

CANDIDATE WORK SAMPLE
SPECIAL EDUCATION
ASSIGNMENT INSTRUCTIONS AND RUBRIC

PURPOSE: The purpose of the Candidate Work Sample is **to provide evidence of your teaching and how it impacts student learning**. In particular, It is intended to demonstrate your ability to analyze background information about learners, develop and implement an IEP, plan instruction appropriately to meet the needs of all learners, adapt instruction appropriately to meet the needs of all learners, create and administer formative and summative assessments (i.e., pre-assessment, formative checks of learning, and post- or summative assessment), and use assessment data to determine the impact on student learning. This is not a "theory" paper; it is an authentic reflection of your "**actual teaching**" in the classroom during a very specific period of time. After reviewing a student or group of students' IEPs and identifying and delivering a developmentally appropriate set of activities over a period of time (one or two weeks), you will reflect on the outcomes of the activities you adapted, modified, or taught OR supervised paraeducators to deliver, analyzing the impact that planning and teaching these specific oriented activities had on student learning as evidenced through the analysis of the assessment results. This reflective analysis will be practiced during your student teaching experience, however, should be used throughout your career to maximize student learning. This process will create a habit of mind that you, as an educator, will use in your own teaching practice to deliver quality relevant instruction and to grow professionally! The reflective analysis required of this task is an expectation of you as a professional educator and a demonstration of your commitment to your students to ensure learning.

- Work closely with your Cooperating Teacher and/or your University Supervisor/CWS Evaluator. These supervisors will assist you with the planning and delivery of instruction to your students. The Cooperating Teacher will be observing and providing feedback to you and your University Supervisor/CWS Evaluator.
- Keep in mind that the work you produce is a reflection of your work ethic and the professional skills, attitudes, and content and dispositional knowledge you have obtained during your pre-service career.
- Because you will share authentic experiences within the Candidate Work Sample document, maintaining anonymity is critical and required. For ease of reporting, you may include first names of students ONLY. The use of fictitious names is permitted; however, this must be noted somewhere within the document.

Overall Expectation: All Candidates must pass the Candidate Work Sample as per the Student Teaching course syllabus. A **passing** result for the Candidate Work Sample is demonstrated by scoring an average of a "2" with no more than one "1" and no "0's" in any indicator of each of the four (4) Parts. There will be no more than one (1) repeated submission attempt accepted within each of the four (4) Parts with the final submission being received prior to the last day of the student teaching experience. Candidates must communicate with their CWS Evaluator for due dates and resubmissions. If the results do not meet the minimum scoring criteria, you will be referred to your program for remediation and advisement. You will be required to work with your program to determine the next steps. **Reminder:** This is **one** of the course requirements for the student teaching course. Student Teaching is a pass/fail course which means all requirements must meet minimum expectations to earn a passing grade for the course.

Paper Criteria and Format: The assignment includes four (4) Parts with six (6) sections, and (19) unique indicators overall. Each page **must** contain a running header identifying your program (i.e., BSEd or MEd Special Education) and setting (i.e., inclusive, resource, self-contained), and a footer with page#/name (i.e. 1/Sally Eon). Each section should **succinctly** represent the information that is required and is in alignment with the instructions and rubric criteria. Be organized and focused in your writing. **Rambling will get you nowhere but a returned paper for a rewrite!** Refer to the **example** assignment in the Resources link in BbLearn (format and content examples only, but remember that the information will be very different).

You will use the following headings to organize your paper. Please use exactly what appears here. Do not deviate from these headings.

- Part I: **Identification of Learning/Learner Characteristics**
- Part II: **Evaluation of Prior Knowledge/Skills**
- Part III: **Planning Instruction & Instructional Decisions: Monitoring & Adjusting**
- Part IV: **Assessment Data & Analysis & Reflections on the Overall Unit: Implications for the Future**

The paper is expected to demonstrate a strong command of writing conventions/mechanics with little to no errors. Your written communications skills are also evaluated in this assignment. Special educators must write Individual Education Plans, progress reports, and other written documents. If you need support with developing your writing skills in this assignment, you **should** seek assistance from an outside resource prior to submission. There will be no more than one (1) repeated submission attempt accepted within each of the four (4) Parts.

The NAU Writing Center is available to assist you with your writing. The writing center at NAU is committed to providing students with personalized writing instruction. The Center focuses on making students better writers rather than just trying to catch little spelling and grammar errors. When contacting the writing center, provide any writing that you’ve produced for your assignment along with any instructions/rubrics/prompts that your instructor gave you in class. At your appointment, your tutor will look at your progress and help you in moving onto the next step in producing a strong piece of writing. Click [here for Online Tutoring](#) information or contact: Writing.Workshop@nau.edu

Submitting Parts: Each part of the paper **must** be **proofread** and modified prior to submitting for evaluation from the CWS Evaluator. Each Part has a rubric that is aligned with the instructions; make sure you reference the rubric while you are writing to ensure you’re including the required content. Revisit the rubric before submission. Along with content indicators for each rubric, there is also a writing/conventions indicator.

Submit each Part into the appropriate assignment link within BbLearn:

CRITERIA	DUE DATES	PTS POSSIBLE	MINIMUM PTS NEEDED
• Part I/Section 1 - Indicator 1*	end of week 2	6	4
• Part II/Section 2 – Indicators 2-3* ○ You must score a 6 for Parts a & b	end of week 5	9	6
• Part III/Sections 3 & 4 – Indicators 4-13*	end of week 10	33	22
• Part IV/Sections 5 & 6 – Indicators 14-18* *all Parts include Indicator 19	end of week 12	<u>18</u>	<u>12</u>
TOTALS		66	44

Evaluation of each Part: The rubric is aligned with the objectives for each section. Read through the rubric as you prepare for each Part to best understand the specific information. **Use the rubric as your guide to prepare for each Part of the CWS.**

Your CWS Evaluator will complete an evaluation through Qualtrics. You will receive the results in your NAU email once the evaluator has completed the evaluation. You **must** open and read the completed rubric to know if you met the expectations. If you did not score an average of a “2” with no more than one

“1” in any indicator and no “0’s” in each of the four Parts, you must modify and resubmit in a timely manner (working with your CWS Evaluator for due dates). You will also need to review the “feedback” for each Part in BbLearn. Reading the feedback will help you better understand your results should you need to redo and resubmit. **You must earn a passing score as an expectation within the student teaching course requirements.**

Levels of Development: There are four levels of development for a special education teacher candidate. The expectation is that a candidate demonstrates a consistent level of development denoted by an overall “2” average with no more than one “1” in each rubric Part. No “0’s” on any indicator in each of the four Parts is acceptable. If you earn a “0” on any indicator on your first attempt, you must seek assistance and revise for resubmission. If the results do not meet the minimum scoring criteria, you will be referred to your program for remediation and advisement. You will be required to work with your program to determine the next steps.

“0”	Does Not Meet Criteria	Candidate does not provide information associated with indicator.
“1”	Developing	Candidate relies on external feedback and input to guide practice of planning, teaching, modifying, adapting, collaborating, supervising, assessing, and analyzing student learning. Candidate struggles with integrating theory to the practice of teaching.
“2”	Meeting	Candidate demonstrates initiative to intentionally plan, modify, adapt, collaborate, teach, supervise, assess, and analyze student learning. Candidate demonstrates an understanding of integrating theory to practice to impact student learning.
“3”	Exceeding	Candidate demonstrates confidence in planning, modifying, adapting, teaching, collaborating, supervising, assessing, and analyzing student learning. Candidate provides evidence of integrating theory to practice leading to a positive impact on student learning. Candidate demonstrates a uniquely innovating level of practice, student engagement and learning.

Getting Started: Respond to your CWS Evaluator message through the Candidate Work Sample course (email within the course) within the **first week** of your CWS experience. Provide them with the following information:

1. Subject Line: INTRODUCTION
2. State your name, your cooperating teacher’s name, grade level, content for the CWS (i.e. Math, Biology, etc.)
3. Start and end dates of the experience. If you are in 2 placements, provide the start and end dates for CWS work (see info below).
4. Note the “**Due by end of Week x**” in the upper right corner of each Part, provide the anticipated due date for Part I and plan for Part II with your CWS evaluator.

Part I/Section 1: - Indicator 1

Part I/Section 1: Identification of Learner Development and Individual Learning Differences Indicators 1, 19

Section 1 is intended to capture the background information of the children or adolescents with disabilities in your classroom. Below is a list of questions that should be completed with your cooperating teacher and/or CWS Evaluator within the first two weeks of the CWS experience. The responses to the questions will provide the information necessary to complete Part I. Part I must be submitted in BbLearn by the end of **Week 2** of your CWS experience. In collaboration with your cooperating teacher or CWS Evaluator, describe the community, school, class, and students. Then, describe how these demographics will influence your planning, teaching, and student learning.

Address the following ideas in this section:

- Describe the children with disabilities in your classroom/on your caseload—consider language, culture and family background in addition to disability diagnosis.
- Describe your classroom setting—inclusive, resource, self-contained?
- What characteristics beyond the classroom may impact student learning (e.g., family social situations/issues, available family support for learning, students’ access to technology at home)?
- What resources and technology are available to you in your classroom that you might be able to integrate into your chosen focus for your paper?
- How you would take the initiative to identify, locate, and integrate technology in a future instructional setting if not available at this time?
- How are technology tools (low and high tech) used to support children’s learning?
- How are technology tools used to *measure* student learning in your classroom? Give examples to support your claims.

EVALUATION - Part I/Section 1: Identification of Learning/Learner Characteristics Indicators 1, 19

InTASC Standards 1, 7

Indicators	CEC Standard	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet Criteria = 0
1. Identification of information about the learning-teaching context including details about the community, school, class, and individual students. (InTASC 1h; 1k)	CEC-ITP 1.1: Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. IGC1 S1 ISCI 1 K12	The special education candidate demonstrated exceptional proficiency in understanding how individual learner differences as well as language, culture, and family background influence the learning of all students with exceptionalities in the context of the classroom by:	The special education candidate demonstrated proficiency in understanding how language, culture, and family background influence the learning of all students with exceptionalities in the context of the classroom by: <ul style="list-style-type: none"> • Identifying some of the demographic information—including classroom structure and “real” knowledge of the, 	The special education candidate demonstrated developing proficiency in understanding how language, culture, and family background influence the learning of all students with exceptionalities in the context of the classroom by: <ul style="list-style-type: none"> • Identifying limited demographic information— 	The special education candidate did not demonstrate proficiency by understanding how language, culture, and family background influence the learning of all students with exceptionalities in the context of the classroom or how assistive technology could be integrated

		<ul style="list-style-type: none"> Identifying all the demographic information—including classroom structure and “real” knowledge of the, individual students, and students’ family life. (Examples regarding family life: Are parents supportive and involved? Are there family situations that could impact learning?) The candidate considered the learning-teaching context and thoroughly described how to integrate technology, assistive technology, and how the candidate would take initiative to identify, locate, and integrate technology in a future instructional setting. 	<p>individual students and students’ family life.</p> <ul style="list-style-type: none"> The candidate considered the learning-teaching context and somewhat described how to integrate technology, assistive technology, and how the candidate would take initiative to identify, locate, and integrate technology in a future instructional setting. 	<p>including classroom structure and “real” knowledge of the, individual students and students’ family life</p> <ul style="list-style-type: none"> The candidate considered the learning-teaching context and partially described how to integrate technology, assistive technology, and how the candidate would take initiative to identify, locate, and integrate technology in a future instructional setting. 	<p>into the learning environment.</p>
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Writing Quality – Rubric row 19 – Indicator included in all sections for assignment submissions

The candidate **must** present proper English usage, including correct grammar, spelling, and syntax, when writing the assignment.

- Correct use of grammar
- Correct use of spelling and mechanics
- Writing and flow convey intended meaning

EVALUATION – Writing Quality – Included in all sections for assignment submissions				
The candidate follows proper English usage, including correct grammar, spelling, and syntax, in writing the narrative. In addition to following these criteria, graduate students also properly format the narrative adhering to program expectations for style conventions as accepted by the profession.				
Indicator	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet Criteria = 0
<p>19. Writing</p> <ul style="list-style-type: none"> • <i>Correct use of grammar</i> • <i>Correct use of spelling and mechanics</i> <p><i>Writing and flow convey intended meaning.</i></p>	<p>Very few or no patterns of grammatical, spelling, and/or mechanical errors. The candidate’s writing articulates ideas elaborately with no interference to meaning.</p>	<p>Some patterns of grammatical, spelling, and/or mechanical errors. The candidate’s writing articulates ideas with no interference to meaning.</p>	<p>Many patterns of grammatical, spelling, and/or mechanical errors which interferes with meaning. The candidate’s writing is developing at this stage.</p>	<p>The candidate’s writing is unacceptable at this stage because there are too many errors in syntax and/or mechanics that significantly interferes with meaning.</p>
Number of “1’s” for Part I:				
<p>My Average Score for Part I out of 6 points possible:</p> <ul style="list-style-type: none"> • Must score at least 4 points 				

Part II/Section 2: Indicators 2, 3, 19

Section 2: – Evaluation of Prior Knowledge/Skills - Indicators 2, 3

NOTE: The pre-assessment instrument must also be used as the post-assessment. The pre-assessment must will be administered prior to the delivery of any lessons for this unit. The results of the pre-assessment should guide your lesson planning. The post-assessment must be administered at the end of the unit/lessons.

Identify the *AZ Career and College Readiness Standards* ([Arizona Department of Education, 2014](#)) and/or other content-specific standards and learning objectives. Discuss the connection between the selected standards and objectives to the class curriculum plan. Then, discuss how the pre-assessment you created, selected, or adapted was aligned to the targeted objectives, and describe why the pre-assessment process you chose was appropriate for the targeted students (e.g., the age/developmental level of your students, the difficulty of your chosen assessment for your students).

- To be considered quality measures, your pre/post-assessment and other formative assessments you give during your instruction **must**:
- Be your own, original creation, unless approved by your University Supervisor;
 - Have measurable criteria to demonstrate learning occurred (e.g., learning objectives that are assessed explicitly through assessment items); **KWL Charts are not** an appropriate assessment for this unit
 - Be directly aligned to the IEP goals and objectives and to state standards (when applicable);
 - Assess only what your students have learned during your unit of instruction; and
 - Provide clear and unambiguous instructions to your students of what they are expected to do.

EVALUATION - Section 2: Evaluation of Prior Knowledge/Skills - Indicators 2, 3, 19

InTASC Standards 1, 7

Indicators	CEC Standard	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet Criteria = 0
2. Listing and discussion of significant, challenging, varied, and appropriate standards/objectives based on class or grade level curriculum plan that demonstrates they were chosen in collaboration with Cooperating Teacher.	CEC-ITP 3.0: Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. ISCI 3 S1 ISCI 3 K2	The special education candidate showed exceptional proficiency in using the IEP and specialized curricula to individualize learning for students with exceptionalities by: <ul style="list-style-type: none"> • Listing standards/objectives that included extremely clear evidence of collaboration with 	The special education candidate showed proficiency in using the IEP and specialized curricula to individualize learning for students with exceptionalities by: <ul style="list-style-type: none"> • The candidate listed standards/objectives that included somewhat clear evidence of collaboration with the Cooperating Teacher to 	The special education candidate showed developing proficiency in using the IEP and specialized curricula to individualize learning for students with exceptionalities by: <ul style="list-style-type: none"> • The candidate listed standards/objectives, but the candidate provided vaguely clear evidence that the objectives were 	The special education candidate did not show proficiency in using the IEP and specialized curricula to individualize learning for students with exceptionalities.

<p>(InTASC 7g)</p>		<p>the Cooperating Teacher to ensure the objectives were aligned to the child or children’s individualized needs.</p> <ul style="list-style-type: none"> • The candidate provided extremely clear evidence that the timing of instruction was appropriate to meet the individual learner’s needs. • The candidate always noted sources of age/developmental level standards/objectives. 	<p>ensure the objectives were aligned to the child or children’s individualized needs.</p> <ul style="list-style-type: none"> • The candidate provided somewhat clear evidence that the timing of instruction was appropriate to meet the individual learner’s needs. • The candidate sometimes noted the source of age/developmental level standards/objectives. 	<p>aligned to the child or children’s individualized needs.</p> <ul style="list-style-type: none"> • The candidate provided vaguely clear evidence that the timing of instruction was appropriate to meet the individual learner’s needs. • The candidate seldom noted the source of age/developmental level standards/objectives 	
<p>3. Description of pre/post assessment (including evidence of how the assessments are good measures), and how they are explicitly aligned to selected learning standards/objectives.</p> <p>(InTASC 1a)</p>	<p>CEC-ITP 4.1: Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.</p> <p>ISCI 4 S2 ISCI 4 S4</p>	<p>The special education candidate demonstrated exceptional proficiency in selecting and using technically sound formal and informal assessments through multiple examples of evidence that the pre- and post-assessments designed by the candidate were good measures and they were aligned to the IEP goals and objectives.</p>	<p>The special education candidate demonstrated proficiency in selecting and using technically sound formal and informal assessments through some examples of evidence that the pre- and post-assessments designed by the candidate were good measures and they were aligned to the IEP goals and objectives.</p>	<p>The special education candidate demonstrated developing proficiency in selecting and using technically sound formal and informal assessments through a few examples of evidence that the pre- and post-assessments designed by the candidate were good measures and they were aligned to the IEP goals and objectives.</p>	<p>The special education candidate did not implement a pre- or post-assessment instrument during teaching.</p>

Writing Quality – Rubric row 19 – Indicator included in all sections for assignment submissions

The candidate **must** present proper English usage, including correct grammar, spelling, and syntax, when writing the assignment.

- Correct use of grammar
- Correct use of spelling and mechanics
- Writing and flow convey intended meaning

EVALUATION – Writing Quality – Included in all sections for assignment submissions

The candidate follows proper English usage, including correct grammar, spelling, and syntax, in writing the narrative. In addition to following these criteria, graduate students also properly format the narrative adhering to program expectations for style conventions as accepted by the profession.

Indicator	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet Criteria = 0
<p>19. Writing</p> <ul style="list-style-type: none"> • <i>Correct use of grammar</i> • <i>Correct use of spelling and mechanics</i> <p><i>Writing and flow convey intended meaning.</i></p>	<p>Very few or no patterns of grammatical, spelling, and/or mechanical errors. The candidate’s writing articulates ideas elaborately with no interference to meaning.</p>	<p>Some patterns of grammatical, spelling, and/or mechanical errors. The candidate’s writing articulates ideas with no interference to meaning.</p>	<p>Many patterns of grammatical, spelling, and/or mechanical errors which interferes with meaning. The candidate’s writing is developing at this stage.</p>	<p>The candidate’s writing is unacceptable at this stage because there are too many errors in syntax and/or mechanics that significantly interferes with meaning.</p>
<p>Number of “1’s” for Part II:</p>				
<p>My Average Score for Part II out of 9 points possible:</p> <ul style="list-style-type: none"> • Must score at least 6 points 				

Part III/Sections 3-4: Indicators 4 – 13, 19

Section 3: Planning Instruction – Indicators 4, 5, 6, 7, 8

After you have collected the pre-assessment results, begin the process of creating Day 1 Lesson Plan. You will submit this lesson plan at least 72 hours prior to the first day of the CWS instruction and before moving on to planning the subsequent days.

A **Lesson Plan Template** is provided within the BbLearn Candidate Work Sample course. Complete and submit a minimum of 3 lesson plans (5 maximum) for the CWS unit of instruction.

- What **specific** implications for instruction of the learning activity and assessment were based on **both** individual **student needs** and **pre-assessment data**? How did you **adjust instruction** (i.e., adaptations/differentiation) throughout your activity to meet the needs of **all** learners?
- How were IEP goals/objectives, formative assessment(s) (i.e., checks for learning), and the learning activity **aligned**?
- How was instruction **sequenced** to directly support the IEP objectives and to accommodate the learner development and individual learning differences determined through the IEP, as well as the pre-assessment and formative assessment(s)?

- How do you integrate recommendations from related services personnel to meet the cognitive, language, social-emotional, physical, and self-help needs of your students?
- How was **technology (low and high tech) integrated** to meet IEP goals and objectives?
- How was **specific assistive technology** integrated into the student’s instruction to facilitate communication, skill acquisition and placement into the least restrictive environment?

EVALUATION – Section 3: Planning Instruction - Indicators 4, 5, 6, 7, 8, 19

InTASC Standards 3, 4, 5, and 7– Categories I, II, and III

Indicators	CEC Standard	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet Criteria = 0
<p>4. Listing of standard/objective and instructional strategies and assessment for each instructional day and each lesson plan. <i>[Attributes: Clarity and Accuracy of alignment to Instruction and Assessment]</i></p> <p>(InTASC 4n)</p>	<p>CEC-ITP 5.0: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> <p>ISCI 5 S15 ISCI 5 K2</p>	<p>The special education candidate demonstrated exceptional proficiency in selecting, adapting, and using a repertoire of evidence-based developmentally appropriate strategies by:</p> <ul style="list-style-type: none"> • Extremely clearly presenting individualized learning objectives; • Extremely clearly aligning the CEC standards and IEP objectives to instruction and assessments selected by the candidate. 	<p>The special education candidate demonstrated proficiency in selecting, adapting, and using a repertoire of evidence-based instructional strategies by:</p> <ul style="list-style-type: none"> • Somewhat clearly presenting standards and objectives; Somewhat clearly aligning the CEC standards and IEP objectives to instruction and assessments selected by the candidate. 	<p>The special education candidate demonstrated developing proficiency in selecting, adapting, and using a repertoire of evidence-based instructional strategies by:</p> <ul style="list-style-type: none"> • Vaguely presenting standards and objectives; • Vaguely aligning the CEC standards and IEP objectives to instruction and assessments selected by the candidate. 	<p>The special education candidate did not demonstrate sufficient proficiency in selecting, adapting, and using a repertoire of evidence-based instructional strategies by not listing or aligning any standards, objectives, or instructional strategies.</p>
<p>5. Identification of specific implications for selection of instructional strategies based on information about learning characteristics and results from pre-assessment. <i>[Attribute: Breadth]</i></p>	<p>CEC-ITP 1.0: Beginning special education professionals understand how exceptionalities may interact with development and learning and use this</p>	<p>The special education candidate exhibited exceptional proficiency in understanding the interaction between learner differences and developmentally appropriate activities and</p>	<p>The special education candidate exhibited proficiency in understanding the interaction between exceptionalities and development and learning and used that</p>	<p>The special education candidate exhibited developing proficiency in understanding the interaction between exceptionalities and development and learning and used that knowledge to provide meaningful and</p>	<p>The special education candidate did not exhibit sufficient proficiency in this indicator and CEC Standard by not identifying specific implications or strategies for</p>

<p>(InTASC 7d)</p>	<p>knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p> <p>ISCI 1 K3 IGC1 S1</p>	<p>used that knowledge to provide meaningful and challenging learning experiences for students by:</p> <ul style="list-style-type: none"> Identifying extremely detailed information about how learning/learner characteristics and results from pre-assessment impacted the selection of instructional strategies, adaptations, or differentiation strategies to meet the needs of the learner(s); and how to revise IEP objectives and/or instruction after evaluating pre-assessment data to meet the goals and objectives set forth in the IEP 	<p>knowledge to provide meaningful and challenging learning experiences for students by:</p> <ul style="list-style-type: none"> Identifying somewhat detailed information about how learning/learner characteristics and results from pre-assessment impacted the selection of instructional strategies, adaptations, or differentiation strategies to meet the needs of the learner(s); and how to revise IEP objectives and/or instruction after evaluating pre-assessment data to meet the goals and objectives set forth in the IEP 	<p>challenging learning experiences for students by:</p> <ul style="list-style-type: none"> Identifying vaguely detailed information about how learning/learner characteristics and results from pre-assessment impacted the selection of instructional strategies, adaptations, or differentiation strategies to meet the needs of the learner(s); and how to revise IEP objectives and/or instruction after evaluating pre-assessment data to meet the goals and objectives set forth in the IEP 	<p>selecting instructional strategies based on information about learning characteristics and results from pre-assessment.</p>
<p>6. Discussion of instructional strategies that demonstrates they were intentionally selected to foster active engagement, self-motivation, positive social engagement, and collaboration.</p>	<p>CEC-ITP 2.1: Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning</p>	<p>The special education candidate showed exceptional proficiency in collaborating with their cooperating teacher and university supervisor to create a safe, inclusive, culturally responsive learning environment to</p>	<p>The special education candidate showed proficiency in collaborating with their cooperating teacher and university supervisor to create a safe, inclusive, culturally responsive learning environment to</p>	<p>The special education candidate showed developing proficiency in collaborating with their cooperating teacher and university supervisor to create a safe, inclusive, culturally responsive learning environment to</p>	<p>The special education candidate did not show sufficient proficiency in this indicator or CEC Standard by not discussing the use of instructional</p>

<p><i>[Attributes: Breadth and Meaningfulness of differentiation of instruction]</i></p> <p>(InTASC 3d)</p>	<p>environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.</p> <p>ISCI 2 S1 ISCI 2 S13</p>	<p>engage students in meaningful learning activities and social interactions by:</p> <ul style="list-style-type: none"> Identifying extremely detailed information about how instructional strategies fostered active student engagement and increased student self-motivation, positive social engagement, and collaboration. Describing differentiation of instruction that meaningfully promoted active student engagement for a variety of student abilities. 	<p>engage students in meaningful learning activities and social interactions by:</p> <ul style="list-style-type: none"> Identifying somewhat detailed information about how instructional strategies fostered active student engagement and increased student self-motivation, positive social engagement, and collaboration. Describing differentiation of instruction that somewhat meaningfully promoted active student engagement for a variety of student abilities. 	<p>engage students in meaningful learning activities and social interactions by:</p> <ul style="list-style-type: none"> Identifying vaguely detailed information about how instructional strategies fostered active student engagement and increased student self-motivation, positive social engagement, and collaboration. Describing differentiation of instruction that did not meaningfully promoted active student engagement for a variety of student abilities. 	<p>strategies to foster active student engagement.</p>
<p>7. Discussion of sequencing (or scaffolding) of instruction within lesson plans.</p> <p><i>[Attributes: Breadth and Appropriateness of sequencing or scaffolding of instruction]</i></p> <p>(InTASC 7c)</p>	<p>CEC-ITP 5.1: Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for</p>	<p>The special education candidate demonstrated exceptional proficiency in considering an individual’s abilities, interests, learning environments, and cultural and linguistic factors in selecting, developing, and adapting learning experiences for students by:</p>	<p>The special education candidate demonstrated proficiency in considering an individual’s abilities, interests, learning environments, and cultural and linguistic factors in selecting, developing, and adapting learning experiences for students by:</p> <ul style="list-style-type: none"> Somewhat appropriately 	<p>The special education candidate demonstrated developing proficiency in considering an individual’s abilities, interests, learning environments, and cultural and linguistic factors in selecting, developing, and adapting learning experiences for students by:</p>	<p>The special education candidate provided no evidence of sequencing of instruction.</p>

	<p>individuals with exceptionalities.</p> <p>ISCI 5 S6 ISCI 5 S15</p>	<ul style="list-style-type: none"> • Appropriately sequencing or scaffolding learning tasks to match the level of knowledge and skills determined through pre-assessment and formative assessment data. • Always allowing learners to practice, review, and master learning through the intentional selection, organization, and sequence of instructional tasks. 	<p>sequencing or scaffolding learning tasks to match the level of knowledge and skills determined through pre-assessment and formative assessment data.</p> <ul style="list-style-type: none"> • Sometimes allowing learners to practice, review, and master learning through the intentional selection, organization, and sequence of instructional tasks. 	<ul style="list-style-type: none"> • Not appropriately sequencing or scaffolding learning tasks to match the level of knowledge and skills determined through pre-assessment and formative assessment data. • Seldom allowing learners to practice, review, and master learning through the intentional selection, organization, and sequence of instructional tasks. 	
<p>8. Discussion of instructional technology strategies that demonstrates they were intentionally selected to address content standards/objectives. <i>[Attribute: Breadth]</i></p> <p>(InTASC 5I)</p>	<p>CEC-ITP 5.2: Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.</p> <p>ISCI 5 S6 ISCI 5 S7</p>	<p>The special education candidate showed exceptional proficiency in using technologies to support instructional assessment, planning, and delivery for students by:</p> <ul style="list-style-type: none"> • Addressing in much detail how technology was selected and integrated to meet IEP goals and standards and promote critical thinking and problem solving. 	<p>The special education candidate showed proficiency in using technologies to support instructional assessment, planning, and delivery for students by:</p> <ul style="list-style-type: none"> • Addressing in some detail how technology was selected and integrated to meet IEP goals and standards and promote critical thinking and problem solving. 	<p>The special education candidate showed developing proficiency in using technologies to support instructional assessment, planning, and delivery for students by:</p> <ul style="list-style-type: none"> • Addressing in little detail how technology was selected and integrated to meet IEP goals and standards and promote critical thinking and problem solving. 	<p>The special education candidate did not discuss the use of instructional technology strategies.</p>

Part III/Section 4: Instructional Decisions: Monitoring & Adjusting (InTASC Standards 2, 3, 6, 8) – Indicators 9, 10, 11, 12, 13

For each activity, discuss/reflect on how instruction was delivered the knowledge/skill of the students, the effectiveness of the instruction, how adaptations/differentiations were applied, and an overall reflection on your thought processes during instruction.

HINT: After instruction is delivered, reflect on the experience. Review those reflections, and summarize the instructional decisions made while teaching and report on that information within this section.

Narrative should include:

- Which forms of instruction were effective or not effective and why?
- Which instructional technology strategies were effective or not effective and why?
- What adaptations, modifications, and accommodations were effective?
- How did you meet the learners’ needs with your instruction?
- How did you use the formative assessment data results to monitor and adjust instruction, if necessary?
- What adjustments did you make based on Cooperating Teacher, CWS Evaluator or student feedback? Student cues? Your own observations of your teaching?

EVALUATION - Section 4: Instructional Decisions: Monitoring & Adjusting - Indicators 9 – 14, 19

InTASC Standards 2, 3, 6 and 8 – Categories I and III

Indicators	CEC Standard	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet Criteria = 0
9. Reflection of instructional content in terms of being the appropriate level of complexity for students that encourages the development of critical thinking and problem solving. <i>[Attributes: Breadth and Relevance]</i>	CEC-ITP 5.7: Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. ISCI 5 S11 ISCI 5 S14	The special education candidate exhibited exceptional proficiency in teaching cross-disciplinary knowledge and skills such as critical thinking and problem solving to students by: <ul style="list-style-type: none"> • Providing multiple relevant reflections on the delivery of instructional content to effectively reach different levels of learning represented in the classroom; 	The special education candidate exhibited proficiency in teaching cross-disciplinary knowledge and skills such as critical thinking and problem solving to students by: <ul style="list-style-type: none"> • Providing some relevant reflections on the delivery of instructional content to effectively reach different levels of learning represented in the classroom; creating a variety of learning tasks that connected 	The special education candidate exhibited developing proficiency in teaching cross-disciplinary knowledge and skills such as critical thinking and problem solving to students by: <ul style="list-style-type: none"> • Providing few relevant reflections on the delivery of instructional content to effectively reach different levels of learning represented in the classroom; 	The special education candidate did not evaluate the use of instructional content in terms of being the appropriate level of complexity for students that encourages the development of critical thinking and problem solving.

(InTASC 8f)		creating a variety of learning tasks that connected knowledge to meaningful, real-world applications; and fostering critical thinking and problem solving skills.	knowledge to meaningful, real-world applications; and fostering critical thinking and problem solving skills.	creating a variety of learning tasks that connected knowledge to meaningful, real-world applications; and fostering critical thinking and problem solving skills.	
10. Reflection of instructional strategies in relation to content and learner development that promote active student engagement. <i>[Attributes: Breadth and Relevance]</i> (InTASC 3i; 3j)	CEC-ITP 2.0: Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions and self-determination. ISCI 2 S4 ISCI 2 S9	The special education candidate demonstrated exceptional proficiency in collaborating with the cooperating teacher and university supervisor to create safe, inclusive, culturally responsive learning environments to engage students in meaningful learning activities and social interactions by: <ul style="list-style-type: none"> • Providing multiple relevant reflections on the use of instructional strategies to promote learner development and active engagement in the learning process through the use of strategies that support autonomous learning, leadership, and collaboration in the classroom; motivating students 	The special education candidate demonstrated good proficiency in collaborating with the cooperating teacher and university supervisor to create safe, inclusive, culturally responsive learning environments to engage students in meaningful learning activities and social interactions by: <ul style="list-style-type: none"> • Providing some relevant reflections on the use of instructional strategies to promote learner development and active engagement in the learning process through the use of strategies that support autonomous learning, leadership, and collaboration in the classroom; motivating students to adopt new learning strategies; and motivating students to build skills for outside the classroom. 	The special education candidate demonstrated developing proficiency in collaborating with the cooperating teacher and university supervisor to create safe, inclusive, culturally responsive learning environments to engage students in meaningful learning activities and social interactions by: <ul style="list-style-type: none"> • Providing few relevant reflections on the use of instructional strategies to promote learner development and active engagement in the learning process through the use of strategies that support autonomous learning, leadership, and collaboration in the classroom; motivating students 	The special education candidate did not evaluate the use of instructional strategies in relation to content and learner development.

		to adopt new learning strategies; and motivating students to build skills for outside the classroom.		to adopt new learning strategies; and motivating students to build skills for outside the classroom.	
11. Reflection of application of adaptations/ differentiation by student groupings or individual students. <i>[Attributes: Breadth and Relevance]</i> (InTASC 2g)	CEC-ITP 5.1: Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. ICSI.5.S15 ISCI 5 S16	The special education candidate showed exceptional proficiency in considering exceptional learner’s abilities, interests, learning environments, and cultural and linguistic factors in selecting, developing, and adapting learning experiences for students by: <ul style="list-style-type: none"> • Providing multiple relevant reflections on the use of adaptations and differentiation for individual students. • Consistently providing relevant reflections of the effectiveness or challenges of the selected strategies. 	The special education candidate showed proficiency in considering exceptional learner’s abilities, interests, learning environments, and cultural and linguistic factors in selecting, developing, and adapting learning experiences for students by: <ul style="list-style-type: none"> • Providing some relevant reflections on the use of adaptations and differentiation for individual students. • Somewhat consistently providing relevant reflections of the effectiveness or challenges of the selected strategies. 	The special education candidate showed developing proficiency in considering exceptional learner’s abilities, interests, learning environments, and cultural and linguistic factors in selecting, developing, and adapting learning experiences for students by: <ul style="list-style-type: none"> • Providing few relevant reflections on the use of adaptations and differentiation for individual students. • Inconsistently providing relevant reflections of the effectiveness or challenges of the selected strategies. 	The special education candidate did not evaluate the use of adaptation or differentiation of instruction.
12. Reflection of the integration of instructional technology strategies, tools, and applications.	CEC-ITP 5.2: Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for	The special education candidate showed exceptional proficiency in using technologies identified in the IEP to support instructional assessment, planning,	The special education candidate showed proficiency in using technologies identified in the IEP to support instructional assessment, planning, and delivery for students by:	The special education candidate showed developing proficiency in using technologies identified in the IEP to support instructional assessment, planning,	The special education candidate did not evaluate how the use of instructional and assistive technology strategies, tools, or applications identified

<p><i>[Attributes: Breadth and Relevance]</i></p> <p>(InTASC 8g; 8o)</p>	<p>individuals with exceptionalities.</p> <p>ISCI 5 K3 ISCI 5 S7</p>	<p>and delivery for students by:</p> <ul style="list-style-type: none"> Describing in much detail how the use of instructional and assistive technology in the learning environment advanced the lesson, promoted student learning, and encouraged student use of relevant learning tools. 	<ul style="list-style-type: none"> Describing in some detail how the use of instructional technology and assistive in the learning environment supported the lesson, promoted student learning, and encouraged student use of relevant learning tools. 	<p>and delivery for students by:</p> <ul style="list-style-type: none"> Discussing in limited detail how the use of instructional and assistive technology strategies, tools, and applications were integrated into instruction. 	<p>in the IEP to support instruction.</p>
<p>13. Use of formative assessment data to monitor learning and adjust instruction, if necessary.</p> <p><i>[Attributes: Breadth and Relevance]</i></p> <p>(InTASC 6a; 6c; 6g)</p>	<p>CEC-ITP 4.2: Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.</p> <p>ISCI 4 S5 ISCI 4 S8</p>	<p>The special education candidate exhibited exceptional proficiency in using knowledge of measurement principles and practices to interpret assessment results and use that data to inform educational decisions for students by:</p> <ul style="list-style-type: none"> Describing multiple relevant ways of how instruction was adjusted based on formative (progress monitoring) and summative assessment data 	<p>The special education candidate exhibited proficiency in using knowledge of measurement principles and practices to interpret assessment results and use that data to inform educational decisions for students by:</p> <ul style="list-style-type: none"> Describing some relevant ways of how instruction was adjusted based on formative (progress monitoring) and summative assessment data 	<p>The special education candidate exhibited developing proficiency in using knowledge of measurement principles and practices to interpret assessment results and use that data to inform educational decisions for students by:</p> <ul style="list-style-type: none"> Describing few relevant ways of how instruction was adjusted based on formative (progress monitoring) and summative assessment data 	<p>The special education candidate did not use formative or summative assessment data to check for learning or adjust instruction.</p>

Writing Quality – Rubric row 19 – Indicator included in all sections for assignment submissions				
The candidate must present proper English usage, including correct grammar, spelling, and syntax, when writing the assignment. <ul style="list-style-type: none"> • Correct use of grammar • Correct use of spelling and mechanics • Writing and flow convey intended meaning 				
EVALUATION – Writing Quality – Included in all sections for assignment submissions				
The candidate follows proper English usage, including correct grammar, spelling, and syntax, in writing the narrative. In addition to following these criteria, graduate students also properly format the narrative adhering to program expectations for style conventions as accepted by the profession.				
Indicator	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet Criteria = 0
19. Writing <ul style="list-style-type: none"> • <i>Correct use of grammar</i> • <i>Correct use of spelling and mechanics</i> <i>Writing and flow convey intended meaning.</i>	Very few or no patterns of grammatical, spelling, and/or mechanical errors. The candidate’s writing articulates ideas elaborately with no interference to meaning.	Some patterns of grammatical, spelling, and/or mechanical errors. The candidate’s writing articulates ideas with no interference to meaning.	Many patterns of grammatical, spelling, and/or mechanical errors which interferes with meaning. The candidate’s writing is developing at this stage.	The candidate’s writing is unacceptable at this stage because there are too many errors in syntax and/or mechanics that significantly interferes with meaning.
Number of “1’s” for Part III:				
My Average Score for Part III out of 33 points possible: <ul style="list-style-type: none"> • Must score at least 22 points 				

Part IV/Sections 5 & 6: Indicators 14 – 18, 19

Section 5: Assessment Data & Analysis (InTASC Standard 6) – Indicators 14, 15, 16

Compare, analyze and interpret the results from the pre and post assessments in table format. Then, reflect on the instructional process.

Your analysis should include:

- A table that **must** include the **students’ scores (pre and post)** and **average class scores for each test question**
 - **could** include charts and graphs that are accurately labeled with titles, xy axis identifiers, and a meaningful representation of the data
- A discussion that effectively communicates **results by IEP goals/objectives, CEC ECSE standards and objectives**, identifying which **pre/post assessment questions or performance tasks** were selected learners **more or less successful** with completing
- An interpretation of **data** in terms of the **learners’ growth/learning/achievement** that **must** include:
 - Learners **attainment** of IEP goals/objectives and/or CEC standards and objectives

EVAULATION – Section 5: Assessment Data & Analysis – Indicators 14, 15, 16, 19

InTASC Standard 6 – Category III

Indicators	CEC Standard	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet Criteria = 0
14. Display of assessment data communicates learning results for the class as a whole. <i>[Attribute: Breadth]</i> (InTASC 6I)	CEC-ITP 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. ISCI 4 S7 ISCI 4 K1	The special education candidate showed exceptional proficiency in demonstrating knowledge of measurement principles and practices to interpret assessment results and guide educational by: <ul style="list-style-type: none"> • Reporting assessment data (i.e., all assessment data collected, pre/post and formative assessments) using graphical displays and data tables to visually communicate learning results (i.e., charts, bar graphs, titles, labels, 	The special education candidate showed proficiency in demonstrating knowledge of measurement principles and practices to interpret assessment results and guide educational by: <ul style="list-style-type: none"> • The candidate reported some assessment data (i.e., basic Pre/Post Assessment data) to communicate learning scores) in data tables. 	The special education candidate showed developing proficiency in demonstrating knowledge of measurement principles and practices to interpret assessment results and guide educational decisions by: <ul style="list-style-type: none"> • The candidate reported limited Assessment data (i.e., only some of the data collected) in terms of communicating learning results for class. 	The special education candidate did not show proficiency in demonstrating knowledge of measurement principles and practices to interpret assessment results and guide educational decisions

		meaningful representation).			
<p>15. Analysis of assessment results: Discussion communicates results by standard/objective, including which pre/post assessment questions or performance tasks students were more or less successful with completing. <i>[Attribute: Breadth]</i> (InTASC 6l)</p>	<p>CEC-ITP 4.4: Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.</p> <p>ISCI 4 S4 ISCI 4 S8</p>	<p>The special education candidate showed exceptional proficiency in engaging students with exceptionalities to work toward quality learning and performance and provide feedback to guide them by:</p> <ul style="list-style-type: none"> Analyzing and communicating which assessment results demonstrated that specific IEP objectives were met by identifying all the questions or performance tasks that students were more or less successful with completing. 	<p>The special education candidate showed proficiency in engaging students with exceptionalities to work toward quality learning and performance and provide feedback to guide them by:</p> <ul style="list-style-type: none"> Analyzing and communicating how the assessment results met the standards/ IEP objectives by identifying some questions or performance tasks that students were more or less successful in completing. 	<p>The special education candidate showed developing proficiency in engaging students with exceptionalities to work toward quality learning and performance and provide feedback to guide them by:</p> <ul style="list-style-type: none"> Analyzing or communicating how assessments results performed by standard/ IEP objective by identifying few questions or performance tasks that students were more or less successful with completing. 	<p>The special education candidate did not show proficiency in engaging students with exceptionalities to work toward quality learning and performance and provided little to no feedback to guide them.</p>
<p>16. Interpretation of assessment results in terms of growth/ learning/ achievement. <i>[Attribute: Clarity]</i> (InTASC 6c)</p>	<p>CEC-ITP 4.2: Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.</p> <p>ISCI 4 S5 ISCI 4 S8</p>	<p>Based on the analysis of assessment results, the special education candidate demonstrated exceptional proficiency in interpreting learning results through the use of measurement principles and practices.</p> <ul style="list-style-type: none"> The candidate demonstrated this by considering learners' attainment of 	<p>Based on the analysis of assessment results, the special education candidate demonstrated proficiency in interpreting learning results through the use of measurement principles and practices.</p> <ul style="list-style-type: none"> The candidate demonstrated this by considering learners' attainment of standards/ IEP 	<p>Based on the analysis of assessment results, the special education candidate demonstrated developing proficiency in interpreting learning results through the use of measurement principles and practices.</p> <ul style="list-style-type: none"> The candidate demonstrated this by somewhat considering learners' 	<p>The special education candidate did not demonstrate proficiency in interpreting learning results based on the analysis of assessment results.</p>

		standards/IEP objectives; discussing levels of achievement for all learners (including, for example, special populations of learners); discussing extended achievement in relation to standards/ IEP objectives of students who excelled on the pre-assessment; and describing possible reasons for the variation in student achievement.	objectives; discussing levels of achievement for all learners (including, for example, special populations of learners); and describing possible reasons for the variation in student achievement.	attainment of standards/ IEP objectives. <ul style="list-style-type: none"> The candidate conducted a limited reflection of previous learning, which resulted in few changes to instructional delivery. 	
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Part IV/Section 6: Reflections on the Overall Unit: Implications for the Future (InTASC Standards 9, 10) – Indicators 17, 18

Reflect on the instructional process and how the students’ results will help improve your teaching performance. Use examples from your student teaching experience and the delivery (during and after) of this unit to support your reflection.

- What **conversations** have you had with your mentor teacher, related services personnel, other colleagues, community agencies staff, and families or other resources to **positively impact** your identified student learners?
- What are other ways you could **modify** your practice to **improve student learning**?
- Should other progress monitoring assessments or student learning data be considered?

EVALUATION – Section 6: Reflections on the Overall Unit: Implications for the Future – Indicators 17, 18, 19

InTASC Standards 9 and 10 – Category IV

Indicators	CEC Standard	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet Criteria = 0
17. Reflection on advancing instruction to improve student learning.	CEC-ITP 6.1: Beginning special education professionals use professional Ethical Principles and	The special education candidate demonstrated exceptional proficiency in using professional Ethical Principles and	The special education candidate demonstrated proficiency in using professional Ethical Principles and Professional	The special education candidate demonstrated developing proficiency in using professional Ethical Principles and	The special education candidate did not demonstrate proficiency in using professional Ethical

<p><i>[Attributes: Clarity and Meaningfulness]</i></p> <p>(InTASC 9c; 9g)</p>	<p>Professional Practice Standards to guide their practice.</p> <p>ISCI 6 S1 ISCI 6 S9</p>	<p>Professional Practice Standards to guide their teaching practice by:</p> <ul style="list-style-type: none"> • Extremely clearly and meaningfully modifying instructional delivery of a unit or individual lessons and using evidence-based practices to improve student learning, re-teaching content that proved unsuccessful. 	<p>Practice Standards to guide their teaching practice by:</p> <ul style="list-style-type: none"> • Somewhat clearly and meaningfully modifying instructional delivery of a unit or individual lessons and using evidence-based practices to improve student learning, re-teaching content that proved unsuccessful. 	<p>Professional Practice Standards to guide their teaching practice by:</p> <ul style="list-style-type: none"> • Not clearly or meaningfully modifying instructional delivery of a unit or individual lessons or using evidence-based practices to improve student learning, re-teaching content that proved unsuccessful. 	<p>Principles and Professional Practice Standards to guide their teaching practice by not modifying instructional delivery of a unit or individual lessons or using evidence-based practices to improve student learning.</p>
<p>18. Reflections regarding connection between successful student learning and positive collaborative relationship with mentoring teacher, other school colleagues, families, community organizations or online resources.</p> <p><i>[Attribute: Breadth]</i></p> <p>(InTASC 9d; 10d; 10e)</p>	<p>CEC-ITP 7.3: Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.</p> <p>ISCI 7 S3 ISCI 7 S9</p>	<p>The special education candidate showed exceptional proficiency in using collaboration to promote the well-being of children with disabilities by:</p> <ul style="list-style-type: none"> • Describing the importance of establishing positive collaborative relationships with mentor teachers, school colleagues, related services personnel, families, and/or community organizations to support children with disabilities and their families. 	<p>The special education candidate showed proficiency in using collaboration to promote the well-being of children with disabilities by:</p> <ul style="list-style-type: none"> • Describing the importance of establishing positive collaborative relationships with mentor teachers, school colleagues, related services personnel, families, and/or community organizations to support children with disabilities and their families 	<p>The special education candidate showed developing proficiency in using collaboration to promote the well-being of children with disabilities by:</p> <ul style="list-style-type: none"> • Briefly describing (or summarizing) the importance of establishing positive collaborative relationships with mentor teachers, school colleagues, related services personnel, families, and/or community organizations to support children with disabilities and their families 	<p>The special education candidate did not show proficiency in using collaboration to promote the well-being of children with disabilities and their families</p>

Writing Quality – Rubric row 19 – Indicator included in all sections for assignment submissions				
The candidate must present proper English usage, including correct grammar, spelling, and syntax, when writing the assignment. <ul style="list-style-type: none"> • Correct use of grammar • Correct use of spelling and mechanics • Writing and flow convey intended meaning 				
EVALUATION – Writing Quality – Included in all sections for assignment submissions				
The candidate follows proper English usage, including correct grammar, spelling, and syntax, in writing the narrative. In addition to following these criteria, graduate students also properly format the narrative adhering to program expectations for style conventions as accepted by the profession.				
Indicator	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet Criteria = 0
19. Writing <ul style="list-style-type: none"> • <i>Correct use of grammar</i> • <i>Correct use of spelling and mechanics</i> <i>Writing and flow convey intended meaning.</i>	Very few or no patterns of grammatical, spelling, and/or mechanical errors. The candidate’s writing articulates ideas elaborately with no interference to meaning.	Some patterns of grammatical, spelling, and/or mechanical errors. The candidate’s writing articulates ideas with no interference to meaning.	Many patterns of grammatical, spelling, and/or mechanical errors which interferes with meaning. The candidate’s writing is developing at this stage.	The candidate’s writing is unacceptable at this stage because there are too many errors in syntax and/or mechanics that significantly interferes with meaning.
Number of “1’s” for Part IV:				
My Average Score for Part IV out of 18 points possible: <ul style="list-style-type: none"> • Must score at least 12 points 				

TOTAL POINTS POSSIBLE: 66

- Must score at least **44** points
- No more than one “1” in each Part
- No “0” scores