

Grambling State University

Standard One Compendium 1

R1.1 Learner Growth and Development

Standards Alignment: CAEP Standard One - R1.1 The Learner and Learning - The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels.

Evidence provided demonstrates candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.

How Alignment is assured: The Assessment Coordinator in consultation with Program/Discipline Chairs, aligns the evaluation measures and assessment tasks with CAEP, InTASC, and appropriate Technology Standards. The Assessment Coordinator maintains alignments and adherence to multiple Louisiana state laws and policy regulations. All Standards have been maintained utilizing Watermark – Taskstream. This standards database is maintained by the Assessment Coordinator so that alignments can accommodate updates to standards, program competencies, courses, or assessments.

Evidence Overview

Use of Assessment as Part of the Quality Assurance System: The following assessments are designed to address the **Learner and Learning** where Candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families. Multiple measures are used throughout the teacher candidate's program to capture and address performance with reflection as a key component in the teacher candidate's growth.

Program	Assessment	Description
Initial Undergraduate	Lesson Plan Year Long Residency/ Internship ED 452 Residency 1: Adv Teach Methods ED 453 Residency 1: Sec Adv Teach Methods CAEP 1.1 InTASC 1, 2	Utilizing Charlotte Danielson's Framework for Teaching aligned to the InTASC standards, grounded in a constructivist view of teaching and learning, both undergraduate and graduate candidates demonstrate competency in this lesson planning assessment. This proprietary rubric is used where candidates create a lesson plan using the Danielson lesson Plan Template, and facilitate the lesson in an authentic field experience. The University Supervisor in consultation with the Mentor Teacher (ED 452) reviews the lesson plan, provides feedback on the lesson plan, observes the teaching event, provides additional feedback based on the candidate's facilitation of the lesson and scores the lesson plan.
Initial Undergraduate	Showcase Portfolio ED 455 Residency II CAEP 1.1 InTASC 1, 2, 3	This assessment task submitted as evidence resides in the ED 455 Residency II course that is a course required of all undergraduate initial licensure programs. Within the framework of this course, candidates are prepared to successfully provide artifacts aligned to the InTASC Standards they utilized in this field experience. Through demonstrations, hands-on use, and application projects, candidates have gained experience with Danielson's Four Domains as they align to the InTASC standards. Similarly, candidates provide evidence of their application of digital tools to support teaching methods and learning strategies associated with a continuum of learning approaches and goals. The Learner and Learning: Standards #1 & #2, and Learner Development and Learning Differences Standard #3: Learning Environments are utilized as evidence for CAEP R1.1.
Initial Undergraduate	Technology Unit Plan ED 402 Instructional Tech Integration CAEP 1.1 InTASC 1, 2, 3	This assessment is a technology rich Unit Plan utilizing Digital tools as part of the learning outcomes. Undergraduate candidates are required to conduct a pre and post assessment, teach a lesson, and provide data analysis as a result.

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Program	Assessment	Description
Initial Graduate	Teacher Toolkit EDPT 599 Special Topics: Content Area and Technology Workshop CAEP 1.1 InTASC 1, 2, 3	The Teacher Toolkit Project is an essential component of the EDPT 599: Special Topics course. It is a requirement for all candidates matriculating in the MAT Alternative Teacher Certification Program. The candidates demonstrate content knowledge for developing a portfolio that includes materials/resources for improving instructional practices in elementary grades 1-5 and Special Education classroom settings. This assessment focuses on InTASC Standard 1(Learner Development), InTASC Standard 2 (Learning Differences), and InTASC Standard 3 (Learning Environments). Regarding the InTASC Standards, the assessment measures MAT candidates' ability to plan, research, select, and adapt effective resources and instructional strategies/techniques used to address the needs of all learners. Moreover, candidates demonstrate content knowledge and skills for meeting specific requirements that are stated on the assessment scoring guide.
Initial Graduate	Case Study Project EDPT 528 Foundations in Special Education/ Child/ Adolescent Psychology CAEP 1.1 InTASC 1, 2, 3	The Case Study Project is a requirement for all candidates matriculating in the Master of Art program. Candidates collect qualitative and quantitative data from various sources to pinpoint an academic or social skills deficit exhibited by the target student. An outline is provided to guide the development of the case study. The case study is planned under the guidance of the course instructor, university mentor, and candidate. The Learner and Learning: Standards #1 & #2, and Learner Development and Learning Differences Standard #3: Learning Environments are utilized as evidence for CAEP R1.1.

All candidates have access to evaluation guidelines and expectations throughout their program within the Clinical Handbook, Canvas, and the digital assessment system [Watermark - Taskstream](#).

Details of Assessment Administration: The Table below outlines the detailed requirements for each assessment.

Program	Assessment	Requirements
Initial Undergraduate	Lesson Plan Year Long Residency/ Internship ED 452 Residency 1: Adv Teach Methods ED 453 Residency 1: Sec Adv Teach Methods	Year Long Residency/Internship/ ED 452 is taken during the Fall of the Residency period for undergraduate candidates majoring in Elementary Education. ED 453 is taken during the Fall Semester of the Residency period for undergraduate candidates majoring in Secondary Education. The candidate is required to create a highly rigorous, appropriately differentiated, lesson plan using the Danielson Model that outlines the planning and instruction process utilized for the described group of students. Following are broad goals for the lesson: 1. Create a learning environment to support the success of all students. 2. Accommodate the unique needs of diverse students. 3. Conduct formal and informal assessments of behavior, learning, achievement, and environments to inform and design learning experiences that support the growth and development of all individuals, including those with Exceptional Learning Needs (ELN.) Secondary students develop plans aligned to Universal Design for Learning where planning includes consideration to development and differences in designing the environment and lesson, including presentation, discipline, technology, strategies, etc.
Initial Undergraduate	Showcase Portfolio ED 455 Residency II	Candidates enrolled in ED 455 during the Spring of the Residency period are required to produce a Showcase Portfolio. The Showcase Portfolio is a culminating activity for residency students. The candidates are required to submit a media recording and present a compilation of artifacts in a showcase portfolio, demonstrating alignment to the InTASC Standards.
Initial Undergraduate	Technology Unit Plan ED 402 Instructional Tech Integration	Candidates enrolled in ED 402 during the Fall Semester of the Residency period. Students are required to create a technology infused lesson plan using the EdTPA Lesson Plan Template. Candidates implement the tech-infused unit plan. Students teach for a 3–5-day period. A posttest is administered with the results analyzed to assess whether candidates

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Program	Assessment	Requirements
		met the unit objectives and to measure the impact of instruction on student achievement. Candidates must create a PowerPoint presentation with images, photos and videos to summarize the details and outcomes of the unit implementation.
Initial Graduate	Teacher Toolkit EDPT 599 Special Topics: Content Area and Technology Workshop	This assessment requires candidates to develop a digital portfolio inclusive of specified resources that can be implemented in the field based EDPT 552 and EDPT 553 practicum internship courses. Specifically, the Teacher Toolkit is comprised of the following artifacts: 1.) personal philosophy of teaching, 2.) personal goal, 3.) instructional delivery strategies for accommodating all learners, including those with special needs, 4.) strategies for differentiating instruction, 5.) unit/lesson planning, 6.) classroom management plan, 7.) formal and informal assessment measures, and 8.) technological resources appropriate for integration into standards-based activities.
Initial Graduate	Case Study Project EDPT 528 Foundations in Special Education/ Child/ Adolescent Psychology	This assessment requires candidates to apply content knowledge relevant to exceptionalities including the federal definitions as specified in IDEA, characteristics associated with exceptionalities, prevalence, causes, and educational considerations to aid in the development of a case study for a target student. Additionally, candidates consider the developmental and maturational impact on accommodating the needs of learners with exceptionalities when selecting and implementing an intervention(s) to ameliorate an academic or social skill(s) deficit. Specifically, candidates collect qualitative and quantitative data from various sources to pinpoint an academic or social skills deficit exhibited by the target student. Subsequent to data collection and analysis, intervention techniques are applied over a period of time to strengthen skill (s) deficit.

How the Evaluation is used to Measure Candidate Progress

Lesson Plan - Candidates who do not successfully demonstrate competency on this assessment by meeting the target with a score of 3.0 are required to conference with the course instructor to develop strategies for improvement prior to submitting another lesson plan. Based on feedback, the candidate is given multiple opportunities to meet the target score of 3.0.

Show Case Portfolio - Candidates must demonstrate competency on this assessment by meeting the target with a score of 3.0 or higher. Candidates who do not meet this requirement are given feedback and allowed to submit and present the show case portfolio to faculty audience.

Technology Unit Plan - Candidates must demonstrate competency on this assessment by meeting the target with a score of 3.0 or higher. Candidates who do not meet this requirement are given feedback and allowed to resubmit.

Teacher Toolkit - Candidates are supported and monitored throughout the project using various checkpoints. Students who are not successful are required to repeat the course.

Case Study Project - Candidates are supported and monitored throughout the project using various checkpoints. Students who are not successful are required to repeat the course.

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Evidence and Analysis

Lesson Plan Directions

Candidates create a highly rigorous, appropriately differentiated, lesson plan created using the Danielson Model that outlines the planning and instruction process utilized for the described group of students. Following are broad goals for the lesson: 1. Create a learning environment to support the success of all students. 2. Accommodate the unique needs of diverse students. 3. Conduct formal and informal assessments of behavior, learning, achievement, and environments to inform and design learning experiences that support the growth and development of all individuals, including those with Exceptional Learning Needs (ELN.) Secondary students develop plans aligned to Universal Design for Learning where planning includes consideration to development and differences in designing the environment and lesson, including presentation, discipline, technology, strategies, etc.

The lesson plan created should also include the seven instructional events:

- Gaining attention
- Informing the learner of the objective
- Stimulating recall of prerequisite learning
- Presenting the content
- Eliciting the desired behavior
- Providing feedback
- Assessing the lesson outcome

Showcase Portfolio Directions

Candidates submit a media recording and present a compilation of artifacts in a showcase portfolio, demonstrating alignment to the INTASC Standards. The showcase portfolio is evaluated using the portfolio rubric on the following components:

Introduction

Educational Philosophy

Resume

Autobiography

Student Teaching School Assignment/Mission

Purpose Statement

INTASC Standard 1- Learner Development

1. Artifact 1
2. Artifact 2
3. Reflection/Professional Growth

INTASC Standard 2- Learner Differences

4. Artifact 1
5. Artifact 2
6. Reflection/Professional Growth

INTASC Standard 3- Learning Environments

7. Artifact 1

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8. Artifact 2

9. Reflection/Professional Growth

INTASC Standard 4- Content Knowledge

10. Artifact 1

11. Artifact 2

12. Reflection/Professional Growth

INTASC Standard 5- Innovative Applications of Content

13. Artifact 1

14. Artifact 2

15. Reflection/Professional Growth

INTASC Standard 6- Assessment

16. Artifact 1

17. Artifact 2

18. Reflection/Professional Growth

INTASC Standard 7- Planning for Instruction

19. Artifact 1

20. Artifact 2

21. Reflection/Professional Growth

INTASC Standard 8- Instructional Strategies

22. Artifact 1

23. Artifact 2

24. Reflection/Professional Growth

INTASC Standard 9- Professional Learning and Ethical Practice

25. Artifact 1

26. Artifact 2

27. Reflection/Professional Growth

INTASC Standard 10- Leadership and Collaboration

28. Artifact 1

29. Artifact 2

30. Reflection/Professional Growth

Technology Unit Plan Directions

Candidates will consult with their mentor teacher and select a 3 to 5-day period in which they will solo teach the unit.

- Determine the standards, concepts, and skills to covered in the lesson.
- Set the objectives for student learning.
- Create a unit plan (can be one lesson plan that is set over several days).
- Create Web 2.0 instructional tools (Google Forms Pre/Post-Test, WebQuest, and Review Game (Kahoot, Quizlet, or Jeopardy).
- Embed them into their ED 402 website.
- Administer a pre-test to assess the students' progress toward meeting the unit objectives.
- Analyze the pre-assessment results and make necessary changes to their plan.

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- Teach the lesson using a WebQuest activity in which the students use internet resources to explore, investigate, research, practice and apply the concepts and skills and then create an end product that is evaluated using a rubric.
- Conduct a review activity game using a Web 2.0 tool such as Jeopardy Labs, Quizlet, or Kahoot It to prepare students for the posttest.
- Administer a posttest and analyze the results to assess whether students have met the unit objectives and to measure the impact of your instruction on student achievement.
- Create a PowerPoint presentation with images, photos, and videos that summarize the details and outcome of the unit implementation.
- Embedded it on their website.
- Upload their website URL for evaluation.

Teacher Toolkit Directions

Each candidate enrolled in the EDPT 599 course will develop a digital teacher toolkit portfolio that includes artifacts for the following areas: **Requirements** (Table of Contents, Resume/Vita, Introduction to Toolkit, Personal Philosophy of Teaching, and Personal Goals), **Evidence of Planning** (Unit and Lesson Plans), **Instructional Delivery** (Cooperative Learning, Graphic Organizers, Differentiating Instruction, and Accommodating Individual Differences), **Classroom Management** (Classroom Environment, Rules/Routines/Procedures, Consequences and Rewards). Each artifact should be empirically-based and appropriate for enhancing instruction in an inclusion classroom setting. Each candidate presents the Teacher Toolkit Project to the course instructor and a panel of raters that include mentor teachers and other MAT faculty members for evaluation and determination of quality.

Case Study Project Directions

Candidates enrolled in EDPT 528 will adhere to the specific directions provided for Parts I, II, III, and IV of the EDPT 528 Case Study Project.

Part I. Qualitative Data Relevant to the Target Student (InTASC 1 & 2)

Identify a target student in the current class that you are teaching. The target student may be at risk for failing a specific content discipline(s) for the current grading period or may exhibit academic or social behaviors that warrant pre-referral interventions or referral for specialized services and instruction. Observe the student for a 4 – 5-week time period to identify a social behavior that is impeding the learning process or an academic behavior in a specific content area that is associated with the target student's exceptionality. If the target student does not have a bona fide exceptionality that has been verified through a battery of tests that were administered by a school psychologist or an individual who is trained in psychometrics, then select an at-risk learner who is exhibiting cognitive skill deficits in a particular content area such as English language arts or math. Address the following components with concise details that are relevant to the target student:

Student's Demographic Data (first and last name, chronological age, race, gender, grade level, present level of performance in the target content area)

- Provide Anecdotal Notes (an explicit detailed account of the target student's academic deficits and problems that you have observed (e.g. specific math or reading deficits that are hindering the student's mastery of the content). Avoid making general statements but be very specific with the descriptions of the target student's academic/social behavior. For example, do not indicate that the student cannot read but articulate specific deficits in reading that he/she are experiencing. Provide anecdotal notes for each week

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of the observation period (e.g. Week 1 Anecdotal Notes, Week 2 Anecdotal Notes). Continue with this format until you have anecdotal notes for the 4-5-week period for the target student.

Collaboration

- Conduct interviews with other teachers, parents, school administrators, school counselor and other individuals who are familiar with the target student to obtain pertinent information that will be substantial to helping you to gain a better understanding of the student's holistic academic and social behaviors and performance in and outside of the school setting. (CEC 7.1)

Part II. Factors that Contribute to the Target Student's Academic Skill Deficiencies (InTASC Standards 1, 2,)

- Discuss the factors that can be attributed to the target student's limited or lack of progress in the content area.
- Conduct an analysis of one or two samples of the student's work to articulate patterns of errors. Discuss specific errors that the student is making and speculate about why these errors are being made.
- Observe stage setting behavior(s) that the student exhibits prior to the beginning of the lesson or prior to the independent practice assignment (s). Discuss the student's actions at the beginning, during, and the end of the lesson. Explain the student's reactions to in class assignments. For example, does he/she complain about the level of difficulty of the work or make inappropriate comments about the work.
- Describe the student's social behavior(s) and his interactions with peers that may positively or negatively influence comprehension and mastery of skills associated with the specific content area. Discuss the student's interactions with the classroom teacher. (CEC 2.1)

Part III. Quantitative/Qualitative Assessment Data (Academic or Social Skills Deficit)

Provide a graphic illustration of the target student's performance for the 4-5-week period of time allocated to observation (use Microsoft word to create a bar graph to show the target student's performance on weekly quizzes or other progress monitoring assessments during the observation time period).

- Provide evidence (assessment data) to support your assumption of the target student's skill deficits. For example, discuss the student's performance across the 4-5-week period, discuss work samples to illustrate patterns errors, discuss student's ability or inability to demonstrate comprehension, mastery of skills, or ability to provide accurate responses to questions. (CEC 4.0,4.,4.2)
- Provide an ABC (Antecedent, Behavior, Consequence) chart to record the description of the target social behavior and an (Event Recording Chart) to document the number of times the behavior occurs across time periods.

Part IV. Intervention Plan of Action Process (InTASC 3)

Describe instructional strategies, methods, technologies, accommodations, modifications, behavior management techniques, and other resources that you have implemented to ameliorate the target student's skill deficit(s). Provide a detailed description of what you (target student's teacher) have already done to help the target student to improve the skill or skills which he or she is experiencing deficiencies. Explain the effectiveness or ineffectiveness of the approaches that you have already implemented with the target student.

Part V. Intervention Plan of Action/Implementation of the Intervention (InTASC 3)

Provide a detailed description of the specific intervention that will be implemented to enhance the target student's performance of the academic skill. Describe each step that will be used in the implementation process. Discuss the research-based instructional strategies, technologies, literacy resources, and materials that will be employed to enhance the target student's performance in the deficit area.

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Part VI. Outcome(s) of the Intervention (InTASC 3)

Explain the effectiveness or ineffectiveness of the intervention (was the intervention beneficial to the student). Discuss reasons that explain why the intervention was or was not effective. Provide assessment data to support the effectiveness of the intervention.

Part VII. Reflection

Discuss how this project benefited your planning and instruction for students with exceptional learning needs. Identify ways in which you utilized professional and ethical principles/practices within the implementation process of the Case Study Project. Discuss how this project ameliorated your professional practices particularly with practices related to the field of Special Education. What strengths can you build on to foster your professional/ethical practices within the teaching and learning process?

* The final case study project must be written in a narrative format with a minimum of 5 pages (Times Roman font style, 12 font size and double spaced).

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Evaluation Instruments

Lesson Plan Rubric

	Novice	Emerging	Proficient (Target)	Highly Effective
1a: Knowledge of Content and Pedagogy CAEP 1.3 InTASC 7	<p>In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</p>	<p>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p>
1b: Demonstrating Knowledge of Students CAEP 1.1 InTASC 1, 2	<p>The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.</p>	<p>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.</p>	<p>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.</p>	<p>The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p>
1c: Setting Instructional Outcomes CAEP 1.3 InTASC 7	<p>The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</p>	<p>Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.</p>	<p>All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.</p>
1d: Demonstrating Knowledge of Resources	<p>The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.</p>	<p>The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.</p>	<p>The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.</p>	<p>The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional</p>

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	Novice	Emerging	Proficient (Target)	Highly Effective
				organizations and universities, and on the Internet.
1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

Showcase Portfolio Rubric

	Novice	Emerging	Proficient (Target)	Highly Effective
InTASC Standard 1 Learner Development Belief Statement Conceptual Framework, LCET standards Two artifacts Reflection Statement for each artifact	The candidate presentation did not adequately address INTASC standards and no linkages to LCET, CF, and SPA standards. Reflection/Discussion of professional growth is weak or non-existent.	The candidate presentation gave some examples of learner development and how learners grow and develop or recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally	The candidate presentation demonstrates that the candidate consistently understands how learners grow and develop, recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally	The candidate presentation demonstrates that the candidate always understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally

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	Novice	Emerging	Proficient (Target)	Highly Effective
		appropriate and challenging learning experiences.	appropriate and challenging learning experiences.	appropriate and challenging learning experiences.
InTASC Standard 2 Learning Differences Belief Statement, CF, LCET standards Two artifacts Reflection Statement for each artifact	The candidate presentation did not adequately address INTASC standards and no linkages to LCET, CF, and SPA standards. Reflection/Discussion of professional growth is weak or non-existent.	The candidate presentation gave some examples of learning differences and an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	The candidate presentation demonstrates that the candidate consistently uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	The candidate presentation demonstrates that the candidate always uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
InTASC Standard 3 Learning Environment Belief Statement, CF, LCET standards Two artifacts Reflection Statement for each artifact	The candidate presentation did not adequately address INTASC standards and no linkages to LCET, CF, and SPA standards. Reflection/Discussion of professional growth is weak or non-existent.	The candidate presentation gave some examples of creating learning environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	The candidate presentation demonstrates that the candidate consistently works with others to create learning environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	The candidate presentation demonstrates that the candidate always works with others to create learning environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
InTASC Standard 4 Content Knowledge Belief Statement , CF, LCET standards Two artifacts Reflection Statement for each artifact	The candidate presentation did not adequately address INTASC standards and no linkages to LCET, CF, and SPA standards. Reflection/Discussion of professional growth is weak or non-existent.	The candidate presentation gave some examples of understanding the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	The candidate presentation demonstrates that the candidate consistently understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	The candidate presentation demonstrates that the candidate always understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
InTASC Standard 5 Innovative Applications of Content Belief Statement , CF, LCET standards Two artifacts Reflection Statement for each artifact	The candidate presentation did not adequately address INTASC standards and no linkages to LCET, CF, and SPA standards. Reflection/Discussion of professional growth is weak or non-existent.	The candidate presentation gave some examples of understanding how to connect concepts and use differing perspectives to engage learners in critical/creative thinking, creativity and collaborative problem solving related to authentic local and global issues.	The candidate presentation demonstrates that the candidate consistently understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking, creativity and collaborative problem solving related to authentic local and global issues.	The candidate presentation demonstrates that the candidate always understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking, creativity and collaborative problem solving related to authentic local and global issues.

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	Novice	Emerging	Proficient (Target)	Highly Effective
InTASC Standard 6 Assessment Belief Statement , CF, LCET standards Two artifacts Reflection Statement for each artifact	The candidate presentation did not adequately address INTASC standards and no linkages to LCET, CF, and SPA standards. Reflection/Discussion of professional growth is weak or non-existent.	The candidate presentation gave some examples of understanding and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's and learner's decision making.	The candidate presentation demonstrates that the candidate consistently understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's and learner's decision making.	The candidate presentation demonstrates that the candidate always understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's and learner's decision making.
InTASC Standard 7 Planning for Instruction Belief Statement , CF, LCET standards Two artifacts Reflection Statement for each artifact	The candidate presentation did not adequately address INTASC standards and no linkages to LCET, CF, and SPA standards. Reflection/Discussion of professional growth is weak or non-existent.	The candidate presentation gave some examples of planning instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	The candidate presentation demonstrates that the candidate consistently plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	The candidate presentation demonstrates that the candidate always plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
InTASC Standard 8 Instructional Strategies Belief Statement , CF, LCET standards Two artifacts Reflection Statement for each artifact	The candidate presentation did not adequately address INTASC standards and no linkages to LCET, CF, and SPA standards. Reflection/Discussion of professional growth is weak or non-existent.	The candidate presentation gave some examples of understanding and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	The candidate presentation demonstrates that the candidate consistently understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	The candidate presentation demonstrates that the candidate always understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
InTASC Standard 9 Professional Learning and Ethical Practice Belief Statement , Conceptual Framework, LCET standards Two artifacts Reflection Statement for each artifact	The candidate presentation did not adequately address INTASC standards and no linkages to LCET, Conceptual Framework, and SPA standards. Reflection/Discussion of professional growth is weak or non-existent.	The candidate presentation gave some examples of engaging in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	The candidate presentation demonstrates that the candidate consistently engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	The candidate presentation demonstrates that the candidate always engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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R1.1 Learner Growth and Development

	Novice	Emerging	Proficient (Target)	Highly Effective
InTASC Standard 10 Leadership and Collaboration Belief Statement , Conceptual Framework, LCET standards Two artifacts Reflection Statement for each artifact	<p>The candidate presentation did not adequately address INTASC standards and no linkages to LCET, CF, and SPA standards. Reflection/Discussion of professional growth is weak or non-existent.</p>	<p>The candidate presentation gave some examples of seeking appropriate leadership roles and opportunities to take responsibility for student learning to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>The candidate presentation demonstrates that the candidate consistently seeks appropriate leadership roles and opportunities to take responsibility for student learning to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>The candidate presentation demonstrates that the candidate always seeks appropriate leadership roles and opportunities to take responsibility for student learning to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>

Technology Unit Plan Rubric

	Novice	Emerging	Proficient (Target)	Highly Effective
Instructional Design & Strategies CAEP 1.1 InTASC 1 and 7	<p>Teacher candidate does not demonstrate the ability to use technological tools to construct learning activities by creating a technology-infused Danielson-aligned unit plan. The learning activities are not authentic and do not align with the identified content area standards. Learning experiences are not adaptive to the individualized needs of students. Activities are prescribed rather than adaptive and responsive.</p> <p>CRITICAL ATTRIBUTE -Lesson plan may not include a pre/post-test, WebQuest, and a review game.</p>	<p>Teacher candidate demonstrates the ability to use technological tools to construct learning activities that align with content area standards by creating a technology-infused Danielson-aligned unit plan. There is evidence that the candidate creates, adapts, and personalizes active learning experiences through ongoing planning to foster independent learning and adapt to diverse student strengths and needs.</p> <p>CRITICAL ATTRIBUTES -Lesson plan includes a pre/post-test, WebQuest, and a review game. - Activities do not require students to make real-world connections or solve real-world problems. Learning activities are generalized. All students complete the same activities even when working in small groups. Activity is not problem-based or project-based.</p>	<p>Teacher candidate demonstrates the ability to use technological tools to construct authentic learning activities that align with content area standards by creating a technology-infused Danielson-aligned unit plan. The candidate demonstrates the ability to create, adapt, and personalize -active learning experiences but there is no evidence of consistent planning to foster independent learning and adapt to diverse student strengths and needs.</p> <p>CRITICAL ATTRIBUTES -Lesson plan includes a pre/post-test, WebQuest, and a review game -Activities and resources help students to make real-world connections to solve real-world problems. Learning activities are not generalized. All students complete the same activities even when working in small groups. Activity is problem-based or project-based.</p>	<p>Teacher candidate demonstrates the ability to use technological tools to construct authentic learning activities that align with content area standards by creating a technology-infused Danielson-aligned unit plan. There is evidence that the candidate creates, adapts, and personalizes active learning experiences through ongoing planning to foster independent learning and adapt to diverse student strengths and needs.</p> <p>CRITICAL ATTRIBUTES -Lesson plan includes a pre/post-test, WebQuest, and a review game -Continuity section of the plan includes references to past authentic learning activities -Classroom demographics are included in plan with references to cultural diversity and individual differences. -Plan explains how strategies and tools will be used to differentiate instruction and accommodate learning</p>

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	Novice	Emerging	Proficient (Target)	Highly Effective
				differences, multiple intelligences and learning styles.
Classroom Culture & Student Engagement CAEP 1.1 InTASC 2	Teacher candidate does not demonstrate the ability to foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings by creating a problem-based WebQuest.	Teacher candidate demonstrates the ability to foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings by creating a problem-based WebQuest	Teacher candidate demonstrates the ability to foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings by creating a problem-based WebQuest that encourages collaborative group work and allows for student choice.	Teacher candidate demonstrates the ability to foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings by creating a performance-based assessment for their WebQuest that allows for student choice and is evaluated using a rubric to provides specific and actionable feedback to the learner.
Communication and Collaboration CAEP 1.1 InTASC 3	Teacher candidate does not create a class wiki and a class blog to demonstrate the ability to model and nurture creativity and creative expression to communicate ideas, knowledge or connections.	Teacher candidate demonstrates the ability create web2.0 tools to communicate ideas, knowledge or connections by creating a class wiki and a class blog. The tools are not published and shared with the learners	Teacher candidate demonstrates the ability to model and nurture creativity and creative expression to communicate ideas, knowledge or connections by creating and publishing a class wiki and a class blog that describes the instructional benefits of their use.	Teacher candidate demonstrates the ability to model and nurture creativity and creative expression to communicate ideas, knowledge or connections by creating a class wiki and a class blog and creates experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community by allowing students to edit and contribute to the class wiki. Teacher candidate demonstrates cultural competency when communicating with students, parents and colleagues and interacting with them as co-collaborators in student learning by sharing a class blog with class information and updates.
Assessment Strategies InTASC 6	Teacher candidate fails to demonstrate the ability to use technology to plan, design and implement a variety of formative and summative. One or more of the assessments (Google form pre-test, WebQuest rubric, and Web 2.0 review game, Google form posttest) lacks	Teacher candidate demonstrates the ability to use technology to plan, design and implement a variety of standard-aligned formative (Google form pre-test, WebQuest rubric, and Web 2.0 review game) and summative assessments (Google form posttest) to assess the unit objectives.	Teacher candidate demonstrates the ability to use technology to plan, design and implement a variety of standard-aligned formative (Google form pre-test, WebQuest rubric, and Web 2.0 review game) and summative assessments (Google form posttest) to assess the unit objectives.	Teacher candidate demonstrates the ability to use technology to plan, design and implement a variety of standard- aligned formative (Google form pre-test, WebQuest rubric, and Web 2.0 review game) and summative assessments (Google form posttest) to assess the unit objectives.

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	Novice	Emerging	Proficient (Target)	Highly Effective
	alignment to content standards and unit objectives.	Teacher candidate does not present analysis of assessment data.	Teacher candidate presents analysis of assessment data but does not provide evidence of how the formative assessment data informed instructional decisions.	Teacher candidate also demonstrates the ability to accommodate learner needs, provide timely feedback to students and evaluate and inform instruction by presenting data analyses, reflection, discussion, and instructional decisions at the end of the unit.

Teacher Toolkit Rubric

EDPT 599

Name: _____ Term: _____
 Rater: _____ G#: _____ Major: _____

Toolkit Requirements	Novice 1	Emerging 2	Proficient (Target) 3	Highly Effective 4
InTASC 9 Table of Contents Introduction to Toolkit Resume/Vita Personal Philosophy of Teaching Personal Goals	Candidate demonstrated limited or no knowledge for developing a Table of Contents for artifacts Components were omitted, inconsistent with the format /directions and inclusive of Resume/Vita only	Candidate demonstrated minimal knowledge for developing a Table of Contents for artifacts Components were limited, inconsistent with the format/directions, and inclusive of the following: Introduction to Toolkit and Resume/Vita	Candidate demonstrated adequate knowledge for developing a sufficient Table of Contents for artifacts in the appropriate format and inclusive of the following components: Introduction to Toolkit, Resume/Vita, and Personal Philosophy of Teaching	Candidate demonstrated effective knowledge for developing a Table of Contents for artifacts consistent with the directions, in the appropriate format, and inclusive of the following components: Introduction to Toolkit, Resume/Vita, Personal Philosophy of Teaching, and Personal Goals
Evidence of Planning InTASC 7 Unit Plan (s) Lesson Plans Daily Weekly Micro-Teaching/Mini-Lessons	Candidate demonstrated limited or no knowledge of instructional planning by including an artifact that was indirectly related to lesson plans and meaningful learning experiences	Candidate demonstrated minimal knowledge of instructional planning by including artifacts relevant to daily lesson plans but did not connect to learning experiences for	Candidate demonstrated adequate knowledge of instructional planning by including artifacts relevant to unit plans, lesson plans, and micro teaching as a guide for	Candidate demonstrated effective knowledge of instructional planning by including artifacts relevant to unit, daily, or weekly lesson plans inclusive of developmentally appropriate activities, differentiated strategies, assistive

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Toolkit Requirements	Novice 1	Emerging 2	Proficient (Target) 3	Highly Effective 4
	that address the needs of the target student	addressing the needs of diverse students	creating meaningful learning experiences that address the needs of diverse students	technologies, and progress monitoring techniques based on students' abilities, interests, cultural and linguistic factors to enhance academic performance and social behaviors.
Instructional Delivery (60) InTASC 5,8 Cooperative Learning Graphic Organizers Differentiating Instruction Accommodating Individual Differences	Candidate demonstrated limited or no knowledge for selecting resources used in the instructional delivery process by including only an artifact of a strategy and an activity in the Teacher Toolkit that could be used but not to appropriately differentiate instruction for diverse students in classroom settings	Candidate demonstrated minimal knowledge for selecting resources used in the instructional delivery process by including artifacts in the Teacher Toolkit such as strategies and web-based activities used to differentiate instruction for diverse students in classroom settings	Candidate demonstrated adequate knowledge for selecting resources used in the instructional delivery process by including appropriate artifacts in the Teacher Toolkit such as cooperative learning activities, empirical strategies and technology tools used to differentiate instruction for diverse students in classroom settings	Candidate demonstrated effective knowledge for selecting multiple resources used in the instructional delivery process by including appropriate artifacts in the Teacher Toolkit such as cooperative learning activities, varied types of graphic organizers, empirical strategies, /relevant learning materials, and technological tools to differentiate instruction and accommodate individual differences of diverse students in classroom settings
Classroom Management (60) InTASC 3 Management Philosophy Classroom Environment Rules/Routines/ Procedures Consequences/ Rewards	Candidate demonstrated limited or no knowledge for selecting Teacher Toolkit artifacts relevant to classroom management by including classroom rules but without an explanation of consequences and rewards, no behavioral expectations for fostering and maintaining productive culturally responsive learning environments, and a brief classroom management philosophy statement that focused on personal belief but unrelated to developing a safe classroom environment	Candidate demonstrated minimal knowledge for selecting Teacher Toolkit artifacts relevant to classroom management by including classroom rules with rewards /consequences and a classroom management philosophy with limited details that focused primarily on personal beliefs and opinions specific to developing a safe classroom environment for diverse students without a behavioral theoretical basis	Candidate demonstrated adequate knowledge for selecting Teacher Toolkit artifacts relevant to classroom management by including classroom rules, behavioral expectations, listing of rewards /consequences, and a detailed classroom management philosophy that focused on beliefs for developing a safe classroom environment conducive to learning for diverse students supported with	Candidate demonstrated effective knowledge for selecting Teacher Toolkit artifacts relevant to classroom management by including appropriate classroom rules, behavioral expectations for fostering and maintaining productive culturally responsive learning environments, listing of rewards /consequences consistent with Skinner's operant conditioning principle with a detailed description of how they were conceptualized and a comprehensive classroom management philosophy that focused on beliefs and theories , specific

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Toolkit Requirements	Novice 1	Emerging 2	Proficient (Target) 3	Highly Effective 4
	conducive to learning for diverse students and without a behavioral theoretical basis		an acceptable behavioral theoretical basis	to creating a safe, unobtrusive classroom environment conducive to learning for diverse students
Technology InTASC 5	Candidate demonstrated limited or no knowledge for selecting Teacher Toolkit artifacts relevant to technology by including a brief listing of examples that pertain to tools/resources appropriate for integration into standards-based lessons and instructional activities used to foster and optimize positive learning outcomes for diverse students inclusive of: computers, internet websites, and games without a description and explanation of their use in the instructional process	Candidate demonstrated minimal knowledge for selecting Teacher Toolkit artifacts relevant to technology by including a minimum listing of examples that pertain to tools/resources appropriate for integration into standards-based lessons and instructional activities used to foster and optimize positive learning outcomes for diverse students inclusive of: internet websites, interactive Smart Board activities, laptop computers, Chrome Books, teacher tech tools such as Kahoot, Google Docs, and Canvas with a brief description of each but no explanation of their use in the instructional process	Candidate demonstrated adequate knowledge for selecting Teacher Toolkit artifacts relevant to technology by including a sufficient listing of examples that pertain to tools/resources appropriate for integration into standards-based lessons and instructional activities used to foster positive learning outcomes for diverse students inclusive of: web-based activities, relevant internet websites, interactive Smart Board activities, clickers, tablets, Chrome Books, teacher tech tools such as Padlet, Kahoot, Google Docs, and assistive technology with an appropriate description and explanation of their use in the instructional process	Candidate demonstrated effective knowledge for selecting Teacher Toolkit artifacts relevant to technology by including a comprehensive listing of examples that pertain to tools/resources appropriate for integration into standards-based lessons and instructional activities used to foster and optimize positive learning outcomes for diverse students inclusive of: digital literacy books, web-based activities, relevant internet websites, interactive Smart Board activities, clickers, tablets, Chrome Books, interactive white board activities, teacher tech tools such as Padlet, Kahoot, Google Docs, Mind Meister, Canvas, audio/visual technology, assistive technology and selected software with a well-defined description and explanation of their use in the instructional process
Assessment CEC 4.0,4.1,4.2 InTASC 6 Informal Assessment Formal Assessment	Candidate demonstrated limited or no knowledge for selecting Teacher Toolkit artifacts relevant to informal and formal assessment measures by including a brief listing of examples that pertain to the testing process inclusive of: weekly quizzes and chapter tests without an explanation for administering, scoring, collecting,	Candidate demonstrated minimal knowledge for selecting Teacher Toolkit artifacts relevant to informal and formal assessment measures by including a minimum listing of examples that pertain to the testing process inclusive of: teacher made quizzes, chapter tests, and worksheets with a brief explanation	Candidate demonstrated adequate knowledge for selecting Teacher Toolkit artifacts relevant to informal and formal assessment measures by including a sufficient listing of examples that pertain to the testing process inclusive of: teacher	Candidate demonstrated effective knowledge for selecting Teacher Toolkit artifacts relevant to informal and formal assessment measures by including a listing of multiple examples that pertain to the testing process inclusive of: content-based assessments, pre/posttests, teacher made quizzes, chapter tests, criterion referenced tests,



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Toolkit Requirements	Novice 1	Emerging 2	Proficient (Target) 3	Highly Effective 4
	interpreting and using test results/data to guide instructional decisions for diverse students in inclusive classroom settings	for administering and using test results/data to guide instructional decisions for diverse students in inclusive classroom settings	made quizzes, chapter tests, criterion referenced tests, formative, summative, and standardized measures with a sufficient explanation for administering, collecting, interpreting, and using test results/data to guide instructional decisions for diverse students in inclusive classroom settings	computer-based assessment formative, summative, standardized assessment measures with a comprehensive appropriate explanation for administering, scoring, collecting, interpreting, and using test results/data to guide instructional decisions for diverse students in inclusive classroom settings
Conclusion /Ending Reflective Statement	Candidate demonstrated limited or no knowledge for developing a reflection by including only a statement to explain the way in which the Teacher Toolkit Project enhanced his/her foundational knowledge, ethical, and professional practice relevant to future teaching and data driven instruction but did not address the selection and use of resources for differentiating learning, making educational decisions, and addressing academic or social needs of diverse students	Candidate demonstrated minimal knowledge for developing a reflection by including brief details that explain ways in which the Teacher Toolkit Project enhanced his/her foundational knowledge, ethical, and professional practice relevant to future teaching and data driven instruction but did not address the selection and use of resources for differentiating learning and addressing academic or social skills needs of diverse students	Candidate demonstrated adequate knowledge for developing a reflection by including significant details that explain ways in which the Teacher Toolkit Project enhanced his/her foundational knowledge, ethical, and professional, practice relevant to future teaching, instruction, and selection of resources for guiding instructional decisions, addressing academic or social skills needs of diverse students but did not address differentiating learning	Candidate demonstrated effective knowledge for developing a reflection by including a comprehensive overview of relevant details that explain ways in which the Teacher Toolkit Project enhanced his/her foundational knowledge, ethical, and professional practice relevant to future teaching, use of multiple resources to inform and guide instruction, and to make educational decisions for addressing and differentiating academic or social skills needs of diverse students in inclusive classroom settings
Conventions	Candidate demonstrated limited or no control over conventions; frequent major repeated errors in mechanics, usage, and patterns of flaw interfere with meaning and understanding	Candidate demonstrated minimal control over conventions; some repeated errors distract and obscure understanding and meaning	Candidate demonstrated adequate control over conventions; errors distract but do not obscure meaning	Candidate demonstrated effective control over widely used conventions for clarity, conciseness, and correctness; formatting is appropriate and writing is generally free from errors in mechanics, usage, and sentence structure

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R1.1 Learner Growth and Development

Case Study Rubric

EDPT 528

MAT Candidate _____

	Novice 1	Emerging 2	Proficient (Target) 3	Highly Effective 4
Demographic Data Description of Student Background, Personal History, and Educational Background (first name, last initial, Chronological age, race, gender, present level of performance in the target content area, brief description of target behavior) InTASC 1	Candidate demonstrated limited or no knowledge for including details in the description about the student's personal history, social, and educational background by including data such as first name, last initial, grade level; omitted description of the target behavior relevant to the student's exceptionality and its influence on learning experiences	Candidate demonstrated minimal knowledge for including a description of the student's personal history, social, and educational background by including data such as first name, last initial, grade level and a limited description of target behavior relevant to the student's exceptionality and its influence on learning experiences	Candidate demonstrated adequate knowledge for including a sufficient description of the student's personal history, social, and educational background by including data such as first name, last initial, race, gender, grade level, and brief description of target behavior relevant to the student's exceptionality and its influence on learning experiences	Candidate demonstrated effective knowledge for including a comprehensive description of the student's personal history, social, and educational background by including data such as first name and last initial, chronological age, race, gender, grade level, present level of performance in the target content area, detailed description of target behavior from various sources relevant to the student's exceptionality and its influence on learning experiences
Anecdotal Notes (description of student's academic performance, social behavior or interactions with peers and teachers across settings for a specified weekly time period) InTASC 1	Candidate demonstrated limited or no knowledge for developing and utilizing anecdotal notes by including a description with brief details that were not related to the student's academic performance, social behaviors, or interactions across settings for a specified time period as a guide for creating meaningful learning experiences that address the needs of the target student	Candidate demonstrated minimal knowledge for developing and utilizing anecdotal notes by including a description with minor details related to the student's academic performance but not across a specific time period as a guide for creating meaningful learning experiences that address the needs of the target student	Candidate demonstrated adequate knowledge for developing and utilizing anecdotal notes by including a description with details related to the student's academic performance for a specified period as a guide for creating meaningful learning experiences that address the needs of the target student	Candidate demonstrated effective knowledge for developing and utilizing anecdotal notes by including a comprehensive description with clearly defined details related to the student's academic performance, social behaviors, or interactions across settings for a specified period as a guide for creating meaningful learning experiences that address the needs of the target student
Quantitative and Qualitative Assessment Data (Data sources included teacher made quizzes, content-based worksheets, observations, rating scales, skills checklist, anecdotal records, event samplings) InTASC 6	Candidate demonstrated limited or no knowledge for collecting, interpreting, and using data from informal assessment sources including worksheets only to guide instructional planning for the target student	Candidate demonstrated minimal knowledge for collecting, interpreting, and using data from formal/informal assessment sources including quizzes and worksheets to guide instructional planning for the target student	Candidate demonstrated adequate knowledge for collecting, interpreting, and using data from formal/ informal assessment sources including weekly quizzes, worksheets, oral questioning strategies, observations and anecdotal records to guide instructional planning for the target student	Candidate demonstrated effective knowledge for collecting, interpreting, and using data from multiple formal/informal assessment sources including teacher made quizzes, rating scales, observations, event samplings, anecdotal records, skills checklists, and content-based worksheets to guide

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	Novice 1	Emerging 2	Proficient (Target) 3	Highly Effective 4
				instructional planning for the target student
Intervention (s) Plan of Action/ Applications (included the following developmentally appropriate activities, differentiated strategies, progress monitoring techniques, safe and supportive learning environments) InTASC 2,3,4,7,8	Candidate's attempt in developing and implementing an intervention plan provided a foundation from which to build. Additional learning is needed in order to provide a richer knowledge base of developmentally appropriate activities, differentiated strategies, assistive technologies, progress monitoring techniques based on student's abilities, interests, cultural and linguistic factors within a safe and supportive learning environment.	Candidate demonstrated minimal knowledge for developing and implementing an intervention plan with minor details for addressing the following requirements specified within the directions: developmentally appropriate activities based on student's abilities, interests, cultural and linguistic factors; omitted differentiated strategies, assistive technologies, and examples of progress monitoring techniques.	Candidate's intervention plans addressed activities, differentiated strategies, and progress monitoring techniques based on student's abilities, interests, cultural and linguistic factors within a safe and supportive learning environment.	Candidate developed and implemented a comprehensive intervention plan demonstrating knowledge and skills in developmentally appropriate activities, differentiated strategies, assistive technologies, progress monitoring techniques based on student's abilities, interests, cultural and linguistic factors within a safe and supportive learning environment.
Summarization of Positive Effect of Intervention(s) Plan on Student Behavior Outcome(s) (student work samples, data across time periods in graphic format as evidence of positive impact of the intervention on the target student's academic or social behavior) InTASC 5	Candidate attempt at summarizing the impact of the intervention provided a foundation on which to build. Additional learning is needed on developing a statement explanation with details relevant to the effectiveness of the intervention plan to advance the target student's academic/learning outcomes or improve social behavior; including student work samples and performance data in graphic format as evidence to illustrate positive impact of intervention(s)	Candidate demonstrated knowledge for summarizing the impact of the intervention by developing a brief explanation with minor details relevant to the effectiveness of the intervention plan to advance the target student's academic/learning outcomes or improve social behavior Provided examples of student work samples; omitted performance data in graphic format to illustrate positive impact of intervention(s)	Candidate demonstrated knowledge for summarizing the impact of the intervention by developing a detailed concise explanation relevant to the effectiveness of the intervention plan to advance the target student's academic/learning outcomes or improve social behavior Provided performance data in graphic format as evidence to illustrate positive impact of intervention(s); omitted examples of student work samples	Candidate demonstrated knowledge for summarizing the impact of the intervention by developing a comprehensive explanation relevant to the effectiveness of the intervention plan to advance the target student's academic/learning outcomes or improve social behavior Provided student work samples, performance data in graphic format, and an explanation as evidence to illustrate positive impact of intervention(s)
Collaboration (discussed ways in which parents, teachers, other school personnel and community-based service providers were involved in the collaboration process) InTASC 10	Candidate demonstrated knowledge of theoretical concepts associated with collaboration by developing a reflection that discussed only the way in which parents were involved in the process of meeting the student's needs as stated in the directions for the intervention plan; omitted collaboration with teachers, other school personnel, and community-based service providers	Candidate demonstrated knowledge of theoretical concepts associated with collaboration by developing a reflection with minor details that discussed ways in which parents and teachers were involved in the process of meeting the target student's needs as stated in the directions for the intervention plan; omitted collaboration with other school personnel, and community-based service providers	Candidate demonstrated knowledge of theoretical concepts associated with collaboration by developing a sufficient reflection with concise details that discussed ways in which parents, teachers and community-based service providers were involved in the process of meeting the target student's needs as stated in the directions for the intervention plan; omitted collaboration with other school personnel	Candidate demonstrated knowledge of theoretical concepts associated with collaboration by developing a comprehensive detailed reflection that discussed multiple ways in which parents, teachers, other school personnel and community-based service providers were involved in the process of meeting the target student's needs as stated in the directions for the intervention plan

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	Novice 1	Emerging 2	Proficient (Target) 3	Highly Effective 4
Reflections InTASC 9	Candidate demonstrated knowledge for developing a reflection by including only a statement to discuss the way in which the project enhanced his/her foundational knowledge and professional practice relevant to the field of Special Education, future teaching practices; omitted data driven instruction and experiential learning specific to educational decisions for addressing academic or social needs of students with exceptionalities	Candidate demonstrated knowledge for developing a reflection by including brief details to discuss ways in which the project enhanced his/her foundational knowledge relevant to the field of Special Education, future teaching practices and data driven instruction; omitted experiential learning specific to educational decisions for addressing academic or social needs of students with exceptionalities	Candidate demonstrated knowledge for developing a reflection by including significant details to discuss ways in which the project enhanced his/her foundational knowledge, professional and ethical practice relevant to the field of Special Education, future teaching practices, data driven instruction, and experiential learning specific to educational decisions for addressing academic or social needs of students with exceptionalities; omitted differentiation	Candidate demonstrated knowledge for developing a reflection by including a comprehensive overview of relevant details to discuss ways in which the project enhanced his/her foundational knowledge and professional and ethical practice relevant to the field of Special Education, future teaching practices, use of multiple data sources to inform and guide instruction, and experiential learning specific to educational decisions for addressing and differentiating academic or social skills needs of students with exceptionalities
Conventions	Candidate demonstrated control over conventions by applying grammar mechanics with frequent major repeated errors in usage, sentence structure, and format with consistent patterns of flaw that obscure meaning and understanding	Candidate demonstrated over widely used conventions by applying grammar mechanics with repeated errors in usage that distract and obscure meaning and understanding	Candidate demonstrated control over widely used conventions by applying grammar mechanics that were appropriate and concise with minor errors in usage that did not distract nor obscure meaning and understanding	Candidate demonstrated control over widely used conventions by applying grammar mechanics that were appropriate, concise, correct, accurately formatted, generally free from errors in usage, and sentence structure

Assurance of Reliability and Validity: These assessments were developed using the InTASC Standards as a guide. Additionally, to determine the content validity of EPP created assessments, GSU uses a panel of subject matter experts (SMEs) to determine how well the elements included within the assessment align with the intended outcomes. Using the Lawshe Method (recommended by [CAEP](#)), SMEs are provided with a copy of the assessment's directions and rubric. They are then asked to determine if each element is essential, useful but not essential, or not necessary. The content validity ratio (CVR) is calculated for each element using the following formula:

$$CVR = (n_e - n/2)/(n/2)$$

Within this formulas n_e represents the number of SMEs indicating the element as essential and n = the total number of SMEs. CVR values can range from -1.0 to 1.0. Based upon the number of SMEs (5) the desired minimum CVR for each element is .99.

Standard Five Compendium 4-R5.2 Reliability and Validity of EPP Assessments shows the CVR for each assessment element. CAEP Reviewers are encouraged to review this compendium for reliability and validity.

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Presentation of Data

LESSON PLAN				
	Programs	Fall 2020 N=13	Fall 21 N=8	Fall 22 N=11
CAEP 1.1 1b: Demonstrating Knowledge of Students InTASC 1 critical concepts and principles of learner development InTASC 2 learning differences InTASC 3 Supportive Learning Environments	BS Elementary Education (Grades 1-5)	N=10 M=3.64	N=5 M=4.00	N=9 M= 3.15
	BS Elementary Education & Spec Ed (Mild/Mod)	N=0	N=0	N=1 M= 4.0
	BS Secondary Education & Teaching (Math Concentration, Biology Concentration, Chemistry Concentration)	N=1 M=4.00	N=1 M =3.38	N=0
	BA Music Education- Instrumental K-12/Vocal K-12	N=1 M=4.00	N=2 M=3.50	N=1 M=3.25
	BS Kinesiology- Pedagogy (Teaching K-12)	N=1 M=3.00	N=0	
		M=3.60	M=3.89	M=3.25

SHOWCASE PORTFOLIO				
	Programs	Fall 2020 N=1	Spring 2021 N=13	Spring 2022 N=8
CAEP 1.1 InTASC 1	BS Elementary Education (Grades 1-5)	N=0	N=10 M=3.90	N=5 M=3.90
	BS Elementary Education & Spec Ed (Mild/Mod)	N=0	N=0	N=0
	BS Secondary Education & Teaching (Math Concentration, Biology Concentration, Chemistry Concentration)	N=1 M=3.50	N=1 M=3.00	N=1 M=4.00
	BA Music Education- Instrumental K-12/Vocal K-12	N=0	N=1 M=3	N=2 M=3.5
	BS Kinesiology- Pedagogy (Teaching K-12)	N=0	N=1 M=4.00	N=0
		M=3.50	M=3.80	M=3.80
CAEP 1.1 InTASC 2	BS Elementary Education (Grades 1-5)	N=0	N = 10 M =4.00	N=5 M=4.00
	BS Elementary Education & Spec Ed (Mild/Mod)	N=0	N=0	N=0

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SHOWCASE PORTFOLIO				
	BS Secondary Education & Teaching (Math Concentration, Biology Concentration, Chemistry Concentration)	N=1 M=4.00	N=1 M=3.00	N=1 M=4.00
	BA Music Education- Instrumental K-12/Vocal K-12	N=0	N=1 M=3.00	N=2 M=3.5
	BS Kinesiology- Pedagogy (Teaching K-12)	N=0	N=1 M=4	N=0
		M=4.0	M=3.8	M=3.8
CAEP 1.1 InTASC 3	BS Elementary Education (Grades 1-5)	N=0	N=10 M=3.90	N=5 M=3.80
	BS Elementary Education & Spec Ed (Mild/Mod)	N=0	N=0	N=0
	BS Secondary Education & Teaching (Math Concentration, Biology Concentration, Chemistry Concentration)	N=1 M=4.00	N=1 M=4.00	N=1 M=4.00
	BA Music Education- Instrumental K-12/Vocal K-12	N=0	N=1 M=3.00	N=2 M=4.00
	BS Kinesiology- Pedagogy (Teaching K-12)	N=0	N=1 M=4	
		M=4.00	M=3.80	M=3.80

TECHNOLOGY UNIT PLAN				
	Programs	2019-2020 N=3	2020-2021 N=7	2021-2022 N=9
CAEP 1.1 InTASC 1	BS Elementary Education (Grades 1-5)	N=1 M= 4.0	N=6 M= 3.8	N=5 M= 4.0
	BS Elementary Education & Spec Ed (Mild/Mod)	N=0	N=0	N=0
	BS Secondary Education & Teaching (Math Concentration, Biology Concentration, Chemistry Concentration)	N=1 M= 3.0	N=0	N=2 M= 3.5
	BA Music Education- Instrumental K-12/Vocal K-12	N=0	N=0	N=2 M= 4.0
	BS Kinesiology- Pedagogy (Teaching K-12)	N=1 M= 3.0	N=1 M=4.0	N=0
		M=3.33	M=3.83	M=3.88
CAEP 1.1 InTASC 2	BS Elementary Education (Grades 1-5)	N=1 M= 4.0	N=6 M= 3.7	N=5 M= 3.8

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TECHNOLOGY UNIT PLAN				
	BS Elementary Education & Spec Ed (Mild/Mod)	N=0	N=0	N=0
	BS Secondary Education & Teaching (Math Concentration, Biology Concentration, Chemistry Concentration)	N=1 M= 3.0	N=0	N=2 M= 3.5
	BA Music Education- Instrumental K-12/Vocal K-12	N=0	N=0	N=2 M= 4.0
	BS Kinesiology- Pedagogy (Teaching K-12)	N=1 M= 3.0	N=1 M= 4.0	N=0
		M=3.33	M=3.69	M=3.89
CAEP 1.1 InTASC 3	BS Elementary Education (Grades 1-5)	N=1 M= 4.0	N=6 M= 3.8	N=5 M=3.2
	BS Elementary Education & Spec Ed (Mild/Mod)	N=0	N=0	N=0
	BS Secondary Education & Teaching (Math Concentration, Biology Concentration, Chemistry Concentration)	N=1 M= 3.0	N=0	N=2 M= 3.5
	BA Music Education- Instrumental K-12/Vocal K-12	N=0	N=0	N=2 M= 3.5
	BS Kinesiology- Pedagogy (Teaching K-12)	N=1 M= 3.0	N=1 M= 3.0	N=0
		M=3.33	M=3.69	M=3.33

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MAT Program: Teacher Toolkit

	Teacher Toolkit	Fall 2017 N= 6			
	Performance	Highly Effective	Proficient (Target)	Emerging	Novice
1.	Requirements	100%			
2.	Evidence of Planning InTASC Standards 1, 2	33%	67%		
3.	Instructional Delivery	67%	33%		
4.	Classroom Management InTASC Standard 3	67%	33%		
5.	Technology InTASC Standard 1, 2	50%	50%		
6.	Informal Assessment InTASC Standard 6	50%	50%		
7.	Formal Assessment	17%	83%		
8.	Conclusion/Ending Reflective Statement	100%			



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	Teacher Toolkit	Fall 2018 N= 2			
	Performance	Highly Effective	Proficient(target)	Emerging	Novice
1.	Requirements	50%	50%		
2.	Evidence of Planning InTASC Standards 1, 2		100%		
3.	Instructional Delivery	50%	50%		
4.	Classroom Management InTASC Standard 3	100%			
5.	Technology InTASC Standard 1, 2	100%			
6.	Informal Assessment InTASC Standard 6	50%	50%		
7.	Formal Assessment		100%		
8.	Conclusions/Ending Reflective Statement	100%			

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	Teacher Toolkit	Summer 2022 N= 5			
	Performance	Highly Effective	Proficient (Target)	Emerging	Novice
1.	Requirements	100%			
2.	Evidence of Planning InTASC Standards 1, 2	80%	20%		
3.	Instructional Delivery	80%	20%		
4.	Classroom Management InTASC Standard 3	80%	20%		
5.	Technology InTASC Standard 1, 2	80%	20%		
6.	Informal Assessment InTASC Standard 6	80%	20%		
7.	Formal Assessment	80%	20%		
8.	Conclusions/Ending Reflective Statement	80%	20%		

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EDPT 599 Teacher Toolkit Project

Candidates' scores earned on each element of the EDPT 599 Teacher Toolkit Project Scoring Guide

Data Table for Fall 2017 (2017 – 2018 Academic Year)

N= 6

4 = Highly Effective, 3 = Proficient Target, 2= Emerging, 1 = Novice

Candidate Criteria	Requirements CEC 6.1	Evidence of Planning CEC 1.2, 5.2, 5.5	Instructional Delivery CEC 1.2, 5.2, 5.5 6.1, 7.1	Classroom Management CEC 2.1, 5.1	Technology CEC 5.2	Informal Assessment CEC 4	Formal Assessment CEC 4	Conclusion / Ending Reflective Statement
1.	4	3	3	4	4	4	3	4
2.	4	4	4	4	3	3	4	4
3.	4	3	4	4	4	4	3	4
4.	4	3	4	3	3	4	3	4
5.	4	4	4	4	4	3	3	4
6.	4	3	3	3	3	3	3	4

EDPT 599 Teacher Toolkit Project

Candidates' scores earned on each element of the EDPT 599 Teacher Toolkit Project Scoring Guide

Data Table for Fall 2018 (Academic Year 2018 – 2019)

N= 2

4 = Highly Effective, 3 = Proficient (Target), 2= Emerging, 1 = Novice

Candidate Criteria	Toolkit Requirements CEC 6.1	Evidence of Planning CEC 1.2, 5.2, 5.5	Instructional Delivery CEC 1.2, 5.2, 5.5, 6.1	Classroom Management CEC 2.1, 5.1	Technology CEC 5.2	Informal Assessment CEC 4	Formal Assessment CEC 4	Conclusion/ Ending Reflective Statement
1.	4	3	4	4	4	4	3	4
2.	3	3	3	4	4	3	3	4

EDPT 599 Teacher Toolkit Project

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Candidates' scores earned on each element of the EDPT 599 Teacher Toolkit Project Scoring Guide

Data Table for Summer 2022 (2021 – 2022 Academic Year)

N= 5

4 = Highly Effective, 3 = Proficient Target, 2= Emerging, 1 = Novice

Candidate Criteria	Requirements CEC 6.1	Evidence of Planning CEC 1.2, 5 .2, 5.5	Instructional Delivery CEC 1.2, 5.2, 5.5 6.1, 7.1	Classroom Management CEC 2.1,5.1	Technology CEC 5.2	Informal Assessment CEC 4	Formal Assessment CEC 4	Conclusion / Ending Reflective Statement
1584	3	3	3	3	3	3	3	3
2009	4	4	4	4	4	4	4	4
8933	4	4	4	4	4	4	4	4
8485	4	4	4	4	4	4	4	4
8609	4	4	4	4	4	4	4	4

Case Study Project

		Fall 2017 N=7			
		Highly Effective	Effective Proficient	Effective Emerging	Ineffective
1.	Demographic Data InTASC 1	100%			
2.	Anecdotal Notes InTASC 1	28.6%	71.4%		

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3.	Qualitative and Quantitative Assessment Data to Develop, Select and Guide Implementation of the Intervention	57.1%	28.6%	14.3%	
4.	Intervention Plan of Action/Applications InTASC 2,3,4,7,8	42.9%	57.1%		
5.	Summarization of Positive Effect of Intervention(s) Plan on Student Behavior Outcome(s)	42.9%	57.1%		
6.	Collaboration	85.7%	14.3%		
7.	Reflections	85.7%	14.3%		
8.	Conventions	42.9%	57.1%		
		Fall 2018 N= 2			
		Highly Effective	Effective Proficient	Effective Emerging	Ineffective
1.	Demographic Data InTASC 1	50%	50%		
2.	Anecdotal Notes InTASC 1		100%		
3.	Qualitative and Quantitative Assessment Data to Develop, Select and Guide Implementation of the Intervention		100%		
4.	Intervention Plan of Action/Applications InTASC 23478		100%		

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5.	Summarization of Positive Effect of Intervention(s) Plan on Student Behavior Outcome(s)		100%		
6.	Collaboration		100%		
7.	Reflections	50%	50%		
8.	Conventions	50%	50%		
		Fall 2019 N= 1			
		Highly Effective	Proficient (Target)	Effective	Novice
1.	Demographic Data InTASC 1	100%			
2.	Anecdotal Notes InTASC 1		100%		
3.	Qualitative and Quantitative Assessment Data to Develop, Select and Guide Implementation of the Intervention		100%		
4.	Intervention Plan of Action/Applications InTASC 2,3,7,8			100%	
5.	Summarization of Positive Effect of Intervention(s) Plan on Student Behavior Outcome(s)		100%		
6.	Collaboration		100%		

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7.	Reflections		100%		
8.	Conventions	100%			

Analysis and Interpretation

Lesson Plan - Danielson's Four Domains as they align to the InTASC standards are evaluated on the Lesson Plan evaluation. This evidence is an evaluation of candidates on the relevance of how he/she plans learning activities, how culturally engaging the activities are, and how successful they are in planning for every student. The evaluation also addresses their ability to think about, and take risks with materials and methods that may be new or that may challenge their cultural knowledge. Data are within the proficient level with no outliers. InTASC standards 1, and 2: The Learner and Learning, and Learner Development are assessed using a standards-based rubric and multiple raters. Data indicates that across all three data collection cycles, the candidate means in all programs for this assessment remained at above 3.25 or higher, placing candidate performance within the proficient range. Fall 2021 yielded the highest mean with a mean score of 3.89.

Program	Analysis
BS Elementary Education (Grades 1-5)	100% of the candidates received a rating of "Highly Effective" or "Effective Proficient" on each of the elements.
BS Elementary Education & Spec Ed (Mild/Mod)	100% of the candidates received a rating of "Highly Effective" each of the elements.
BS Secondary Education & Teaching (Math Concentration, Biology Concentration, Chemistry Concentration)	100% of the candidates received a rating of "Highly Effective" or "Effective Proficient" on each of the elements.
BA Music Education- Instrumental K-12/Vocal K-12	100% of the candidates received a rating of "Highly Effective" or "Effective Proficient" on each of the elements.
BS Kinesiology- Pedagogy (Teaching K-12)	100% of the candidates received a rating of "Emerging" or "Effective Proficient" on each of the elements.

Showcase Portfolio - Danielson's Four Domains as they align to the InTASC standards are evaluated on the Showcase Portfolio. Specifically, the Learner and Learning: Standards #1 & #2, and Learner Development and Learning Differences Standard #3 are utilized as evidence. There was a total of 22 candidates across the three cycles with 1 candidate during the first cycle, 13 during the second cycle and 8 during the third cycle. Fall 2020 was the last semester of student teaching, which was a one semester commitment. Spring 21 and Spring 22 candidates participated in the yearlong residency. All programs performed consistently at the proficient range on the InTASC standards #1, #2 and #3. Data are within the proficient level with no outliers. Data indicates that across all three data collection cycles, the overall candidate mean for in all programs for this assessment was 3.77, placing candidate performance within the proficient range.

Technology Unit Plan- The course-based assessment for the Instructional Technology Integration course taken during the yearlong residency is a technology-infused unit plan which is designed to evaluate teacher candidates' understanding of the general and specific concepts related to instructional technology, as well as their understanding of how to plan and design effective learning environments and technology-enhanced experiences, facilitate a variety of effective assessment and evaluation strategies, and create coherent instruction by implementing a technology-infused unit plan. InTASC standards 1, 2, and 3: The Learner and Learning, Learner Development, and Learning Differences are assessed using a standards-based rubric and multiple raters. There was a total of 19 candidates across the three cycles with 3 candidates during the first cycle, 7 during the second cycle and 9 during the third cycle. Fall 2020 was the last semester of student teaching, which was a one semester commitment. Spring 21 and Spring 22 candidates participated in the yearlong residency. All programs performed consistently proficient or above on the InTASC standards. Data are within the proficient level with no outliers. Data indicates that across all three data collection cycles, the overall candidate mean for in all programs for this assessment was 3.76, placing candidate performance within the proficient range.

Teacher Toolkit- As reflected in the data, candidates demonstrate knowledge for selecting and/or developing strategies relevant to InTASC 1 Learner Development, InTASC 2 Learner Differences and InTASC 3 Learning Environments. In Fall 2017, 100% of the candidates received a rating of "Highly Effective" or "Effective Proficient"

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on the elements: Evidence of Planning (Highly Effective/40%;Effective Proficient/60%), Instructional Delivery (Highly Effective/80%; Effective Proficient/20%), Classroom Management (Highly Effective/60%; Effective Proficient/40%), Technology (Highly Effective/40%; Effective Proficient/60%), Informal Assessment (Highly Effective/40%;Effective Proficient/60%), and Formal Assessment (Highly Effective/20%;Effective Proficient/80%). Additionally, 100% of the candidates demonstrated understanding for fulfilling the requirements of the EDPT 599 Teacher Toolkit Project. Although there were only 2 candidates enrolled in the EDPT 599 course during Fall 2018, 100% of the candidates received a rating of “Highly Effective” or “Effective Proficient” on the elements: Evidence of Planning (Effective Proficient/100%),Instructional Delivery (Highly Effective/50%;Effective Proficient/50%), Classroom Management (Highly Effective/100%), Technology (Highly Effective/100%), Informal Assessment (Highly Effective/50%;Effective Proficient/50%), and Formal Assessment (Effective Proficient/100%).The candidates’ performance ratings on the aforementioned elements substantiate their ability to select strategies and resources for planning and delivering instruction as well as for creating a classroom environment conducive to accommodating the academic and social needs of students with mild/ moderate disabilities.

Case Study Project- In fall 2017, 7 candidates completed the EDPT 528 Case Study Project. As reflected in the data, 100% of the MAT candidates were rated as either “Highly Effective” or “Effective Proficient” on the following rubric items of the Case Study Project: Demographic Data, Anecdotal Notes, Intervention/Plan of Action, Effectiveness of Intervention on Student Behavior (Academic or social), Collaborations, Reflections, and Conventions. This data serves as evidence that MAT candidates possess content knowledge specific to a target student’s exceptionality and demonstrate the ability to collect information/ qualitative or quantitative data for initiating a case study inclusive of the development and implementation of an intervention designed for the amelioration of an academic or social skills deficit. For the rubric element, Qualitative/Quantitative Assessment Data to Guide the Development and Implementation of the Intervention, 57.1% of the candidates were rated as “Highly Effective,”28.6% as “Effective Proficient,” and 14.3% were rated as “Effective Emerging.” This data serves as evidence that MAT candidates possess the content knowledge to use student data as a basis for developing and implementing an intervention plan to modify an academic or social skills deficit in a positive productive manner. Subsequent professional development seminars infused into the EDPT 599 Special Topics course which included strategies and tools for using student data to guide instruction and academic/social skills enhancement in addition to one on one MAT mentor assistance were provided for those candidates rated at the “Effective Emerging” level.

In fall 2018, 2 candidates completed the EDPT 528 Case Study Project. As reflected in the data, 100% of the MAT candidates were rated as “Highly Effective” or “Effective Proficient” on the following rubric elements of the Case Study Project: Demographic Data, Anecdotal Notes, Qualitative and Quantitative Assessment Data to Guide the Development and Implementation of the Intervention, Intervention/Plan of Action, Effectiveness of Intervention on Student Behavior (Academic or social), Collaborations, Reflections, and Conventions. With regards to the rubric elements Demographic Data, Reflections, and Conventions, 50% of the candidates were rated as “Highly Effective” and 50% as “Effective Proficient.”

Although there was only 1 candidate who completed the EDPT 528 Case Study Project in fall 2019, the data substantiate ratings of “Highly Effective” or “Effective Proficient” on the following rubric elements: Demographic Data, Anecdotal Notes, and Qualitative and Quantitative Assessment Data to Develop and Guide Implementation of the Intervention, Collaboration, Reflections, and Conventions. A rating of “Effective Emerging” was achieved on the element, Intervention/Plan of Action. In an effort to enhance the candidate’s ability to develop and implement an intervention /plan of action appropriate for addressing the academic or social needs of the target student, specialized assistance and resources were provided by the course instructor and university mentor. Overall, the data confirms that the candidate demonstrated knowledge specific to a target student’s exceptionality and ability to collect information/ qualitative or quantitative data for initiating a case study inclusive of the development and implementation of an intervention designed for the remediation of an academic or social skills deficit.

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Continuous Improvement

Focus Area 1:

Various assessments are used in the undergraduate and graduate initial programs to address InTASC Standards 1, 2 and 3. Due to the low numbers, it is difficult to analyze all programs. For example, fall 2019, only 1 candidate completed the EDPT 528 Case Study Project. The low numbers can sometimes be misleading. This is something that the EPP will pay close attention to during data days to be held each semester.

Focus Area 2:

Lesson plan rubric needed revisions to ensure consistency with the directions of the evaluation. The lesson plan rubric has been updated. Below is an updated rubric. New data will be available on site. This rubric will be used in all Initial programs moving forward. Training and sessions to increase the consistency of use will be held.

Lesson Plan Rubric

	Novice	Emerging	Proficient (Target)	Highly Effective
1a: Knowledge of Content and Pedagogy CAEP 1.3 InTASC 7	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
1b: Demonstrating Knowledge of Students CAEP 1.1 InTASC 1, 2	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
1c: Setting Instructional Outcomes CAEP 1.3 InTASC 7	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect

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	student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
1d: Demonstrating Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.