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| **Assurance of Student Learning**  **2020-2021** | |
| College of Education and Behavioral Sciences | School of Teacher Education |
| Special Elementary (Learning and Behavioral Disorders)/Elementary Education - #5003 | |

Susan Keesey, Interim Director

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| **Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.** | | | |
| **\*\*We acknowledge that our students’ success rates were lower than the previous year but also understand that all of our students are teachers who had unusual demands placed on them as a result of COVID-19.**  **Student Learning Outcome 1:** Students will apply their elementary education content knowledge to develop and teach an effective whole class lesson. | | | |
| **Instrument 1** | Direct: CAEP Key Assessment 6: Design for Instruction (scored by rubric) | | |
| **Instrument 2** | Direct: CAEP Key Assessment 7: Teacher Work Sample (scored by rubric) | | |
| **Instrument 3** |  | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2:** Students will analyze assessment data to drive instruction and improve student outcomes. | | | |
| **Instrument 1** | Direct: CAEP Key Assessment 5A: Learning Goals & Pre/Post Assessment (scored by rubric) | | |
| **Instrument 2** | Direct: CAEP Key Assessment 5B: Analysis of Student Learning (scored by rubric) | | |
| **Instrument 3** |  | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3:** Students will demonstrate the content knowledge and pedagogy necessary to be a teacher. | | | |
| **Instrument 1** | Proprietary Assessment (Direct): Praxis II – PLT K-6 | | |
| **Instrument 2** | Proprietary Assessment (Direct): Praxis II – Content Areas | | |
| **Instrument 3** |  | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)** | | | |
| Overall, this analysis demonstrates program effectiveness in the areas measured. However, one weakness was very evident. The SPED program must do a better job training all faculty to share data so our program has access to all our program data. | | | |

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| **Student Learning Outcome 1** | | | | | | | |
| **Student Learning Outcome** | Students will apply their elementary education content knowledge to develop and teach an effective whole class lesson. | | | | | | |
| **Measurement Instrument 1** | Direct: Key Assessment 6: Design for instruction  This Key Assessment requires all teacher candidates to demonstrate their ability to design effective instruction based on pre-assessment results. They must use their knowledge of students, the classroom environment, teaching methods, and students’ prior knowledge to determine the most effective strategy of instruction.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **1** | **2** | **3** | **4** | **Ave. Score** | | DI 2 | 0% (0) | 18% (7) | 74% (28) | 8% (3) |  | | DI 3 | 0% (0) | 3% (1) | 97% (37) | 0% (0) |  | | DI 4 | 0% (0) | 26% (10) | 66% (25) | 8% (3) |  | | DI 5 | 0% (0) | 17% (6) | 76% (29) | 8% (3) |  | | | | | | | |
| **Criteria for Student Success** | Average score of 3 out of 4 on the Key Assessment rubric. (4 indicators)  The overall success rate for all students on the Design for Instruction Key Assessment will be no less than 80% scoring a 3 of 4 points on each of four rubric categories, and no average score across all students in any indicator is less than 3.0. | | | | | | |
| **Program Success Target for this Measurement** | | | 80% of or more students will score an average of 3 out of 4 on each of the Key Assessment rubric indicators. | | **Percent of Program Achieving Target** | **MET: 3 of the 4 indicators scored at or above a 3 of 4 for 80% or more of the student population.**  **NOT MET: 1 of the 4 indicators** | |
| **Methods** | Data are collected each semester as part of ELED 405. Faculty evaluated this assignment, which requires students to use pre-assessment data to plan a unit of instruction. They must reflect on the data and justify instructional decisions in terms of content and methods. In addition, they create formal formative assessments and make plans to differentiate instruction for students in the classroom. This is a detailed document explaining the learning goals, objectives of the lesson, instructional methods, assessments and modifications/accommodations for different students. | | | | | | |
| **Measurement Instrument 2** | Direct: Key Assessment 7: Teacher Work Sample  This Key Assessment requires all teacher candidates to demonstrate their ability to design a unit of instruction from beginning to end. They design a pre and post assessment, instructional strategies, lesson plans, describe and evaluate the learning context, differentiate for students’ needs, use formative and summative assessments to evaluate student learning, analyze assessment data and reflect on their own practice as a teacher.  N=29   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **1** | **2** | **3** | **4** | **Ave. Score** | | Holistic | 0% (0) | 0% (0) | 3% (1) | 97% (28) |  | | CF 1 | 0% (0) | 0% (0) | 14% (4) | 86% (25) |  | | CF 2 | 0% (0) | 0% (0) | 17% (5) | 83% (24) |  | | CF 3 | 0% (0) | 0% (0) | 38% (11) | 62% (18) |  | | LG1 | 0% (0) | 0% (0) | 3% (1) | 97% (28) |  | | LG2 | 0% (0) | 0% (0) | 21% (6) | 79% (23) |  | | LG3 | 0% (0) | 0% (0) | 38% (11) | 62% (17) |  | | LG4 | 0% (0) | 0% (0) | 34% (10) | 66% (19) |  | | LG5 | 0% (0) | 0% (0) | 17% (5) | 83% (24) |  | | LG6 | 0% (0) | 0% (0) | 24% (7) | 76% (22) |  | | LG7 | 0% (0) | 0% (0) | 21% (6) | 79% (23) |  | | LG8 | 0% (0) | 0% (0) | 38% (11) | 62% (18) |  | | LG9 | 0% (0) | 0% (0) | 21% (6) | 79% (23) |  | | DI1 | 0% (0) | 0% (0) | 17% (5) | 83% (24) |  | | DI2 | 0% (0) | 0% (0) | 28% (8) | 72% (21) |  | | DI3 | 0% (0) | 0% (0) | 34% (10) | 66% (19) |  | | DI4 | 0% (0) | 0% (0) | 24% (7) | 76% (22) |  | | DI5 | 0% (0) | 0% (0) | 10% (3) | 90% (26) |  | | ASL1 | 0% (0) | 0% (0) | 0% (0) | 100% (29) |  | | ASL2 | 0% (0) | 0% (0) | 10% (3) | 90% (26) |  | | ASL3 | 0% (0) | 0% (0) | 14% (4) | 86% (25) |  | | ASL4 | 0% (0) | 0% (0) | 17% (5) | 83% (24) |  | | ROT1 | 0% (0) | 0% (0) | 3% (1) | 97% (28) |  | | ROT2 | 0% (0) | 0% (0) | 10% (3) | 90% (26) |  | | ROT3 | 0% (0) | 0% (0) | 3% (1) | 97% (28) |  |   Data for 29 student teachers in Spring 2021. | | | | | | |
| **Criteria for Student Success** | Students must pass in order to receive teaching credentials. A passing score is an overall score of 85% or higher (minimum of 178 points) on the Teacher Work Sample.  The overall success rate for success rate for all students on holistic score the Teacher Work Sample will be 100% scoring 2 or above and, at least 70% of the students scoring 3 or higher out of 4 possible points on the rubric; the target success rate is 80% or higher for students to score no less than 3 of 4 points on each of the 24 Teacher Work Sample indicators. | | | | | | |
| **Program Success Target for this Measurement** | | 95% of students will score no lower than an average of 2 out of 4 holistic rubric points on the Key Assessment rubric and the individual rubric dimension indicators average score across all students will be 3 out of 4 at a rate 70% or higher. | | **Percent of Program Achieving Target** | | **MET: 24 of the 24 indicators had at or above a 3 of 4 for 70% or more of the student population.** | |
| **Methods** | This capstone project is a requirement of the EDU 489 course, which all students take during their student teaching semester, their final semester. All students will design a unit of instruction including pre- & post-test, lessons, formative assessments, differentiated instruction, and analysis of student learning. | | | | | | |
| **Measurement Instrument 3** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | | | |
| **Data collection and analysis will be more strategic for the current school year. We need to ensure that all the faculty are keeping the required data and share them so programmatic decisions can be made.** | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
| Meet with all faculty to emphasize importance of sharing data. | | | | | | | |
| |  | | --- | | **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | When will this outcome be assessed again? It is perfectly fine to not assess every outcome every year; however, it is important to note *when* it will be assessed again.  Please include the year this outcome will be assessed again, when and what data/artifacts will be collected, what courses will be sampled, and who will be responsible for collecting and providing data and information.  This will be assessed again each semester – Fall 2021 and Spring 2022. ELED 405 and EDU 489 are contributing courses to the data collection  in this assessment cycle plan. The artifacts that will be collected are the rubric scores. | | | | | | | | |

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| **Student Learning Outcome 2** | | | | | | | |
| **Student Learning Outcome** | Students will analyze assessment data to drive instruction and improve student outcomes. | | | | | | |
| **Measurement Instrument 1** | Direct: Key Assessment 5A: Learning Goals & Pre/Post Assessment  This Key Assessment requires all teacher candidates to demonstrate their ability to set learning targets and design assessments that align to the content standards.    N=38   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **1** | **2** | **3** | **4** | **Ave. Score** | | **LGA 1** | 0% (0) | 0% (0) | 100% (38) | 0% (0) |  | | **LGA 2** | 0% (0) | 3% (1) | 97% (37) | 0% (0) |  | | **LGA 3** | 0% (0) | 0% (0) | 100% (38) | 0% (0) |  | | **LGA 4** | 0% (0) | 18% (7) | 82% (31) | 0% (0) |  | | **LGA 5** | 0% (0) | 37% (14) | 63% (24) | 0% (0) |  | | **LGA 6** | 0% (0) | 16% (6) | 84% (32) | 0% (0) |  | | **LGA 7** | 0% (0) | 13% (5) | 87% (33) | 0% (0) |  | | **LGA 8** | 0% (0) | 13% (5) | 87% (33) | 0% (0) |  | | **LGA 9** | 0% (0) | 11% (4) | 89% (34) | 0% (0) |  | | | | | | | |
| **Criteria for Student Success** | The overall success rate for all students on the Learning Goals & Pre/Post Assessment will be no less 80% scoring  a 3 of 4 points on each of nine rubric categories, and no average score across all students in any indicator is less than 3.0. | | | | | | |
| **Program Success Target for this Measurement** | | | 80% of students will score a 3 or 4 of 4 points on the Key Assessment rubric and on no individual rubric dimension will the average score across all students be less than 3.0. | | **Percent of Program Achieving Target** | **MET:**  **8 of 9 indicators had at or above a 3 or 4 for 80% or more of the student population and an average of 3.0 or greater on each indicator.**  **NOT MET:**  **1 of the 9 indicators** | |
| **Methods** | Data are collected each semester as part of ELED 405 Elementary Math Methods. Faculty evaluate this instrument, which requires students to create two learning goals aligned to state standards that reflect the needs of the students in the classroom and the content to be taught. They will also create a summative assessment to give to students prior to instruction and after instruction of lessons. This assessment includes a variety of question types and aims to give the best picture of the students’ understanding of the content. | | | | | | |
| **Measurement Instrument 2** | Direct: Key Assessment 5B: Analysis of Student Learning  This Key Assessment requires all teacher candidates to demonstrate their ability to analyze assessment data to measure student learning. N=36   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **1** | **2** | **3** | **4** | **Ave. Score** | | **ASL 1** | 0% (0) | 3% (1) | 50% (18) | 47% (17) |  | | **ASL 2** | 0% (0) | 17% (6) | 81% (29) | 3% (1) |  | | **ASL 3** | 0% (0) | 0% (0) | 92% (33) | 8% (3) |  | | **ASL 4** | 0% (0) | 8% (3) | 83% (30) | 8% (3) |  | | | | | | | |
| **Criteria for Student Success** | The overall success rate for success rate for all students on Analysis of Student Learning will be no less 80% scoring a 3 of 4 points on each of four rubric categories, and no average score across all students in any indicator is less than 3.0. | | | | | | |
| **Program Success Target for this Measurement** | | 80% of students will score a 3 or 4 on the Key Assessment rubric and on no individual rubric dimension will the average score across all students be less than 3.0. | | **Percent of Program Achieving Target** | | **4 of 4 indicators had at or above a 3 or 4 for 80% or more of the student population and an average of 3.0 or greater.** | |
| **Methods** | Data are collected each semester as part of ELED 405.  As part of the unit of instruction, students use their assessment data from pre- and post-assessments and formative assessments to evaluate student learning. This is the culmination of a semester-long unit instruction project. | | | | | | |
| **Measurement Instrument 3** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | | | |
| Students demonstrated the ability to analyze data to drive student learning. There is one measurement that the target was not reached. We will meet with SPED/ELED faculty to determine how to work together to strengthen these areas. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
| **We will meet in early Fall to discuss areas of strength and weakness.**   |  | | --- | |  | | **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | When will this outcome be assessed again? It is perfectly fine to not assess every outcome every year; however, it is important to note *when* it will be assessed again.  Please include the year this outcome will be assessed again, when and what data/artifacts will be collected, what courses will be sampled, and who will be responsible for collecting and providing data and information.  This area is accessed every semester. | | | | | | | | |

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| **Student Learning Outcome 3** | | | | | | | |
| **Student Learning Outcome** | Students willdemonstrate the content knowledge and pedagogy necessary to be a teacher. | | | | | | |
| **Measurement Instrument 1** | **DIRECT measure: Praxis Principles of Learning and Teaching (PLT) K–6**  This standardized test measures teacher candidates’ knowledge of the foundation of teaching required of beginning educators. It is usually completed near the end of the undergraduate program to reflect pedagogical understanding gained through their educator preparation program. Teacher candidates must pass the PLT before teacher certification is granted by the State. | | | | | | |
| **Criteria for Student Success** | The overall success rate for all students on the Praxis PLT K-6 Exam will be no less than 95%, and on each Praxis Content Category, students will earn an average of at least 70% of the available points.  The Content Categories are:   * Students as Learners * Instructional Process * Assessment * Professional Development, Leadership, and Community * Analysis of Instructional Scenarios | | | | | | |
| **Program Success Target for this Measurement** | | | The 2020-2021 data show that 96% of student test takers passed the Praxis PLT K-6 exam. On each Content Category, the percentage target 70% of available points was achieved on each of the content categories:   * Students as Learners -- 72% * Instructional Process -- 72% * Assessment -- 72% * Professional Development, Leadership, and Community -- 78% * Analysis of Instructional Scenarios -- 80% | | **Percent of Program Achieving Target** | **96% of students passed PLT exam**  **AND**  **ALL indicators had greater than 70% success rate** | |
| **Methods** | Teacher candidates complete the PLT at an approved testing site. Proper identification is required and stringent testing protocol is followed. This is a timed, computer-based standardized test. It includes both grade- specific and general knowledge about teaching questions. Not all questions are scored as several are used for norming to develop future questions. Scores are reported directly to WKU. | | | | | | |
| **Measurement Instrument 2** | **DIRECT measure: Praxis Subject Assessments**  Teacher candidates must pass standardized subject assessments for all content areas they will be certified to teach. Certification does not occur until all assessments are passed. These exams are completed near the completion of the undergraduate program to ensure teacher candidates have the necessary content knowledge to successfully improve student learning outcomes. | | | | | | |
| **Criteria for Student Success** | The overall average score across all students on the Praxis II Content Area Exam for Elementary in Social Studies, Math, Reading/Language Arts, and Science will be no less than 70%, and on each Praxis Content Category, students will earn an average of at least 70% of the available points.  The categories are:  Social Studies:   1. US History, Government, Citizenship 2. Geography, Anthropology, Sociology 3. World History, Economics   Mathematics:   1. Numbers and Operations 2. Algebraic Thinking 3. Geometry and Measurement, Data, Statistics, and Probability   Reading/Language Arts:   1. Reading 2. Writing, Speaking, Listening   Science:   1. Earth Science 2. Life Science 3. Physical Science   **Social Studies**  The overall average score across all students on the Praxis II Content Area Exam for Elementary in Social Studies (target of 70%) was 84% (N=170 with 143 passing), and on each Praxis Content Category, and (compared to the targeted 70%) the following percentage level of available points was achieved on each of the content categories:   1. US History, Government, Citizenship -- 67% 2. Geography, Anthropology, Sociology -- 67% 3. World History, Economics -- 62%   **Mathematics:**  The overall average score across all students on the Praxis II Content Area Exam for Elementary in Mathematics (target of 70%) was 92% (N=141 with 132 passing), and on each Praxis Content Category, and (compared to the targeted 70%) the following percentage level of available points was achieved on each of the content categories:   1. Numbers and Operations -- 81% 2. Algebraic Thinking -- 66% 3. Geometry and Measurement, Data, Statistics, and Probability -- 65%   **Reading/Language Arts:**  The overall average score across all students on the Praxis II Content Area Exam for Elementary in Reading/Language Arts (target of 70%) was 93% (N=150 with 140 passing), and on each Praxis Content Category, and (compared to the targeted 70%) the following percentage level of available points was achieved on each of the content categories:   1. Reading -- 71% 2. Writing, Speaking, Listening -- 72%   **Science:**  The overall average score across all students on the Praxis II Content Area Exam for Elementary in Reading/Language Arts (target of 70%) was 85% (N=157 with 134 passing), and on each Praxis Content Category, and (compared to the targeted 70%) the following percentage level of available points was achieved on each of the content categories:   1. Earth Science -- 68% 2. Life Science -- 73% 3. Physical Science -- 70% | | | | | | |
| **Program Success Target for this Measurement** | | 70% overall on each of the 4 content areas;  70% of points available on each content category | | **Percent of Program Achieving Target** | | **4 of the 4 content areas had at or above 70% success rate;**  **NOT MET: 6 of the 11 content categories did not have 70% or higher percentage of points scores** | |
| **Methods** | Similar to the other Praxis exams, teacher candidates must complete the subject assessments at an approved testing site. Proper identification is required and stringent testing protocol is followed. These are timed, computer-based standardized tests. The elementary education certification requirement includes subject assessments in math, reading and language arts, science, and social studies. | | | | | | |
| **Measurement Instrument 3** | **N/A** | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | | | |
| We will continue to work with our students to prepare them in the areas of content that they need to be more robust in their content areas:  Social Studies continues to need attention as it is the lowest performance content area overall for our students and in the break-down of content areas as well:   1. US History, Government, Citizenship -- 67% 2. Geography, Anthropology, Sociology -- 67% 3. World History, Economics -- 62%   A way that we are going to work on this is to hone our focus in our SS Methods course to bring our overall pass rate up as well.  We also recognize that we have areas of concern that we plan to educate our colleagues beyond our college about so that our efforts to help our preservice teachers broaden beyond our walls. For example, the mathematics department has been determined to continue with the requirement for our students to take the three content courses for elementary teachers in mathematics, but in turn, needs to help us with drilling down in preparing our students for passing this content exam.  For Science and SS content beyond our college, and for our students in their program pathways, it gets trickier as they do not have devoted faculty and courses designed for elementary teachers. Therefore, we continue to have to seek to find our own ways to prepare Preservice teachers in these content areas. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
| We plan to talk with the mathematics department Fall 2021 to help with a preparation program.  We will talk with Jeremy Logsdon about coordinating with the Center for Literacy for supporting students in prepping for Praxis II. | | | | | | | |
| |  | | --- | | **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | When will this outcome be assessed again? It is perfectly fine to not assess every outcome every year; however, it is important to note *when* it will be assessed again.  Please include the year this outcome will be assessed again, when and what data/artifacts will be collected, what courses will be sampled, and who will be responsible for collecting and providing data and information.  This can be assessed again in Fall-Spring-Summer 2021-2022. Collect Praxis II data. | | | | | | | | |

Rubrics:

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| **Key Assessment 5A: Learning Goals & Pre/Post Assessment Rubric**  **Scoring Sheet** | | | | | | | |
| **CAEP** | **InTASC** | **KTS** | **Criteria** | **Beginning** | **Developing** | **Proficient** | **Exemplary** |
| LGA1 | | | | ⚪ | ⚪ | ⚪ | ⚪ |
| **1.1**  **1.3**  **1.4** | **1,7** | **2.1** | **LGA 1**  List 2 to 3 learning goals | None of the learning goals are clear or logical for one or more of the following: learning outcomes, stated in behavioral terms, focused on the unit topic, appropriate for student abilities, and appropriate for content/curriculum | Only one clear learning goal provided Or one of the 2 to 3 learning goals are not clear or logical for one or more of the following: learning outcomes, stated in behavioral terms, focused on the unit topic, appropriate for student abilities, and appropriate for content /curriculum. | 2 to 3 learning goals stated as clear, logical learning outcomes, stated in behavioral terms, focused on the unit topic, appropriate for student abilities, and appropriate for content/curriculum. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| LGA2 | | | | ⚪ | ⚪ | ⚪ | ⚪ |
| **1.1**  **D** | **2,3** | **3.1** | **LGA 2**  Levels of learning goals | Goals do not reflect revised Bloom’s Taxonomy with at least one goal at or above the Analyzing level. | Goals somewhat reflect revised Bloom’s Taxonomy with at least one goal at or above the Analyzing level. | Goals reflect revised Bloom’s Taxonomy with at least one goal at or above the Analyzing level. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| LGA3 | | | | ⚪ | ⚪ | ⚪ | ⚪ |
| **1.1**  **1.3**  **1.4** | **1,7** | **2.1** | **LGA 3**  Alignment of Learning Goals with standards | Not every learning goal is aligned with local, state or national standards Or content and Bloom’s levels are incorrect. | Each of the learning goals is not correctly and logically aligned with local, state or national standards in content and Bloom’s levels. Some standards are missing or incorrectly aligned with goals. | Each of the learning goals is correctly and logically aligned with local, state or national standards in content and Bloom’s levels. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| LGA4 | | | | ⚪ | ⚪ | ⚪ | ⚪ |
| **1.1**  **1.3**  **1.4** | **4,5**  **1,7** | **1.2**  **2.2** | **LGA 4**  Appropriateness of Learning Goals | Justification is missing for two goals Or 2 or more justifications of the required areas in the prompt | Justification is missing for one goal Or 3 or more justifications of the required areas in the prompt | Clear and logical justification in the 4 required areas for learning goal appropriateness: student prior knowledge, student learning needs and/or developmental appropriateness, authentic real world, and other relevant connections. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| LGA5 | | | | ⚪ | ⚪ | ⚪ | ⚪ |
| **1.1**  **D** | **2,3** | **3.1** | **LGA 5**  Mastery levels for each Learning Goal | Mastery level is not provided for each goal Or it is not mathematically possible Or indicates level that is too low for student abilities or discipline | Mastery level for each goal may not be mathematically possible or indicates lower expectations for student abilities or discipline | Mastery level for each goal is mathematically possible and indicates high expectations for student abilities or discipline | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| LGA6 | | | | ⚪ | ⚪ | ⚪ | ⚪ |
| **1.1**  **1.2** | **6** | **5.1**  **5.3** | **LGA 6**  Pre-post Assessment Blueprint: Learning Goals | All assessment items are not aligned to specific learning goals, correct level of Bloom’s, and content standard. | All assessment items are clearly and appropriately aligned to 2 of the following: specific learning goals, correct level of Bloom’s, and content standard. | All assessment items are clearly and appropriately aligned to specific learning goals, correct level of Bloom’s, and content standard. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| LGA7 | | | | ⚪ | ⚪ | ⚪ | ⚪ |
| **1.1**  **1.3**  **1.4** | **1,7** | **2.2** | **LGA 7**  Pre-post Assessment Blueprint: Adaptations | Description of adaptations does not meet the individual needs of students as described in the contextual factors or no description is provided. | Description of adaptations does not clearly meet the individual needs of students as described in the contextual factors or description is incomplete. | Clear, logical description of adaptations that meet the individual needs of students as described in the contextual factors | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| LGA8 | | | | ⚪ | ⚪ | ⚪ | ⚪ |
| **1.1**  **1.2** | **6** | **5.1**  **5.3** | **LGA 8**  Pre-post Assessment Blueprint: Modes of Assessment | The pre and post assessment represents only one mode or assessments do not integrate knowledge, skills and/or reasoning ability. | The pre and post assessment duplicates some modes or assessments do not require clear integration of knowledge, skills and/or reasoning ability. | The pre and post assessment includes multiple modes and requires the integration of knowledge, skills and/or reasoning ability. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| LGA9 | | | | ⚪ | ⚪ | ⚪ | ⚪ |
| **1.1**  **1.2** | **6** | **5.1** | **LGA 9**  Pre-post Assessment Blueprint: Scoring Criteria | Scoring procedures are not explained; assessment items or prompts are not written for student understanding; mastery levels are not defined; directions and procedures are not clear to students. Scoring key and/or rubrics are incomplete. | Scoring procedures are not well explained; assessment items or prompts are not clearly written; mastery levels are not clearly defined; directions and procedures are not clear to students. Scoring key and/or rubrics are attached but do not include all required components. | Scoring procedures are explained, assessment items or prompts are clearly written, mastery levels defined, directions and procedures are clear to students. Scoring key and/or rubrics are attached and include all required components. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |

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| **Key Assessment 5B: Analysis of Student Learning**  **Scoring Guide** | | | | | | | |
| **CAEP** | **InTASC** | **KTS** | **Criteria** | **Beginning** | **Developing** | **Proficient** | **Exemplary** |
| **ASL1** | | | | ⚪ | ⚪ | ⚪ | ⚪ |
| **1.1**  **1.5**  **T** | **1,6,8,9,**  **10** | **6.4** | **ASL 1**  Visual Representation of Student Performance | No use of technology tools to create graphs/tables; graphs/tables are hand drawn.  3 or more required graphs/tables are not included.  Or  All required graphs/tables from the prompt are included but most are inaccurate, do not communicate student learning gains, or do not compare groups and assessments correctly. | Poor use of technology tools to create graphs/tables; graphs/tables do not clearly or accurately communicate data.  1 or 2 required graphs/tables are not included.  Or  All required graphs/tables from the prompt are included but some are inaccurate, do not communicate student learning gains, or do not compare groups and assessments correctly. | Excellent use of technology  tools to create graphs/tables  that communicate student  learning data legibly and  accurately.  At least three graphs/tables  from the prompt are included, providing accurate data to  communicate, assess, and compare student learning gains. Representations are  labeled accurately. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| **ASL2** | | | | ⚪ | ⚪ | ⚪ | ⚪ |
| **1.1**  **1.2** | **6**  **9** | **5.4**  **7.1** | **ASL 2**  Analysis of Student  Performance | No discussion for 2 or more graphs or 2 or more goals; or inaccurate discussion and reflection of data results and interpretation for all learning goals.  No alignment of analysis with learning goals, contextual factors, and curriculum standards for each required graph and each learning goal.  No conclusions drawn from data or incorrect data used.  No reference to trends and patterns in student performance.  No interpretation of student misconceptions of content. | Accurate and logical description and reflection on data results and interpretation for only one learning goal; or no discussion for one graph for one or more goals; or  inaccurate discussion and reflection of data results and interpretation for some learning goals.  Unclear or inaccurate alignment of analysis with learning goals, contextual factors, and curriculum standards for each required graph and each learning goal;  or discussion of alignment of analysis with learning goals, contextual factors, and curriculum standards is left out for one or more graphs/goals.  Inaccurate conclusions drawn from data or inaccurate data used to draw conclusions.  Little or no reference to trends and patterns in student performance.  Unclear or inaccurate interpretation of student misconceptions of content. | Accurate and logical description, analysis, evaluation and reflection on data results to determine progress of individuals and groups toward learning goals. Identify differences in progress among student groups.  Clear, accurate alignment of analysis with learning goals, contextual factors, and curriculum standards for each required graph and each learning goal.  Meaningful conclusions drawn from data and reported using both percentages and raw data.  Clear and accurate reference to trends and patterns in student performance.  Thorough interpretation of student misconceptions of content. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| **ASL3** | | | | ⚪ | ⚪ | ⚪ | ⚪ |
| **1.1**  **1.2**  **1.3**  **1.4** | **1,7**  **9** | **2.4**  **7.2** | **ASL 3**  Instructional Implications from Data | Inaccurate reflection and evaluation of instructional  practice for future teaching and discussion is missing  for 2 or more groups or two or more goals.  Inaccurate reflection and evaluation of instructional practice for future teaching or no discussion.  No discussion of  content/skills that need remediation or discussion is not based on data results  or results are missing for 2 or more groups or for 2 goals. | Accurate reflection and evaluation of instructional practice for future teaching but discussion is missing for 2 or more groups or one or more goals; or inaccurate reflection and evaluation of instructional practice for future teaching.  Insufficiently identifies small groups for specific content/skills based on data representations and clearly evaluates instructional practice in terms of specific student needs that were noted in contextual factors.  Unclear description which goal the students made the most learning gains and the goal students made the least learning gains;  inadequate discussion on which learning goal determined the best conceptual understanding of content and why; and inadequate discussion which learning goal provided more learning gains due to the assessment mode and why.  Unclear description of 2 changes that could be made to instruction and assessment for this unit if the unit were to be taught again.  Inadequate description of reinforcement and extension activities of this unit. | Clear reflection and evaluation of instructional practice to inform future teaching.  Competently identifies small groups for specific content/skills based on data representations and clearly evaluates instructional practice in terms of specific student needs that were noted in contextual factors.  Thoroughly describes which goal the students made the most learning gains and the goal students made the least learning gains; discusses which learning goal determined the best conceptual understanding of content and why;  and  discusses which learning goal provided more learning gains due to the assessment mode and why.  Clearly describes 2 changes that could be made to instruction and assessment for this unit if the unit were to be taught again.  Appropriately provides logical, detailed discussion of reinforcement and extension activities of this unit. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| **ASL4** | | | | ⚪ | ⚪ | ⚪ | ⚪ |
| **1.1**  **1.3**  **1.4** | **4,5** | **1.5** | **ASL 4**  Analysis of an Individual Student | Inaccurate data used for student evaluation.  No conclusions drawn about the extent to which this student attained learning goals in this unit.  No description of student’s misconceptions about content, assessment or instruction.  No discussion of student’s misconceptions about content. No discussion on how formative assessments helped with instructional adjustment.  No reflection of what could have been done differently. No description of next steps. | Inaccurate portrayal and description of the individual student’s data from pre-, formative, and post-assessments.  Inappropriate conclusions drawn about the extent to which this student attained learning goals in this unit.  Inaccurate description of student’s misconceptions about content, assessment, and instruction or parts missing.  Unclear discussion on how formative assessments helped with instruction adjustment. Collaborative efforts did not connect to student results.  Inaccurate, short reflection of what could have been done differently. Little description of next steps or unclear connection of next steps to student success. | Accurate portrayal and description of an individual student’s data from pre-, formative, and post-assessments along with the instruction and connection to contextual factors.  Appropriate conclusions drawn about the extent to which this student attained learning goals in this unit.  Accurately describes students’ misconceptions about content with clear discussion on how formative assessments helped with instruction adjustment. Includes any collaborative efforts.  Clear discussion on how formative assessments helped with instruction adjustment. Any collaborative efforts connect to student results.  Accurate, in-depth reflection of what could have been done differently. Thorough description of next steps for individual. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |

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| **Key Assessment Six: Design for Instruction**  **Scoring Sheet** | | | | | | | |
| **CAEP** | **InTASC** | **KTS** | **Criteria** | **Beginning** | **Developing** | **Proficient** | **Exemplary** |
| **DI2** | | | | ⚪ | ⚪ | ⚪ | ⚪ |
| **1.1**  **1.3**  **1.4** | **4,5**  **1,7** | **1.1**  **1.2**  **1.3**  **2.1**  **2.5** | **DI 2**  Unit Overview | Provides a limited description for 5 of the following criteria in unit overview:  Learning goals and objectives for each day/lesson;  Topic/activity per day related to at least one learning goal;  Instructional strategies content aligned with Bloom’s levels and differentiation of instruction.  Variety of research-based strategies, activities, alignments/resources  Student engagement;  Real world connections;  Description multiple formative assessments that are appropriate and aligned to the Learning Goals;  Specific adaptations and differentiation per strategy that address Contextual Factors and the pre-assessment. | Provides an adequate description for 6 following criteria in unit overview:  Learning goals and objectives for each day/lesson;  Topic/activity per day related to at least one learning goal;  Instructional strategies content aligned with Bloom’s levels and differentiation of instruction.  Variety of research-based strategies, activities, alignments/resources  Student engagement;  Real world connections;  Description multiple formative assessments that are appropriate and aligned to the Learning Goals;  Specific adaptations and differentiation per strategy that address Contextual Factors and the pre-assessment. | Provides thorough understanding of the following criteria in unit overview:  Learning goals and objectives for each day/lesson;  Topic/activity per day related to at least one learning goal;  Instructional strategies content aligned with Bloom’s levels and differentiation of instruction.  Variety of research-based strategies, activities, alignments/resources  Student engagement;  Real world connections;  Description multiple formative assessments that are appropriate and aligned to the Learning Goals;  Specific adaptations and differentiation per strategy that address Contextual Factors and the pre-assessment. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| **DI3** | | | | ⚪ | ⚪ | ⚪ | ⚪ |
| **1.1**  **1.5**  **T** | **1,6,8,9,10** | **6.1** | **DI 3**  Integration of Technology | Minimal technology use in planning and instruction | Some technology use in planning and instruction | Demonstrate technology integration in planning and instruction and how P-12 student use of technology will be integrated in unit for higher level thinking activities and in a real world context. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| **DI4** | | | | ⚪ | ⚪ | ⚪ | ⚪ |
| **1.1**  **1.3**  **1.4** | **4,5**  **1,7** | **1.1**  **1.2**  **1.3**  **2.4**  **2.5** | **DI 4**  Instructional Strategies | Provides an limited description of two instructional strategies from different learning goals for 2 of the following criteria in unit overview:  Identification of appropriate content related strategies to meet Learning Goals and revised Bloom’s levels;  Instructional strategies meet student needs through appropriate adaptations and differentiated instruction based on pre-assessment data.  Real world connections;  Discussion of materials/technology. | Provides an adequate description of two instructional strategies from different learning goals for 3 of the following criteria in unit overview:  Identification of appropriate content related strategies to meet Learning Goals and revised Bloom’s levels;  Instructional strategies meet student needs through appropriate adaptations and differentiated instruction based on pre-assessment data.  Real world connections;  Discussion of materials/technology. | Thorough and clear description of two instructional strategies from different learning goals that includes:  Identification of appropriate content related strategies to meet Learning Goals and revised Bloom’s levels;  Instructional strategies meet student needs through appropriate adaptations and differentiated instruction based on pre-assessment data.  Real world connections;  Discussion of materials/technology. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| **DI5** | | | | ⚪ | ⚪ | ⚪ | ⚪ |
| **1.1**  **1.2**  **1.3**  **1.4** | **1,7**  **6** | **2.3**  **5.4** | **DI 5**  Formative  Assessments | Provides a limited description for 1 of the following criteria in unit overview:  Description of assessment and purpose;  Justify appropriateness for the content and developmental level of students;  Inclusion of formative assessments and scoring criteria. | Provides an adequate description for 2 of the following criteria in unit overview:  Description of assessment and purpose;  Justify appropriateness for the content and developmental level of students;  Inclusion of formative assessments and scoring criteria. | Thorough and clear explanation of Formative Assessments including the following items:  Description of assessment and purpose;  Justify appropriateness for the content and developmental level of students;  Inclusion of formative assessments and scoring criteria. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |

Teacher Work Sample Scoring Sheet

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor\_\_\_\_\_\_\_\_\_\_\_\_\_

# Percentage Points Earned Points Possible

# Contextual Factors . . . . . . . . . . . . . . . . . . . . . . . 15% \_\_\_\_\_\_\_ (30)

# Learning Goals and Pre/Post Assessment. . . . . . 20% \_\_\_\_\_\_\_ (40)

Design for Instruction . . . . . . . . . . . . . . . . . . . . . 25% \_\_\_\_\_\_\_ (50)

Analysis of Student Learning . . . . . . . . . . . . . . . 30% \_\_\_\_\_\_\_ (60)

Reflection of Teaching Practices . . . . . . . . . . . . 10% \_\_\_\_\_\_\_ (20)

TOTAL . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 100% \_\_\_\_\_\_\_ (200)

Format . . . . . . . . . . . . . . . . . .. . . . . . . . . . . . . . . \_\_\_\_\_ \_\_\_\_\_\_\_ (10)

(Separate score based on instructor preference)

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| **Critical Performance Holistic Scoring Guide** | | |
| **Level** | **Percentage** | **Descriptor** |
| **4** | 97-100% | No revision required; rich, insightful, in-depth and elaborate; establishes and maintains purpose throughout; accurate, relevant, and thorough |
| **3** | 85-97% | Standard-met with few errors that do not deter from accuracy and/or meaning; focused, effective, and relevant |
| **2** | 77-84% | Significant gap in understanding, although an attempt was made; unelaborated with several errors present |
| **1** | 76% or less | Minimal understanding; only small portions are addressed; response is limited, incorrect, missing, random, weak, and/or ineffective |
| **0** | 0 | Response is completely irrelevant or not submitted |

**NOTE: Students must score a Level 2 in order to receive a passing grade in EDU 489 and EXED 434. Students who score below Level 2, must register for EDU 491 the next semester (J-term or May term) and complete a TWS in a new setting.**

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| Contextual Factors Rubric | | | | | | | | | | |
| **Criteria** | | **Beginning** | **Developing** | | **Proficient** | | | | | **Exemplary** |
| **CF 1**  School Information  **KTS 2.2, 3.3** | | Characteristics of school described at the minimal, inaccurate, irrelevant or biased level in 2 or more of the required areas. School information provided limited to the 5 required areas.  Implications based on this information are missing or not appropriately stated. | Characteristics of school described at the minimal, inaccurate, irrelevant or biased level in 1 of the 5 required areas. School information provided includes the 5 required areas and at least 1 additional area.  Implications based on this information are clearly stated and complete for the 1 area. | | Characteristics of school described clearly at a substantive, accurate, and unbiased level in all of the 5 required areas. School information provided includes the 5 required areas and at least1 additional area.  Implications based on this information are clearly stated and complete for 2 areas. | | | | | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| **CF 2**  Knowledge of Classroom Information  **KTS 2.2, 3.3** | | Characteristics of classroom described at the minimal, inaccurate, irrelevant or biased level in 2 or more of the 4 required areas.  Implications based on this information are missing | Characteristics of classroom described at the minimal, inaccurate, irrelevant or biased level in 1 of the 4 required areas.  Implications based on this information are clearly stated and complete for 1 area. | | Characteristics of classroom described clearly at a substantive, accurate, and unbiased level in all of the 4 required areas.  Implications based on this information are clearly stated and complete for at least 2 areas. | | | | | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| **CF 3**  Knowledge of Student Characteristics  **KTS 2.2, 3.3** | | Characteristics of students described at the minimal, inaccurate, irrelevant or biased level in 2 or more of the 8 required areas.  Implications based on this information are missing or not appropriately stated in at 2 areas. | Characteristics of students described at the minimal, inaccurate, irrelevant or biased level in 1 of the 8 required areas.  Implications based on this information are clearly stated and complete for 6 of the 7 areas. | | Characteristics of students described clearly at a substantive, accurate, and unbiased level in all of the 8 required areas.  Implications based on this information are clearly stated and complete for the 7 required areas. | | | | | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| **Learning Goals & Pre/Post Assessment Rubric** | | | | | | | | | | |
| **Prompt Areas** | | **Beginning** | | **Developing** | | | **Proficient** | **Exemplary** | | |
| **LGA 1**  List 2 to 3 learning goals  **KTS 2.1** | | None of the learning goals are clear or logical for one or more of the following: learning outcomes, stated in behavioral terms, focused on the unit topic, appropriate for student abilities, and appropriate for content/curriculum | | Only one clear learning goal provided  Or one of the 2 to 3 learning goals are not clear or logical for one or more of the following: learning outcomes, stated in behavioral terms, focused on the unit topic, appropriate for student abilities, and appropriate for content/curriculum. | | | 2 to 3 learning goals stated as clear, logical learning outcomes, stated in behavioral terms, focused on the unit topic, appropriate for student abilities, and appropriate for content/curriculum. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. | | |
| **LGA 2**  Levels of learning goals  **KTS 3.1** | | Goals do not reflect revised Bloom’s Taxonomy with at least one goal at or above the Analyzing level. | | Goals somewhat reflect revised Bloom’s Taxonomy with at least one goal at or above the Analyzing level. | | | Goals reflect revised Bloom’s Taxonomy with at least one goal at or above the Analyzing level. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. | | |
| **LGA 3**  Alignment of Learning Goals with standards  **KTS 2.1** | | Not every learning goal is aligned with local, state or national standards Or content and Bloom’s levels are incorrect. | | Each of the learning goals is not correctly and logically aligned with local, state or national standards in content and Bloom’s levels. Some standards are missing or incorrectly aligned with goals. | | | Each of the learning goals is correctly and logically aligned with local, state or national standards in content and Bloom’s levels. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. | | |
| **LGA 4**  Appropriateness of Learning Goals  **KTS 2.2, 1.2** | | Justification is missing for two goals  Or 2 or more justifications of the required areas in the prompt | | Justification is missing for one goal  Or 3 or more justifications of the required areas in the prompt | | | Clear and logical justification in the 4 required areas for learning goal appropriateness: student prior knowledge, student learning needs and/or developmental appropriateness, authentic real world, and other relevant connections. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. | | |
| **LGA 5**  Mastery levels for each Learning Goal  **KTS 3.1** | | Mastery level is not provided for each goal  Or it is not mathematically possible  Or indicates level that is too low for student abilities or discipline | | Mastery level for each goal may not be mathematically possible or indicates lower expectations for student abilities or discipline | | | Mastery level for each goal is mathematically possible and indicates high expectations for student abilities or discipline | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. | | |
| **LGA 6**  Pre-post Assessment Blueprint: Learning Goals  **KTS 5.1, 5.3** | | All assessment items are not aligned to specific learning goals, correct level of Bloom’s, and content standard. | | All assessment items are clearly and appropriately aligned to 2 of the following: specific learning goals, correct level of Bloom’s, and content standard. | | | All assessment items are clearly and appropriately aligned to specific learning goals, correct level of Bloom’s, and content standard. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. | | |
| **LGA 7**  Pre-post Assessment Blueprint: Adaptations  **KTS 2.2** | | Description of adaptations does not meet the individual needs of students as described in the contextual factors or no description is provided. | | Description of adaptations does not clearly meet the individual needs of students as described in the contextual factors or description is incomplete. | | | Clear, logical description of adaptations that meet the individual needs of students as described in the contextual factors | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. | | |
| **LGA 8**  Pre-post Assessment Blueprint: Modes of Assessments  **KTS 5.1, 5.3** | | The pre and post assessment represents only one mode or assessments do not integrate knowledge, skills and/or reasoning ability. | | The pre and post assessment duplicates some modes or assessments do not require clear integration of knowledge, skills and/or reasoning ability. | | | The pre and post assessment includes multiple modes and requires the integration of knowledge, skills and/or reasoning ability. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. | | |
| **LGA 9**  Pre-post Assessment Blueprint: Scoring Criteria  **KTS 5.1** | | Scoring procedures are not explained; assessment items or prompts are not written for student understanding; mastery levels are not defined; directions and procedures are not clear to students. Scoring key and/or rubrics are incomplete. | | Scoring procedures are not well explained; assessment items or prompts are not clearly written; mastery levels are not clearly defined; directions and procedures are not clear to students. Scoring key and/or rubrics are attached but do not include all required components. | | | Scoring procedures are explained, assessment items or prompts are clearly written, mastery levels defined, directions and procedures are clear to students. Scoring key and/or rubrics are attached and include all required components. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. | | |
| D**esign for Instruction** | | | | | | | | | | |
| **Criteria** | | **Beginning** | | **Developing** | | **Proficient** | | | **Exemplary** | |
| **DI 1**  Results of pre-assessment  **KTS 5.4, 2.2** | | Depicted the results of the pre-assessment. Failure to administer pre-assessment or to accurately provide 2 or more of the following information pieces and implications as they relate to learning goals:  Number of students mastering each learning goal; type of missed questions/tasks; and content/skill of incorrect responses.  For each of the above areas, identify the implications derived from pre-assessment data and adjustments planned due to information from pre-assessment data analysis. | | Depicted the results of the pre-assessment. Administration of pre-assessment but failure to accurately provide 1 of the following information pieces and implications as they relate to learning goals:  Number of students mastering each learning goal; type of missed questions/tasks; and content/skill of incorrect responses.  For each of the above areas, identify the implications derived from pre-assessment data and adjustments planned due to information from pre-assessment data analysis. | | Depicted the results of the pre-assessment. Administration of pre-assessment and accurate inclusion of the following information pieces and implications as they relate to learning goals:  Number of students mastering each learning goal; type of missed questions/tasks; and content/skill of incorrect responses.  For each of the above areas, identify the implications derived from pre-assessment data and adjustments planned due to information from pre-assessment data analysis. | | | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. | |
| **DI 2**  Unit Overview  **KTS 2.1, 1.3, 2.5, 1.1, 1.2** | | Provides a limited description for 5 of the following criteria in unit overview:  Learning goals and objectives for each day/lesson;  Topic/activity per day related to at least one learning goal;  Instructional strategies content aligned with Bloom’s levels and differentiation of instruction.  Variety of research-based strategies, activities, alignments/resources  Student engagement  Real world connections;  Description multiple formative assessments that are appropriate and aligned to the Learning Goals;  Specific adaptations and differentiation per strategy that address Contextual Factors and the pre-assessment. | | Provides an adequate description for 6 following criteria in unit overview:  Learning goals and objectives for each day/lesson;  Topic/activity per day related to at least one learning goal;  Instructional strategies content aligned with Bloom’s levels and differentiation of instruction.  Variety of research-based strategies, activities, alignments/resources  Student engagement  Real world connections;  Description multiple formative assessments that are appropriate and aligned to the Learning Goals;  Specific adaptations and differentiation per strategy that address Contextual Factors and the pre-assessment. | | Provides thorough understanding of the following criteria in unit overview:  Learning goals and objectives for each day/lesson;  Topic/activity per day related to at least one learning goal;  Instructional strategies content aligned with Bloom’s levels and differentiation of instruction.  Variety of research-based strategies, activities, alignments/resources  Student engagement  Real world connections;  Description multiple formative assessments that are appropriate and aligned to the Learning Goals;  Specific adaptations and differentiation per strategy that address Contextual Factors and the pre-assessment. | | | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. | |
| **DI 3**  Integration of Technology  **KTS 6.1** | | Minimal technology use in planning and instruction | | Some technology use in planning and instruction | | Demonstrate technology integration in planning and instruction and how P-12 student use of technology will be integrated in unit for higher level thinking activities and in a real world context. | | | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. | |
| **DI 4**  Instructional Strategies  **KTS 1.1, 1.2, 1.3, 2.4, 2.5** | | Provides an limited description of two instructional strategies from different learning goals for 2 of the following criteria in unit overview:  Identification of appropriate content related strategies to meet Learning Goals and revised Bloom’s levels;  Instructional strategies meet student needs through appropriate adaptations and differentiated instruction based on pre-assessment data.  Real world connections;  Discussion of materials/technology. | | Provides an adequate description of two instructional strategies from different learning goals for 3 of the following criteria in unit overview:  Identification of appropriate content related strategies to meet Learning Goals and revised Bloom’s levels;  Instructional strategies meet student needs through appropriate adaptations and differentiated instruction based on pre-assessment data.  Real world connections;  Discussion of materials/technology. | | Thorough and clear description of two instructional strategies from different learning goals that includes:  Identification of appropriate content related strategies to meet Learning Goals and revised Bloom’s levels;  Instructional strategies meet student needs through appropriate adaptations and differentiated instruction based on pre-assessment data.  Real world connections;  Discussion of materials/technology. | | | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. | |
| **DI 5**  Formative  Assessments  **KTS 2.3, 5.4** | | Provides a limited description for 1 of the following criteria in unit overview:  Description of assessment and purpose;  Justify appropriateness for the content and developmental level of students;  Inclusion of formative assessments and scoring criteria. | | Provides an adequate description for 2 of the following criteria in unit overview:  Description of assessment and purpose;  Justify appropriateness for the content and developmental level of students;  Inclusion of formative assessments and scoring criteria. | | Thorough and clear explanation of Formative Assessments including the following items:  Description of assessment and purpose;  Justify appropriateness for the content and developmental level of students;  Inclusion of formative assessments and scoring criteria. | | | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. | |
| **Analysis of Student Learning** | | | | | | | | | | | |
| **Criteria** | **Beginning** | | | **Developing** | | **Proficient** | | **Exemplary** | | | |
| **ASL 1**  Visual Representation of Student Performance  **KTS 6.4** | No use of technology tools to create graphs/tables; graphs/tables are hand  drawn.  3 or more required  graphs/tables are not  included.  Or  All required graphs/tables  from the prompt are  included but most are  inaccurate, do not  communicate student  learning gains, or do not  compare groups and  assessments correctly. | | | Poor use of technology tools to  create graphs/tables; graphs/tables  do not clearly or accurately  communicate data.  1 or 2 required graphs/tables are  not included.  Or  All required graphs/tables from  the prompt are included but some  are inaccurate, do not  communicate student learning  gains, or do not compare groups  and assessments correctly. | | Excellent use of technology  tools to create graphs/tables  that communicate student  learning data legibly and  accurately.  At least three graphs/tables  from the prompt are included,  providing accurate data to  communicate, assess, and  compare student learning  gains. Representations are  labeled accurately. | | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. | | | |
| **ASL 2**  Analysis of Student  Performance  **KTS 5.4, 7.1** | No discussion for 2 or more graphs or 2 or more goals; or inaccurate discussion and reflection of data results and interpretation for all learning goals.  No alignment of analysis with learning goals, contextual factors, and curriculum standards for each required graph and each learning goal.  No conclusions drawn from data or incorrect data used.  No reference to trends and patterns in student performance.  No interpretation of student misconceptions of content. | | | Accurate and logical description and reflection on data results and interpretation for only one learning goal; or no discussion for one graph for one or more goals; or inaccurate discussion and reflection of data results and interpretation for some learning goals.  Unclear or inaccurate alignment of analysis with learning goals, contextual factors, and curriculum standards for each required graph and each learning goal; or  discussion of alignment of analysis with learning goals, contextual factors, and curriculum standards is left out for one or more graphs/goals.  Inaccurate conclusions drawn from data or inaccurate data used to draw conclusions.  Little or no reference to trends and patterns in student performance.  Unclear or inaccurate interpretation of student misconceptions of content. | | Accurate and logical description, analysis, evaluation and reflection on data results to determine progress of individuals and groups toward learning goals. Identify differences in progress among student groups.  Clear, accurate alignment of analysis with learning goals, contextual factors, and curriculum standards for each required graph and each learning goal.  Meaningful conclusions drawn from data and reported using both percentages and raw data.  Clear and accurate reference to trends and patterns in student performance.  Thorough interpretation of student misconceptions of content. | | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. | | | |
| **ASL 3**  Instructional Implications from Data  **KTS 2.4, 7.2** | Inaccurate reflection and  evaluation of instructional  practice for future teaching  and discussion is missing  for 2 or more groups or  two or more goals.  Inaccurate reflection and  evaluation of instructional  practice for future teaching  or no discussion.  No discussion of  content/skills that need  remediation or discussion  is not based on data results  or results are missing for 2  or more groups or for 2  goals. | | | Accurate reflection and evaluation of instructional practice for future teaching but discussion is missing for 2 or more groups or one or more goals; or inaccurate reflection and evaluation of instructional practice for future teaching.  Insufficiently identifies small groups for specific content/skills based on data representations and clearly evaluates instructional practice in terms of specific student needs that were noted in contextual factors.  Unclear description which goal the students made the most learning gains and the goal students made the least learning gains; inadequate discussion on which learning goal determined the best conceptual understanding of content and why; and inadequate discussion which learning goal provided more learning gains due to the assessment mode and why.  Unclear description of 2 changes that could be made to instruction and assessment for this unit if the unit were to be taught again.  Inadequate description of reinforcement and extension activities of this unit. | | Clear reflection and evaluation of instructional practice to inform future teaching.  Competently identifies small groups for specific content/skills based on data representations and clearly evaluates instructional practice in terms of specific student needs that were noted in contextual factors.  Thoroughly describes which goal the students made the most learning gains and the goal students made the least learning gains; discusses which learning goal determined the best conceptual understanding of content and why; and discusses which learning goal provided more learning gains due to the assessment mode and why.  Clearly describes 2 changes that could be made to instruction and assessment for this unit if the unit were to be taught again.  Appropriately provides logical, detailed discussion of reinforcement and extension activities of this unit. | | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. | | | |
| **ASL 4**  Analysis of an Individual Student  **KTS 1.5** | Inaccurate data used for student evaluation.  No conclusions drawn about the extent to which this student attained learning goals in this unit.  No description of student’s misconceptions about content, assessment or instruction.  No discussion of student’s misconceptions about content. No discussion on how formative assessments helped with instructional adjustment.  No reflection of what could have been done differently. No description of next steps. | | | Inaccurate portrayal and description of the individual student’s data from pre-, formative, and post-assessments.  Inappropriate conclusions drawn about the extent to which this student attained learning goals in this unit.  Inaccurate description of student’s misconceptions about content, assessment, and instruction or parts missing.  Unclear discussion on how formative assessments helped with instruction adjustment. Collaborative efforts did not connect to student results.  Inaccurate, short reflection of what could have been done differently. Little description of next steps or unclear connection of next steps to student success. | | Accurate portrayal and description of an individual student’s data from pre-, formative, and post-assessments along with the instruction and connection to contextual factors.  Appropriate conclusions drawn about the extent to which this student attained learning goals in this unit.  Accurately describes students’ misconceptions about content with clear discussion on how formative assessments helped with instruction adjustment. Includes any collaborative efforts.  Clear discussion on how formative assessments helped with instruction adjustment. Any collaborative efforts connect to student results.  Accurate, in-depth reflection of what could have been done differently. Thorough description of next steps for individual. | | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. | | | |

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| **Reflection of Teaching Rubric** | | | | |
| **Criteria** | **Beginning** | **Developing** | **Proficient** | **Exemplary** |
| **R 1**  Self-assessment of KTS  **KTS 9.1** | Completes self-assessment of KTS standards before and after completion of TWS but leaves 3 or more standards blank  Or does not complete either pre-assessment or post-assessment of KTS standards. | Completes and includes self-assessment of KTS standards before and after completion of TWS but leaves 2 or more standards blank. | Completes and includes entire self-assessment of KTS standards before and after completion of TWS. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| **R 2**  Identify Teaching Strengths  **KTS 7.2, 7.3, 9.1** | Short and disconnected discussion of 1 of the teacher’s strengths as related to self-evaluation of KTS,  Or discussion is very vague and not related to KTS,  Provides no examples from teaching experience in this unit to support discussion. | Short and disconnected discussion of 2 of teacher’s strengths as related to self-evaluation of KTS and student learning  Or discussed only 1 teacher strength related to self-evaluation of KTS,  Provides one example from teaching experience in this unit that is unrelated to the KTS strength discussed and student learning. | Appropriate, logical, detailed discussion of 2 of teacher’s strengths as related to self-evaluation of KTS and student learning. Provides one or more examples from teaching experience in this unit in revealing each KTS strength discussed. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| **R3**  Identify areas of Professional Development  **KTS 7.2, 7.3, 9.1, 9.2** | Discussion of teacher’s needs for improvement is not related to self-evaluation of KTS Or only one improvement is discussed.  Description of one or more priorities for your own professional development is vague and not clearly based on specific data from self-assessment and student performance. Include a specific plan for growth. | Discussion of one or more of teacher’s needs for improvement as related to self-evaluation of KTS may not be clear, logical, or appropriate.  Description of one or more priorities for your own professional development is not clearly based on specific data from self-assessment and student performance. Include a specific plan for growth. | Appropriate, logical, detailed discussion of 2 of teacher’s needs for improvement as related to self-evaluation of KTS.  Clearly describes 2 to 3 priorities for your own professional development based on specific data from self-assessment and student performance. Include a specific plan for growth. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |

SPED 350 Final Project

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| Characteristic with Proficient possible score | Exemplary  +2 | Proficient  receive full points  Read this area First | Basic  Less ½ pts | Lacking/missing  Less 2/3 pts |
| PLOP Quality  10 pts | Uses data to support PLOP in what student can do | For at least three areas, strengths and weak areas set up for IEP goals. Written in positive format. | For at least two areas, set up for IEP goals.  And/or  Written in more weakness format. | Incorrectly marking PLOP sections. |
| Annual Goals  15 pts | Goals easily understood without questions meeting all requirements with document to show measurement | * CABDEF format * Measurable * Observable * Aligns with PLOP | 1- 2 of these   * CABDEF format missing one or more element * Measurable is not easily understood * May not be observable * Aligns with PLOP | 1-2 missing   * CABDEF format * Measurable * Observable * Aligns with PLOP |
| Specially Designed Instruction  9 pts | * RB SDI >2 for each goal. * Present extra documents defining SDI | * Research-based (RB)strategies SDI align with each goal. * List at least two SDI per goal | * List teaching methods but not (RB) * List only one SDI | Left blank or  lists item(s) that does not meet definition of SDI |
| Objectives/ sub goals  10 pts | Sub goals obviously show growth towards annual goal using SDI methods. | * CABDEF format * Measurable * Observable * Aligns with annual goal | 1- 2 of these   * CABDEF format missing one or more element * Measurable is not easily understood * May not be observable   Aligns with annual goal | 1-2 missing   * CABDEF format * Measurable * Observable * Aligns with annual goal |
| Required documentation  8 pts | All 6 presented and completed to pre-meeting level. | ARC notice/invitation  Parent rights  ARC agenda  ARC conference Summary  Eligibility forms | At least five documents presented but some may not be completed. | 4 or less presented |
| Other documents considered or presented  8 pts | > 5 documents presented | At least 5 presented | 3, 4 documents presented  And/or  Documents not presented but referenced | 0-2 documents presented |
| Presentation quality  10 pts | Professionally presented plus documentation presenting overall organization of presentation content, i.e. ppt/ handouts/etc. | Professionally presented:   * Equal participation * Professional documentation * Well-rehearsed * Uses at least 3 aspects of Zoom. * Engages Audience. | Lacking in one area for professional presentation | Lacking in 2 or more professional presentation |

**SPED 400 Autobiographical Experience**

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| **Skills** | 3 points | 2 points | 1 points | 0 points |
| **Describes positive and negative literacy events** | Reflection includes thorough description of one positive and one negative behavioral experience at school | Reflection describes one positive and one negative behavioral experience at school | Reflection only includes 1 specific example, either positive or negative. | Reflection does not include any specific examples. |
| **Evaluates how the classroom climate influenced your learning in these settings.** | Reflection explicitly makes the connection between the events described and the classroom climate | Reflection makes the connection between the events described and the classroom climate | Reflection briefly connects the events described to the classroom climate | Reflection does not describe the classroom climate |
| **Depth of Reflection:** What does that mean for you as a teacher? | Thoughtfully evaluates the relationship among classroom climate, behavioral experiences, and teaching with several specific details | Evaluates the relationship among classroom climate, behavioral experiences, and teaching | Attempts to evaluate the relationship among classroom climate, behavioral experiences, and teaching | Reflection does not evaluate the relationship among classroom climate, behavioral experiences, and teaching |
| **Conventions** | No spelling, conventions, and/or grammar errors. | Few spelling, conventions, and/or grammar errors. | Some spelling, conventions, and/or grammar errors. | Many spelling, conventions, and/or grammar errors. |

**SPED 400 Behavior Observation Assignment**

1. Write a definition of the target behavior, make sure it is observable and measureable. Provide examples and nonexamples.
2. Choose a behavior measurement system and provide a rationale (e.g. partial interval recording, duration recording, time sampling, etc).
3. Collect data using your measurement system for one-hour minimum. Upload a copy of the raw data
4. Hypothesize the function of the behavior based on the observations you conducted.
5. Write a reflection of your observation. Answer the following key questions:
   * Why did you choose to measure the behavior you chose? Discuss why this behavior was important to decrease or increase.
   * Under what circumstances did the behavior occur?
   * Under what circumstances did the behavior not occur?
   * How does knowing the circumstances when the behavior does or does not occur help with identifying potential interventions.
   * How did the experience of observing one student and one target behavior differ from your other experiences working with a classroom of students?
   * Overall, what did you take-away from this observation?

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|  | 3 | 2 | 1 | 0 |
| Behavior is defined in measureable/observable terms | Clear definition with multiple examples/ nonexamples | Definition is observable and measureable with one example/ nonexample | Definition is observable and measureable | Definition is not observable or measureable |
| Behavior measurement system is defined | Measurement system is well-defined and appropriate | Measurement system is aligned, but not well-defined | Measurement system is aligned but not defined | Measurement system is not aligned |
| Data collection method rationale | Data collection method allows student to effectively collect data on the target behavior | Data collection method is aligned but not effective | Data collection method is not aligned | There is not data collection method |
| One hour behavior observation | Evidence of 1 hour minimum of behavior observation |  |  | Behavior observation is less than 1 hour |
| Data collection form | Data collection form reflects topography of behavior and measurement system |  |  | Data collection form reflects topography of behavior and measurement system |
| Hypothesize the function of the behavior | The statement of function is appropriate given the data |  |  | The statement of function is not appropriate given the data |
| Reflection: Circumstances under which behavior occurs | Provides extensive information using only the data about the circumstances under which the behavior occurs | Provides information using only the data about the circumstances under which the behavior occurs | Provides information only loosely based on the data about the circumstances under which the behavior occurs | Does not discuss circumstances under which the behavior occurs |
| Reflection: Circumstances under which behavior occurs intervention components | Provides clear rationale about how circumstances can be used to change behavior based on observations | Provides clear rationale about how circumstances can be used to change behavior not based on observations | Provides basic rationale about how circumstances can be used to change behavior | Does not provide rationale |
| Reflection: Experience observing one student and one target behavior | Provides 2+ clear, details about observing one student versus working with classroom | Provides at least one clear, details about observing one student versus working with classroom | Discusses observation in broad terms | Does not provide details of observation |
| Writing style | Paper has fewer than one grammatical errors | Paper has 3 or fewer grammatical errors | Paper has 5 or fewer grammatical errors | Paper has more than 5 errors |