations and/or modifications?

DATA DRIVEN INSTRUCTION/ASSESSMENT

- Describe how the tool(s) selected and/or developed will measure student growth of all students.

- How will the assessments be scored?

- How will the results of the assessment be presented?

- How will the results enable you to determine trends in student learning and/or the need for instructional decisions?

PART 4: DESIGN FOR INSTRUCTION – THE UNIT PLAN

10. UNIT CONTENT
Analyze pre-assessment data. DATA-DRIVEN INSTRUCTION

Pre-Assessment graph: After administering the pre-assessment, analyze student performance relative to the lesson and unit objectives. Include a table/chart AND a graph to visually convey your pre-assessment base on which your unit builds. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to unit objectives.

Insert table/chart AND graph here

How has your pre-assessment data informed your unit objectives and planned lessons? (1-2 paragraphs)

Develop a Unit Plan table.

Lesson # and Topic	Key SLO	Standards 21ˢᵗ Century Skills Other Disciplines to be Addressed	Instructional Procedures/Key Activities	List Strategies for Differentiating Instruction *and* Evidence-Based practices incorporated within each Lesson
				Differentiation Strategies Evidence Based Practices
				Differentiation Strategies Evidence Based Practices
				Differentiation Strategies Evidence Based Practices

11. COHERENCE OF UNIT PLAN. Provide a visual organizer such as a block plan, outlines, or calendar to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the unit objectives that you are addressing in each lesson/task. Make sure that every U-Based Student Learning Objective is addressed in at least one lesson/task and that every lesson/task relates to the unit objectives.

Develop a *Calendar Block* table.

WEEK	MON	TUES	WED	THUR	FRI
Week of (Dates)					

12. UNIT INSTRUCTIONAL IMPLICATIONS

An effective unit of instruction considers school demographics/culture, critical learner factors and pre-assessment results to address specific individual learner needs within the instructional design. TCs supporting a student with an Individual Education Plan (IEP), Section 504 Plan or other intervention plan can convey this information by responding to the following questions:

● How are the unit's goals/objectives connected to the other skills identified in the student's Individual Education Plan (IEP)/ 504 Plan/Intervention plan?

● How does the unit connect to other functional areas of a student's IEP (social skills, communication skills, organizational skills, behavioral skills)? (if applicable)

13. UNIT EVIDENCE BASED PRACTICE AND/OR PEDAGOGY
What 2-3 evidence-based practices/high leverage practices planned for implementation in your unit?
For each practice, provide a clear and concise description of how each practice is expected to enhance student learning is conveyed.
Evidence-based Practice 1: (name the practice)
    In what lesson(s) will this practice be used?

    How is this practice expected to enhance student learning within the lesson(s)?

Evidence-based Practice 2: (name the practice)
    In what lesson(s) will this practice be used?

    How is this practice expected to enhance student learning the lesson(s)?

Evidence-based Practice 3: (name the practice)
    In what lesson(s) will this practice be used?

    How is this practice expected to enhance student learning the lesson(s)?

CONNECTION TO LEARNER INDIVIDUALIZED EDUCATION PLAN (IEP)
Consider the student's individual needs when planning the unit.

How are the unit's goals/objectives connected to the other skills identified in the student's IEP?

How does the unit connect to other functional areas of a student's IEP (social skills, communication skills, organizational skills, behavioral skills)?

LESSON PLANS STANDARDS-BASED INSTRUCTION

Use the Special Education Lesson Plan Template to develop 3-5 lessons for your unit. Make sure the basic components of a lesson plan are present: objectives, alignment with content standards (Common Core, state and/or SPA), a description of the set induction, lesson body, and closure, materials and resources you will need to implement all activities, modifications and accommodations for groups of students.

Lesson Plans for students with Severe Intellectual Disabilities (SID)
When planning lesson for students with SID, consistency and repetition are evidence-based practices that support learning. To ensure consistency, the planned lessons may be VERY similar to each other-- that is acceptable. Reflected in each lesson should be nuances of difference (i.e. the difference in content such as vocabulary focus, or difference in materials used, or differences in number sets).

Student Teaching and Graduate Internship

Name: Grade/Dept.:

School: Date:

Total Time of Lesson:

Standard 1: Planning and Preparation
Component 1.1: Demonstrating Knowledge of Content & Students

Performance Indicators	Educator Evidence
1.1a *Knowledge of Content* *RIPTS 1,2,3,4,5* *CEC 3*	<u>List</u> important concepts/skills addressed in this lesson: ***Describe how lesson concepts are related to other disciplines.*** ***Describe how lesson concepts are related to pertinent 21st Century Skills (Critical thinking, Communication, Collaboration, Creative problem-solving).***
1.1b *Knowledge of Students* *RIPTS 1,2,3,4,5* *CEC 1*	OVERVIEW OF STUDENTS: Give a brief overview of the students involved in the lesson (i.e., student skills, knowledge, interests, communication, sensory challenges, motor considerations, cultural background, specific learning needs, linguistic considerations).

Standard 1: Planning and Preparation
Component 1.2: Establishing Instructional Outcomes

Performance Indicator	Educator Evidence
RIPTS 1,2,3,4,5 *CEC 1,2,3,5*	INSTRUCTIONAL OUTCOMES ●Describe how this lesson is aligned to the classroom SLOs and the district general curriculum. ●Describe how this lesson is aligned to student IEP(s). ● Identify the <u>critical</u> content standards are addressed in this lesson? ● What critical Social Emotional Learning standards (identify one or two) are addressed in this lesson? Describe how you will incorporate these into your lesson.

	LEARNING OUTCOMES FOR INDIVIDUALS/STUDENT GROUPS: Describe the <u>lesson-specific</u> learning objectives for individuals/student groups. Your objectives should be observable, measurable and have a set criterion.

Standard 1: Planning and Preparation
Component 1.3: Designing Coherent Instruction

Performance Indicators	**Educator Evidence**
1.3.a *Learning Activities , Lesson Structure & Content-Related Pedagogy* *RIPTS 1,2,3,4,5* *CEC 1,2,3,5*	**DESCRIPTION OF THE LESSON:** Provide a BRIEF overview of the lesson: Identify 2-3 <u>critical evidence-based practices</u> (i.e. collaborative teaching, responsive feedback, modeling, instructional scaffolding, blended learning, digital learning) and/or <u>Special Education High Leverage Practices</u> are identified in this lesson to support student diversity (i.e. special needs and abilities, cultural, linguistic and racial identities?). Describe how you will incorporate these into your lesson.
1.3.a *Learning Activities , Lesson Structure & Content-Related Pedagogy* *RIPTS 1,2,3,4,5* *CEC 1,2,3,5*	**SUMMARIZE THE LEARNING ACTIVITIES IN THIS LESSON** **Step 1:** Describe Step 1 (___ minutes) **Step 2**: Describe Step 2 (___ minutes) **Step 3**: Describe Step 3 (___ minutes) **Step 4**: Describe Step 4 (___ minutes) How will this lesson schedule be presented to the students?

Performance Indicators	Educator Evidence
1.3.b *Instructional Materials and Resources* *RIPTS 1,2,3,4,5* *CEC 1,2,5*	**INSTRUCTIONAL MATERIALS/RESOURCES/TECHNOLOGY** • • • Describe how instructional materials and resources consider student abilities, cultural, linguistic and racial identities: Describe any applicable Supplementary Aides and Services from student IEP(s): Describe any applicable Related Services from the student IEP(s):
1.3.c *Instructional Groups* *RIPTS 1,2,3,4,5,9* *CEC 1,5*	**PREREQUISITE SKILLS/STUDENT GROUPS** Describe your student groups. Include a brief rationale to justify how groups were selected. (i.e., pre-assessment data, IEP goals, behavioral considerations/FBA data, communication challenges). Describe the prerequisite skill data needed for this lesson's success:

Standard 1: Planning and Preparation
Component 1.4: Designing Student Assessment

Performance Indicators	Educator Evidence
1.4 *Designing Student Assessment* *RIPTS 4,5,9* *CEC 1,4,5*	**ASSESSMENT** <u>Describe</u> and <u>include</u> assessments that will be used to assess student progress of learning outcomes. Explain how these assessments align to the outcomes of the lesson: How does information from assessments inform your instruction? How do the planned assessments consider diversity of students (i.e. communication abilities, movement issues, cultural, linguistic and racial identities)?

Standard 4: Professional Growth and Responsibilities
Component 4.1: Reflecting on Practice- COMPLETED AFTER LESSON IS IMPLEMENTED

Performance Indicators	Educator Evidence
4.1 Reflecting on Practice *RIPTS 3,9,10* *CEC 6*	**REFLECTION ON LESSON** **WHAT?** What happened? What went well? What was an area of weakness? Which objectives were met? What data evidence supports this? Which students did not meet objectives? Which students exceeded objectives? Why? **SO WHAT?** What was learned from this experience? Evidence of teacher candidate learning **NOW WHAT?** How will this experience influence my professional identity? How will this experience influence how I plan/teach/assess in the future?

Special Education LESSON PLAN 2
Student Teaching and Graduate Internship

Name: Grade/Dept.:

School: Date:

Total Time of Lesson:

Standard 1: Planning and Preparation
Component 1.1: Demonstrating Knowledge of Content & Students

Performance Indicators	Educator Evidence
1.1a *Knowledge of Content* *RIPTS 1,2,3,4,5* *CEC 3*	List important concepts/skills addressed in this lesson: **Describe how lesson concepts are related to other disciplines.** **Describe how lesson concepts are related to pertinent 21st Century Skills (Critical thinking, Communication, Collaboration, Creative problem-solving).**
1.1b *Knowledge of Students* *RIPTS 1,2,3,4,5* *CEC 1*	OVERVIEW OF STUDENTS: Give a brief overview of the students involved in the lesson (i.e., student skills, knowledge, interests, communication, sensory challenges, motor considerations, cultural background, specific learning needs, linguistic considerations).

Standard 1: Planning and Preparation
Component 1.2: Establishing Instructional Outcomes

Performance Indicator	Educator Evidence
RIPTS 1,2,3,4,5 *CEC 1,2,3,5*	INSTRUCTIONAL OUTCOMES ●Describe how this lesson is aligned to the classroom SLOs and the district general curriculum. ●Describe how this lesson is aligned to student IEP(s). ● Identify the critical content standards are addressed in this lesson? ● What critical Social Emotional Learning standards (identify one or two) are addressed in this lesson? Describe how you will incorporate these into your lesson.

	LEARNING OUTCOMES FOR INDIVIDUALS/STUDENT GROUPS: Describe the <u>lesson-specific</u> learning objectives for individuals/student groups. Your objectives should be observable, measurable and have a set criterion.

Standard 1: Planning and Preparation
Component 1.3: Designing Coherent Instruction

Performance Indicators	Educator Evidence
1.3.a *Learning Activities ,* *Lesson Structure &* *Content-Related Pedagogy* *RIPTS 1,2,3,4,5* *CEC 1,2,3,5*	**DESCRIPTION OF THE LESSON:** Provide a BRIEF overview of the lesson: Identify 2-3 <u>critical evidence-based practices</u> (i.e. collaborative teaching, responsive feedback, modeling, instructional scaffolding, blended learning, digital learning) and/or <u>Special Education High Leverage Practices</u> are identified in this lesson to support student diversity (i.e. special needs and abilities, cultural, linguistic and racial identities?). Describe how you will incorporate these into your lesson.
1.3.a *Learning Activities ,* *Lesson Structure &* *Content-Related Pedagogy* *RIPTS 1,2,3,4,5* *CEC 1,2,3,5*	**SUMMARIZE THE LEARNING ACTIVITIES IN THIS LESSON** **Step 1:** Describe Step 1 (___ minutes) **Step 2**: Describe Step 2 (___ minutes) **Step 3**: Describe Step 3 (___ minutes) **Step 4**: Describe Step 4 (___ minutes) How will this lesson schedule be presented to the students?

Performance Indicators	Educator Evidence
1.3.b *Instructional Materials and Resources* *RIPTS 1,2,3,4,5* *CEC 1,2,5*	**INSTRUCTIONAL MATERIALS/RESOURCES/TECHNOLOGY** • • • Describe how instructional materials and resources consider student abilities, cultural, linguistic and racial identities: Describe any applicable Supplementary Aides and Services from student IEP(s): Describe any applicable Related Services from the student IEP(s):
1.3.c *Instructional Groups* *RIPTS 1,2,3,4,5,9* *CEC 1,5*	**Prerequisite Skills/Student Groups** Describe your student groups. Include a <u>brief</u> rationale to justify how groups were selected. (i.e., pre-assessment data, IEP goals, behavioral considerations/FBA data, communication challenges). Describe the prerequisite skill data needed for this lesson's success:

Standard 1: Planning and Preparation
Component 1.4: Designing Student Assessment

Performance Indicators	Educator Evidence
1.4 *Designing Student Assessment* *RIPTS 4,5,9* *CEC 1,4,5*	**ASSESSMENT** <u>Describe</u> and <u>include</u> assessments that will be used to assess student progress of learning outcomes. Explain how these assessments align to the outcomes of the lesson: How does information from assessments inform your instruction? How do the planned assessments consider diversity of students (i.e. communication abilities, movement issues, cultural, linguistic and racial identities)?

Standard 4: Professional Growth and Responsibilities
Component 4.1: Reflecting on Practice- COMPLETED AFTER LESSON IS IMPLEMENTED

Performance Indicators	Educator Evidence
4.1 Reflecting on Practice *RIPTS 3,9,10* *CEC 6*	**REFLECTION ON LESSON** **WHAT?** What happened? What went well? What was an area of weakness? Which objectives were met? What data evidence supports this? Which students did not meet objectives? Which students exceeded objectives? Why? **SO WHAT?** What was learned from this experience? Evidence of teacher candidate learning **NOW WHAT?** How will this experience influence my professional identity? How will this experience influence how I plan/teach/assess in the future?

Special Education LESSON PLAN 3
Student Teaching and Graduate Internship

Name: Grade/Dept.:

School: Date:

Total Time of Lesson:

Standard 1: Planning and Preparation
Component 1.1: Demonstrating Knowledge of Content & Students

Performance Indicators	Educator Evidence
1.1a *Knowledge of Content* *RIPTS 1,2,3,4,5* *CEC 3*	<u>List</u> important concepts/skills addressed in this lesson: **Describe how lesson concepts are related to other disciplines.** **Describe how lesson concepts are related to pertinent 21st Century Skills (Critical thinking, Communication, Collaboration, Creative problem-solving).**
1.1b *Knowledge of Students* *RIPTS 1,2,3,4,5* *CEC 1*	**OVERVIEW OF STUDENTS:** Give a brief overview of the students involved in the lesson (i.e., student skills, knowledge, interests, communication, sensory challenges, motor considerations, cultural background, specific learning needs, linguistic considerations).

Standard 1: Planning and Preparation
Component 1.2: Establishing Instructional Outcomes

Performance Indicator	Educator Evidence
RIPTS 1,2,3,4,5 *CEC 1,2,3,5*	**INSTRUCTIONAL OUTCOMES** ●Describe how this lesson is aligned to the classroom SLOs and the district general curriculum. ●Describe how this lesson is aligned to student IEP(s). ● Identify the <u>critical</u> content standards are addressed in this lesson? ● What critical Social Emotional Learning standards (identify one or two) are addressed in this lesson? Describe how you will incorporate these into your lesson.

	LEARNING OUTCOMES FOR INDIVIDUALS/STUDENT GROUPS: Describe the <u>lesson-specific</u> learning objectives for individuals/student groups. Your objectives should be observable, measurable and have a set criterion.

Standard 1: Planning and Preparation
Component 1.3: Designing Coherent Instruction

Performance Indicators	Educator Evidence
1.3.a *Learning Activities , Lesson Structure & Content-Related Pedagogy* *RIPTS 1,2,3,4,5* *CEC 1,2,3,5*	**DESCRIPTION OF THE LESSON:** Provide a BRIEF overview of the lesson: Identify 2-3 <u>critical evidence-based practices</u> (i.e. collaborative teaching, responsive feedback, modeling, instructional scaffolding, blended learning, digital learning) and/or <u>Special Education High Leverage Practices</u> are identified in this lesson to support student diversity (i.e. special needs and abilities, cultural, linguistic and racial identities?). Describe how you will incorporate these into your lesson.
1.3.a *Learning Activities , Lesson Structure & Content-Related Pedagogy* *RIPTS 1,2,3,4,5* *CEC 1,2,3,5*	**SUMMARIZE THE LEARNING ACTIVITIES IN THIS LESSON** **Step 1:** Describe Step 1 (___ minutes) **Step 2**: Describe Step 2 (___ minutes) **Step 3**: Describe Step 3 (___ minutes) **Step 4**: Describe Step 4 (___ minutes) How will this lesson schedule be presented to the students?

Performance Indicators	Educator Evidence
1.3.b *Instructional Materials and Resources* *RIPTS 1,2,3,4,5* *CEC 1,2,5*	**INSTRUCTIONAL MATERIALS/RESOURCES/TECHNOLOGY** • • • Describe how instructional materials and resources consider student abilities, cultural, linguistic and racial identities: Describe any applicable Supplementary Aides and Services from student IEP(s): Describe any applicable Related Services from the student IEP(s):
1.3.c *Instructional Groups* *RIPTS 1,2,3,4,5,9* *CEC 1,5*	**PREREQUISITE SKILLS/STUDENT GROUPS** Describe your student groups. Include a <u>brief</u> rationale to justify how groups were selected. (i.e., pre-assessment data, IEP goals, behavioral considerations/FBA data, communication challenges). Describe the prerequisite skill data needed for this lesson's success:

Standard 1: Planning and Preparation
Component 1.4: Designing Student Assessment

Performance Indicators	Educator Evidence
1.4 *Designing Student Assessment* *RIPTS 4,5,9* *CEC 1,4,5*	**ASSESSMENT** <u>Describe</u> and <u>include</u> assessments that will be used to assess student progress of learning outcomes. Explain how these assessments align to the outcomes of the lesson: How does information from assessments inform your instruction? How do the planned assessments consider diversity of students (i.e. communication abilities, movement issues, cultural, linguistic and racial identities)?

Standard 4: Professional Growth and Responsibilities
Component 4.1: Reflecting on Practice- COMPLETED AFTER LESSON IS IMPLEMENTED

Performance Indicators	Educator Evidence
4.1 *Reflecting on Practice* *RIPTS 3,9,10* *CEC 6*	**REFLECTION ON LESSON** **WHAT?** What happened? What went well? What was an area of weakness? Which objectives were met? What data evidence supports this? Which students did not meet objectives? Which students exceeded objectives? Why? **SO WHAT?** What was learned from this experience? Evidence of teacher candidate learning **NOW WHAT?** How will this experience influence my professional identity? How will this experience influence how I plan/teach/assess in the future?

TCWS Part 5: Assessment Results

Presentation of Data DATA-DRIVEN INSTRUCTION; WORKING WITH FAMILIES

20. PRESENTATION OF DATA

Present data below. Present the data from comparison of your pre- and post-assessments. Enter the summaries as charts, graphs, or tables. The unit data should be presented over the course of the unit and compares groups of students, individual students, and/or tiered groups when appropriate.

21. ANALYSIS OF RESULTS.

- Did your students/student groups reach their target? Why or why not?

- What does the data indicate in terms of **student success** related to achievement of L-SLOs and/or U-SLOs? **Use specific data** to support your description.

- What does the data indicate in terms of student challenge related to achievement of L-SLOs and/or U-SLOs? **Use specific data** to support your description.

- Are any data inconsistencies in the data (i.e. missing data, student data entering after pre-test)?

- How do key findings link to instruction or other contextual factors?

TCWS Part 6: Learning from Practice- THE REFLECTION

22.   INSTRUCTIONAL DECISIONS DATA-BASED DECISION MAKING

Instructional decisions are made while implementing an instructional unit. The TC must explain their instructional decisions clearly and relate these decisions to U-SLOs, professional standards and/or research - based practices.

TC should provide an analysis of the unit's evidence-based instructional practices as effective, less-effective, or ineffective. This analysis should guide a description of specific practices that would be addressed differently in the future. Analysis considers probable success of different courses of action to improve student learning and/or instruction.

Candidates should present this information by responding to the following questions:

- What conclusions can be made from the data captured in this unit?

- What instructional practices used in the unit **were found to be supportive to student learning**? How did you determine this? Specific examples should be used in your description.

- What instructional practices **were found to be less effective or ineffective**? How did you determine this? Specific examples should be used in your description.

- What changes were made during your unit? What formative assessment of other information supported these changes? Specific examples should be used in your description.

- What specific instructional practices would be addressed differently in future instruction?

- How has technology supported student learning (if applicable)? **TECHNOLOGY**

23. SELF-ASSESSMENT: **PROFESSIONALISM**
Professional educators consistently evaluate their strengths and areas where growth can benefit their teaching and the learning of their students. In the Self-Assessment, TCs should clearly explain their strengths and areas for growth and should establish a clear goal for improving teaching practice. The Self-Assessment should be related to a situation(s) and an identified Personal Growth Goal.
Candidates should present this information by responding to the following questions and prompts:

- How has the achievement of your Personal Growth Goal influenced either your learning or the learning of your students? (RI-ICEE section 4.4B and 4.4C)

- Explain two personal strengths as a result of your student teaching/graduate internship experience. Provide specific examples to support your response.

Personal Strength #1:

Personal Strength #2:

- Explain two areas you would like to further your professional learning/skill development. Relate your areas to a situation during your student teaching/graduate internship that led you to identifying each area.

- Identify actions that will help you further your learning. What obstacles might make taking the actions difficult?

Explain two areas you would like to further your professional learning/skill development. Relate your areas to a situation during your student teaching/graduate internship that led you to identifying each area.
Future Professional Learning/Skill Development #1:

Future Professional Learning/Skill Development #2:

Purpose:

Special education teachers demonstrate an ability to provide instruction to a variety of learners. The special education teacher understands the unique learning challenges of each student, and presents instruction to match their student's needs. The RI-ICEE is used to highlight the strengths and needs of a teacher candidate's performance in teaching. It was designed to include the TC's planning of instruction, implementation of instruction, and reflection of instruction. It is implemented a minimum of <u>six times</u> during a TC's placement by both the College Supervisor and the Cooperating Teacher.

Standards Addressed

The following Rhode Island Professional Teacher Standards (RIPTS) and CEC standards are addressed through development of the RI-ICEE.

Rhode Island Professional Teacher Standards

1: Teachers create learning experience using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.

2: Teachers create learning experiences that reflect an understanding of the central concepts, structures, and tools of inquiry of the disciplines they teach.

3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

5: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.

6: Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

7: Teachers foster collaborative relationships with colleagues and families to support students' learning.

8: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.

9: Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.

10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.

11: Teachers maintain professional standards guided by social, legal, and ethical principles.

CEC Standards

#1: Learner Development & Individual Learning Differences: 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.

#2: Learning Environments: Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self- determination.

#3: Curricular Content Knowledge: Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

#4: Assessment: Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

#5: Instructional Planning & Strategies: Special educators select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning for individuals with exceptionalities.

#6: Professional Learning & Ethical Practice: Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles & Practice Standards to inform special education practice, to engage in lifelong learning and to advance the profession.

#7: Collaboration: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

RI Innovation Consortium Educator Evaluation (RI-ICEE) Observation Rubric

Special Education
Student Teaching/Graduate Internship

❏ 419 ❏ 437 ❏ 428 ❏ 662 ❏ 664 ❏ 665

Teacher Candidate:_____ Emplid:_____

Supervising Professor's Name:_____

Cooperating Teacher's Name:_____

Grade Level/Content Area Assignment:_____

Cooperating School District/School:_____

Person Completing This Observation (Check one):

□ **Cooperating Teacher** □ **Supervising Professor** Date:_____

Observation # (Circle one): **12** **3**

The purpose of this instrument is to provide instructive feedback about the teacher candidate's teaching performance to the teacher candidate, the college supervisor, and the teacher candidate's practicum teacher during the teacher candidate's student teaching. The instrument is to be completed following each formal observation of the candidate in the practicum experience.

We have conferred in the summary of the candidate's classroom performance. Our signatures below attest to our judgments regarding the proficiency of the teacher candidate. As professional educators we recommend the student observed do the following:
_ *Continue with preparation for a teaching license.*
_ *Be required to complete an individualized contract to remedy deficiencies.*
_ *Discontinue preparation for a teaching license.*

_____

College Professor/ Cooperating Teacher's Signature   **Date**

_____

Teacher Candidate's Signature   **Date**

STANDARD 1: Planning & Preparation

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
1.1a Knowledge of Content **RIPTS 1, 2, 3, 4, 5,** **INTASC: 4,5** **CEC:3**	In planning, educator makes content errors.	Educator is familiar with the important concepts in the discipline, but may display lack of awareness of how these concepts relate to one another.	Educator displays solid knowledge of the important concepts in the discipline and how these relate to one another and to 21st century skills.	Educator displays knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines and to 21st century skills.	
1.1b Knowledge of Content & Students **RIPTS 1, 2, 3, 4, 5,** **INTASC: 1,2** **CEC:1**	Educator displays little or no knowledge of students' skills, knowledge, language proficiency, backgrounds, and/or medical needs.	Educator displays knowledge of students' skills, knowledge, language proficiency, backgrounds, and/or medical needs, but only for the class as a whole.	Educator tracks students' skills, knowledge, language proficiency, backgrounds and/or medical needs, and displays this knowledge for groups of students in order to determine growth over time.	Educator understands and tracks individual students' skills, knowledge, language proficiency, and/or medical needs, and has a strategy for maintaining such information in order to determine growth over time for each student.	
1.2 Establishing Instructional Outcomes **RIPTS 1, 2, 3, 4, 5,** **INTASC: 1,2,4,5,7** **CEC: 1,2,3,5**	Outcomes do not reflect the appropriate standards, set low expectations for students, lack rigor, and/or only include one type of learning. Outcomes are stated as activities rather than as student learning.	Outcomes reflect the appropriate standards. Expectations and rigor are inconsistent and are suitable for most of the students in the class. Outcomes are written as a combination of student learning and activities.	Outcomes reflect the appropriate standards, set rigorous expectations for students and include different types of learning according to varying needs of groups of students. All the instructional outcomes are clear, written in the form of student learning.	Outcomes reflect the appropriate standards, set rigorous expectations for students and include different types of learning according to varying needs of individual students. All the instructional outcomes are clear, written in the form of student learning and represent opportunities for both coordination and integration with other disciplines.	

Component 1.3: Designing Coherent Instruction

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
1.3a Learning Activities, Lesson Structure & Content-Related Pedagogy **RIPTS 1, 2, 3, 4, 5,** **INTASC: 1,2,4,5,7** **CEC: 1,2,3,5**	Learning activities are not suitable to instructional outcomes, do not include a range of pedagogical approaches, and are not designed to engage students. The lesson has no clearly defined structure, and/or time allocations are unrealistic.	Learning activities are inconsistent in their suitability to the instructional outcomes and represent little cognitive challenge. Learning activities include a limited range of effective pedagogical approaches and are not differentiated. The lesson has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with unreasonable time/allocations	Learning activities are suitable to the instructional outcomes, include a range of effective pedagogical approaches and cognitive challenge. Activities are differentiated for groups of students, help students construct content knowledge and build 21st Century Skills. The lesson has a clearly defined structure with even progression of activities and reasonable time allocations.	Learning activities are suitable to the instructional outcomes, include a range of effective pedagogical approaches and cognitive challenge. Activities are differentiated for individual students, help students construct content knowledge and build 21st Century Skills. The lesson has a clearly defined structure with even progression of activities and reasonable time allocations, allowing for different pathways according to diverse student needs.	-

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
1.3b. Instructional materials / resources RIPTS 1, 2, 3, 4, 5 INTASC 1,2, 7 CEC: 1,2,5	Materials, technology, and resources being used do not support the instructional outcomes nor engage students in meaningful learning.	Some of the materials, technology, and resources being used support the instructional outcomes, and engage students in meaningful learning.	Materials, technology, and resources being used support the instructional outcomes, and are designed to engage students in meaningful learning.	Materials, technology, and resources being used support the instructional outcomes, and are designed to engage students in meaningful learning, including student participation in selecting or adapting materials.	-
1.3c. Instructional Groups RIPTS 1, 2, 3, 4, 5, 9 INTASC : 1,2, 7 CEC: 1,5	Instructional groups do not support the instructional outcomes.	Instructional groups support the instructional outcomes, with an effort at providing some variety as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of the use of data and/or student choice in selecting the different patterns of instructional groups.	-
1.4 Designing Student Assessment RIPTS :4, 5, 9 INTASC : 2,8,6 CEC:1,4,5	Educator's plan for student assessment is not aligned with the instructional outcomes.	Educator's plan for student assessment is aligned with the instructional outcomes, but is limited to either formative or summative assessments, and/or lacks clear criteria and expectations. Educator identifies a plan to use assessment results to plan for future instruction for the class as a whole.	Educator's plan for student assessment is aligned with the instructional outcomes, has been adapted for groups of students, and includes both formative and summative assessments with clear criteria and expectations. Educator identifies plan to use assessment results to plan for future instruction for groups of students.	Educator's plan for student assessment is aligned with the instructional outcomes, has been adapted for individual students, as needed, and includes both formative and summative assessments with clear criteria and expectations. Educator identifies plan to use assessment results to plan future instruction for individual students.	-

STANDARD 2: Educational Environment

Component 2.1: Creating an Environment of Respect and Rapport

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
2.1a Educator Interaction with Students RIPTS 5, 6 INTASC : 8,3 CEC: 2,5	Educator-student interactions with at least some students are negative or inappropriate.	Educator-student interactions are generally appropriate, positive and respectful, but may reflect occasional inconsistencies.	Educator-student interactions are appropriate, positive and respectful.	Educator-student interactions are appropriate, positive and respectful to groups of students as well as individuals.	-

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations

2.1b Student Interactions **RIPTS 5, 6** **INTASC : 8,3** **CEC: 2,5**	Educator does not model nor encourage appropriate interactions particularly when student interactions are impolite or disrespectful.	Educator is inconsistent in modeling and/or encouraging appropriate interactions, particularly when students' interactions are impolite or disrespectful. **OR** Student interactions are generally polite and respectful.	Educator models and/or encourages appropriate interactions, particularly when students' interactions are impolite or disrespectful. **OR** Student interactions are polite and respectful whether directly monitored by an educator or not.	Educator models and/or encourages student interactions that demonstrate respect for one another. Students monitor each other's treatment of peers, correcting classmates respectfully when needed.	

Component 2.2: Establishing a Culture for Learning

2.2a Importance of the Content **RIPTS 3, 4, 5, 6, 8, 9** **INTASC: 4,5** **CEC: 4**	Educator does not communicate the importance of the content and/or conveys a negative attitude toward the content	Educator communicates importance of the content.	Educator communicates importance of the content using real-world connections.	Educator AND students communicate importance of the content using real-world connections.	
2.2b Expectation for Learning and Achievement **RIPTS 3, 4, 5, 6, 8, 9,** **INTASC: 4,5** **CEC: 1,5**	Educator conveys low expectations for student learning and achievement for at least some students.	Educator conveys modest expectations for student learning and achievement.	Educator conveys high expectations for student learning and achievement.	Educator conveys high expectations for student learning and achievement. Students verbalize and/or demonstrate their understanding of the expectations.	

Component 2.3: Managing Classroom Procedures

2.3a Management of Instructional Groups **RIPTS 6** **INTASC: 3; CEC: 2**	Educator's management of instructional groups does not promote active student participation.	Educator's management of instructional groups ensures that some students actively participate.	Educator's management of instructional groups ensures that all students actively participate.	Educator's management of instructional groups ensures that all students actively participate and support each other in achieving the outcomes of the lesson.	
2.3b Management of Transitions **RIPTS 6** **INTASC: 3; CEC: 2**	Transitions are chaotic with significant loss of instructional time.	Transitions are uneven resulting in some loss of instructional time.	Transitions are efficient, with minimal loss of instructional time.	Transitions are seamless, with students assuming some responsibility in ensuring their efficient operation.	
2.3c Management of Materials & Supplies **RIPTS 6;** **INTASC: 3** **CEC: 2**	Management of materials and supplies is inefficient, resulting in significant loss of instructional time.	Management of materials and supplies is uneven resulting in some loss of instructional time.	Management of materials and supplies is efficient with little loss of instructional time.	Management of materials and supplies is efficient with little loss of instructional time with students assuming some responsibility.	

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
Component 2.4: Managing Student Behavior					
2.4a Behavioral Expectations RIPTS 6 INTASC: 3 CEC: 2	No evidence that standards of conduct and consequences have been established or communicated to students.	Standards of conduct have been established and communicated and appear to be clear to students.	Standards of conduct and consequences have been established and communicated and appear to be clear to students.	Standards of conduct and consequences have been established and communicated to students. Students have participated in their development.	
2.4b Responding to Student Misbehavior RIPTS 6 INTASC: 3 CEC: 2	Educator's response to student misbehavior is inappropriate. **OR** Educator does not respond to student misbehavior.	Educator's response to student misbehavior is inconsistent.	Educator's response to student misbehavior is appropriate, consistent and timely.	Educator's response to student misbehavior is appropriate, consistent, timely and successful. **OR** No student misbehavior is observed.	

STANDARD 3: Instruction/Service Delivery

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
Component 3.1: Communicating With Students					
3.1a Expectations for Learning RIPTS 8 INTASC: 8 CEC: 5	Educator does not explain the instructional purpose.	Educator explains the instructional purpose of the lesson or unit, attempting to communicate where it is situated within broader learning.	Educator explains the instructional purpose of the lesson or unit, linking to broader authentic learning, appropriate standards or 21st century skills' expectations. Educator explains how students will demonstrate their learning.	Educator clearly explains the instructional purpose of the lesson or unit, linking to broader authentic learning, appropriate standards and 21st century skills' expectations. Educator explains how students will demonstrate their learning with exemplars to guide student achievement.	
3.1b Directions and Procedures RIPTS 8 INTASC: 8; CEC:5	Educator directions and procedures are confusing.	Educator directions and procedures are clarified after initial confusion.	Educator directions and procedures are clear.	Educator directions and procedures are clear, complete, and anticipate possible misunderstanding.	
3.1c Explanation of Content RIPTS 2,8 INTASC: 4,8 CEC: 3,5	Educator's explanation of the content is incorrect.	Educator's explanation of content is clear and correct but does not make a connection with students' knowledge, experience, appropriate standards or 21st century skills' expectations.	Educator's explanation of content is clear and correct and connects with students' knowledge, experience, appropriate standards or 21st century skills' expectations.	Educator's explanation of content is clear and correct and connects with students' knowledge, experience, appropriate standards or 21st century skills' expectations. Students contribute to explaining content to their peers.	-

Component 3.2: Using Questioning and Discussion Techniques

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
3.2a Quality of Questions **RIPTS 5,8** **INTASC: 8** **CEC: 5**	Educator's questions require only low cognitive challenge and single or limited responses.	Educator's questions are appropriate to the content although they cover only a limited range of skills and knowledge.	Educator's questions are appropriate to the content and cover a range of skills and knowledge. Questions are constructed to include higher order thinking and engage students in further discussion.	Educator's questions are appropriate to the content and cover a range of skills and knowledge. Questions are constructed to include higher order thinking (HOT) and engage students in further discussion. Students formulate their own questions to advance understanding.	
3.2b Delivery Techniques **RIPTS 5,8** **INTASC: 7,8** **CEC: 5**	Educator does not deliver questions using techniques that require students to engage cognitively and prepare to respond to the question. Questions may be asked in rapid succession without appropriate wait time.	Educator does not consistently deliver questions using techniques that require students to engage cognitively and prepare to respond to the question. Some questions may be asked in rapid succession and/or without appropriate wait time.	Educator delivers questions using techniques that require students to engage cognitively and prepare to respond to the question while providing sufficient wait time.	Educator delivers questions using techniques that require students to engage cognitively and prepare to respond to the question while providing sufficient wait time. Students respond to questions with evidence of their understanding.	
3.2c Discussion Techniques **RIPTS 5,8** **INTASC: 7,8** **CEC: 5**	Educator makes little attempt to engage students in an authentic discussion and/or the educator and a few students dominate the discussion.	Educator makes some attempt to engage students in an authentic discussion with uneven results.	Educator creates an authentic discussion among students, using instructional and questioning techniques that successfully engage students in the discussion, stepping aside when appropriate.	Educator creates an authentic discussion among students, using instructional and questioning techniques that successfully engage students in the discussion, stepping aside when appropriate. Students ensure that all voices and ideas are heard in the discussion.	

Component 3.3: Engaging Student in Learning

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
3.3a Projects, Activities and Assignments **RIPTS 5,6** **INTASC: 7,8; CEC: 5**	Projects, activities and assignments lack challenge, are inappropriate, or do not cognitively engage students.	Projects, activities and assignments are inconsistent in challenging and cognitively engaging students.	Projects, activities and assignments are appropriately challenging for all students, require 21st century skills, and cognitively engage students.	Projects, activities, and assignments are appropriately challenging for all students, require 21st century skills, and cognitively engage student in complex learning.	

Component 3.4: Using Assessment in Instruction

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
3.4a Assessment Criteria **RIPTS 5,6,9** **INTASC: 3,6,7,8 CEC: 2,4,5**	Educator does not convey the criteria by which students' work will be evaluated.	Educator inconsistently conveys the criteria by which student's work will be evaluated.	Educator clearly conveys the criteria by which students' work will be evaluated including providing exemplars to guide student achievement.	Educator clearly conveys the criteria by which students' work will be evaluated and students have contributed to the development of the criteria and/or creation of exemplars to guide student achievement.	
3.4b Monitoring Student Learning **RIPTS 5,6,9** **INTASC: 3,6,7,8** **CEC: 2,4,5**	Educator does not monitor student learning.	Educator uses formative assessment strategies to monitor student learning for the class as a whole.	Educator uses formative assessment strategies to monitor student learning and uncover misunderstandings for groups of students within the class.	Educator uses formative assessment strategies, including self and/or peer-assessments to monitor student learning and uncover misunderstandings for individual students.	
3.4.c Providing Feedback to Students **RIPTS 5,6,9** **INTASC: 3,6,7,8** **CEC: 2,4,5**	Educator's feedback to students is limited, infrequent and/or irrelevant, resulting in no advancement in learning.	Educator's feedback to students is general and/or infrequent resulting in minimal advancement in learning.	Educator's feedback to students is, timely, frequent, and specific, providing individual students with specific direction and information to help advance learning.	Educator's feedback to students is timely, frequent, and specific, providing individual students with direction and information to help advance learning. Students make use of the feedback in revising and improving their work.	

STANDARD 4: Professional Growth & Responsibilities

Component 4.1: Reflecting on Practice

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
Component 4.1: Reflecting on Practice **RIPTS 10** **INTASC: 9** **CEC: 6**	Educator does not reflect on their strength and areas for growth. **OR** Educator reflects on their strength & areas for growth, but does not identify any practices that they would address differently in the future.	Educator reflects on their strengths and areas for growth, identifying general practices that they may address differently in the future.	Educator reflects on their strengths and areas for growth, identifying specific practices that they would address differently in the future.	Educator reflects on their strengths and areas for growth, identifying specific practices that they would address differently in the future complete with the probable success of different courses of action.	

Component 4.2: Communicating with Families					
Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
Component 4.2: Communicating with Families **RIPTS 7,11** **INTASC: 9,10** **CEC: 6,7**	Educator's professional communications with families are limited, infrequent and/or irrelevant.	Educator's professional communications with families are general and/or infrequent.	Educator's professional communications with families are timely, frequent, and specific, providing individual student progress with specific direction and information to help advance learning. Educator attempts to engage families in two-way communication.	Educator's professional communications with families are timely, frequent, and specific, providing individual student progress with specific direction and information to help advance learning. Educator attempts to engage families in two-way communication and involve families in the school community.	
Component 4.3: Showing Professionalism					
4.3a Maintaining Accurate Records **RIPTS 9** **INTASC: 6** **CEC: 4**	Educator does not maintain information on student completion of assignments, student progress in learning, and non-instructional records.	Educator is inconsistent in maintaining information on student completion of assignments, student progress in learning, and non-instructional records.	Educator maintains information on student completion of assignments, student progress in learning, and non-instructional records in a timely manner.	Educator maintains information on student completion of assignments, student progress in learning, and non-instructional records in a timely manner. Educator regularly shares data with students as appropriate.	
4.3b Commitment to Professional Standards **RIPTS 7,11** **INTASC: 9,10** **CEC: 6,7**	Educator does not comply with school and district regulations, policies, and contractual language. Educator does not comply with State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, & HIPPA.	Educator complies minimally with school and district regulations, policies, and contractual language. Educator complies minimally with school State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	Educator complies fully with school and district regulations, policies, and contractual language. Educator complies with State and Federal Law and Regulations including, but not limited to, IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	Educator complies fully with school and district regulations, policies, and contractual language, taking a leadership role with colleagues. Educator complies fully with State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA. Educator stays current on the standards of their profession beyond their LEA.	
Component 4.4: Growing & Developing Professionally					
4.4a Growing and Developing in a Professional Learning Community **RIPTS 7,10** **INTASC: 9,10** **CEC: 6,7**	Educator does not engage in a professional learning community.	Educator minimally engages in a professional learning community by seeking out current, targeted professional development opportunities.	Educator actively engages in a professional learning community by using feedback to identify areas of growth, seeking out current, targeted professional development opportunities that are aligned to school/district initiatives.	Educator actively engages in a professional learning community by using feedback to identify areas of growth, seeking out current, targeted professional development opportunities that are aligned to school/district initiatives. Educator takes a leadership role in promoting professional development opportunities for their colleagues.	

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Observations
4.4b Evidence for Approval of Professional Growth Goal **RIPTS 7,9,10,11** **INTASC: 9,10** **CEC: 6,7**	The Professional Growth Goal is not submitted OR is missing any of the following pieces: **S** – Specific: The educator clearly identifies the skill or knowledge to be enhanced **M** – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans **A** – Attainable: Action steps/plan describe the steps and strategies to be completed **R** – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated **T** – Time Bound The length of time for attaining the goal is identified	The Professional Growth Goal does not fully address the following pieces: **S** – Specific: The educator clearly identifies the skill or knowledge to be enhanced **M** – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans **A** – Attainable: Action steps/plan describe the steps and strategies to be completed **R** – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated **T** – Time Bound The length of time for attaining the goal is identified	The Professional Growth Goal fully addresses the following pieces: **S** – Specific: The educator clearly identifies the skill or knowledge to be enhanced **M** – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans **A** – Attainable: Action steps/plan describe the steps and strategies to be completed **R** – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated **T** – Time Bound The length of time for attaining the goal is identified	The Professional Growth Goal fully addresses the following pieces: **S** – Specific: The educator clearly identifies the skill or knowledge to be enhanced **M** – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans **A** – Attainable: Action steps/plan describe the steps and strategies to be completed **R** – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated **T** – Time Bound The length of time for attaining the goal is identified PLUS Benchmarks for gauging progress partway through the year are included	
4.4c Evidence for Attainment of Professional Growth **RIPTS: 10** **INTASC: 9 CEC: 9**	Evidence provided indicates little/no progress of the PGG Action Plan.	Evidence provided indicates some progress with the PGG Action Plan.	Evidence provided indicates sufficient progress of the PGG Action Plan.	Evidence provided indicates completion of the PGG Action Plan.	

Overall Average Score on RI-ICEE Observation 3 Rubric Components

Scoring Key for RI-ICEE Effectiveness Ratings:	
Highly Effective	*3.50 – 4.00*
Effective	*2.50 – 3.49*
Developing	*1.50 – 2.49*
Ineffective	*1.49 or less*

Observation ☐ *#1*   ☐ *#2*   ☐ *#3*   ☐ *#4*

Total Score _____*/34 Components = Overall Average Score*

Overall Average Score for this observation _____

Purpose:

Special education teachers demonstrate an ability to work collaboratively with a variety of learners, professional colleagues, families and community members. They provide evidence of a commitment to their own professional growth through continued formal education, attendance at workshops, conferences and other professional activities, and membership in relevant professional organizations. They understand and follow policies and procedures established to protect the rights of students, families and colleagues and that delineate the ethical responsibilities of their profession. The special education teacher is cognizant of and follows procedural safeguards designed to protect the rights of children with disabilities and their parents.

The Special Education professionalism entry is done twice by the supervising college professor within each Special Education student teaching experience.   Rubric #2 is submitted with exit portfolio paperwork.

Standards Addressed
The following Rhode Island Professional Teacher Standards (RIPTS) and CEC standards are addressed through development of Professionalism Entry

RIPTS Standard 7:   Teachers foster collaborative relationships with colleagues and families to support students' learning.

RIPTS Standard 10:   Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.

RIPTS Standard 11:   Teachers maintain professional standards guided by social, legal, and ethical principles.

CEC Standard #6: Professional Learning & Ethical Practice:
Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles & Practice Standards to inform special education practice, to engage in lifelong learning and to advance the profession.

CEC Standard #7: Collaboration: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Special Education Professionalism Entry Rubric

Indicators	Evidence	Unacceptable	Developing	Acceptable	Target
Work collaboratively with their colleagues (e.g. other grade level, content, special education, ESL, transition specialists, voc trainers, employers) **RIPTS 7-Collaboration** **RIPTS 10-Reflection** *CEC 7*	Constructive working interactions with colleagues In program development, assessment, social, communication, physical, sensory, and/or behavioral support	Limited or strained interactions with colleagues are evident.	Interactions with colleagues are becoming constructive	Interacts with colleagues in a satisfactory professional manner	Interacts with all colleagues in a highly professional manner
Develops relationships with parents/guardians to support learning **RIPTS 7-Collaboration** *CEC #7*	Constructive working relationships with families and respectful of their diversity Effectively consults/ collaborates with families in development of IEP, behavior support, home needs, in all communication with sensitivity to diversity of families.	Limited, strained or adversarial interactions with families are evident.	Interactions with families are becoming more constructive; respect for their diversity is emerging.	Demonstrates an appropriate level of awareness and sensitivity in working with families Plans adequately for the diversity of families.	Interacts with families in a very professional manner. Interacts knowledgeably and respectfully with a diverse range of families.
Follow school policy and procedures and respect the boundaries of their professional responsibilities, when working with students, colleagues, and families. **RIPTS 7-Collaboration** **RIPTS 11- Profess. Ethics** *CEC #6, CEC #7*	Awareness of school policy and behavior consistent with school policy and professional interactions	Regularly interacts with colleagues, students and their families in unproductive ways	Awareness of school policy and professional interactions is limited.	Generally interacts with colleagues, students and their families in a professional manner	Behaves in a highly professional manner in all interactions.

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Indicators	Evidence	Unacceptable	Developing	Acceptable	Target
Guided by codes of professional conduct adopted by their professional organizations. **RIPTS 11- Profess Ethics** **RIPTS 10-Reflection** *CEC #6*	Awareness of and behavior consistent with the professional and ethical codes of practice outlined by the Council for Exceptional Children Self assessment of professionalism and plans for continued growth	Unaware of professional codes behavior often violates such codes. Unaware of behavior that violates professional codes of conduct and/or has no plans for growth and development.	Awareness of codes for professional conduct and behavior consistent with such codes is limited. Awareness of behavior relative to professional codes and plans for growth and development are emerging.	Often acts consistent with professional codes of professional conduct. Adequately assesses own sense of professionalism and has plans for growth and development	Always acts consistent codes for professional conduct. Accurately assesses own sense of professionalism and has sound plans for professional growth that make use of professional associations, school and district resources.
Follow local, state and federal regulations pertaining to educational and instructional issues, including those related to students' and teachers' rights and the student teacher/graduate intern's responsibilities. **RIPTS 11- Profess Ethics** *CEC #6*	Awareness of students and their families rights and action that is respectful of such rights (reflects on sensitivity to diversity in all areas of professional functioning: assessment, communication, Collaborative practice) Familiar with and behavior consistent with content of the Student Teacher Handbook	Disregard for the rights of students and their families is evident. Behavior is inconsistent with the guidelines presented in the Student Teacher Handbook	Regard for the rights of students and their families is developing. Behavior consistent with guidelines of the Student Teacher handbook is developing.	Demonstrates an adequate understanding of the rights of students and their families. Behavior consistent with guidelines of the Student Teacher Handbook is evident.	Demonstrates full understanding of the rights of students and their families. Professional behavior is always consistent with guidelines of the Student Teacher Handbook.

Teacher Candidate's Name _____   ☐ **Rubric #1**   ☐ **Rubric #2**

College Supervisor's Signature _____ Date: _____

Cooperating Teacher's Signature _____Date: _____

Evaluation: Unacceptable _____   Developing _____   Acceptable _____   Target_____

Department of Special Education

EXIT PORTFOLIO REVIEW

☐ **Undergraduate**   ☐ **Graduate**
Special Education Concentration: ☐ Mild/Moderate   ☐ Severe Intellectual Disabilities

Teacher Candidate's Name: _____

Rubric Evaluation Checklist	Unacceptable	Developing	Acceptable	Target
IEP				
Teacher Candidate Work Sample (TCWS)				
RI Innovation Consortium Educator Evaluation (RI-ICEE) Observation Rubric with **Special Education Standards** *Hard Copy*				
Professionalism #2 by College Supervisor *Hard Copy*				
Exit Portfolio Evaluation				

- Projects included within the checklist part of this portfolio were evaluated by either the Special Education College Supervisor and Cooperating Teacher or by the SPED 440/438 or 662/664/665 instructor.
- The rating of this Exit Portfolio is not synonymous with an employment recommendation.

Reviewed by _____ Date: _____