

2015 CURRICULUM MAP
Institute for Teacher Education: Elementary Education Program (BEEd)
Alignment of Student Learning Outcomes, Standards, and Assessments

HTPS = Hawaii Teacher Performance Standards (see below for specific content) = InTASC Standards

Attributes: K=Knowledge; S=Skills/Abilities; D=Dispositions; I=Impact on Student Learning (see below for Dispositions rubric)

Titles of Assessments:

1. Licensure Assessment (Praxis Tests)
2. Methods Course Grades
3. Lesson Planning Across the Curriculum (see below for rubric)
4. Final Assessment of Student Teaching (based on Hawaii Teacher Performance Standards)
5. Analysis of K-6 Student Learning (see below for reflection criteria and rubric)
6. Resource Kit for Working with Children with Disabilities (see below for rubric)
7. Planning and Designing Instruction: A Technology Integrated project (see below for rubric)
8. Professional Dispositions (see below for rubric)

Student Learning Outcomes			Assessments (semesters/courses)
Candidates' understanding of development, learning, and motivation	InTASC 1: Learner Development InTASC 2: Learning Differences InTASC 3: Learning Environments	Attributes: K, S, I	Assessment 3: Semester 1, 2, or 3, ITE 313, 322, 323, 325, 326, 329 Assessment 4: Semester 4, ITE 390 Assessment 6: Semester 4, ITE 391
Candidates' understanding of curriculum	InTASC 4: Content Knowledge InTASC 5: Application of Content	Attributes: K, S	Assessment 1: Semester 1,2,3, or 4 Assessment 2: Semesters 1, 2, and 3 Assessment 4: Semester 4, ITE 390
Candidates' ability to plan instruction	InTASC 7: Planning for Instruction InTASC 8: Instructional Strategies	Attributes: K, S, I	Assessment 3: Semester 1, 2, or 3, ITE 313, 322, 323, 325, 326, 329 Assessment 4: Semester 4, ITE 390 Assessment 6: Semester 1, 2 or 3, SPED 444 (3.2) Assessment 7: Semester 1, 2 or 3, SPED 480 (3.2, 3.4)
Candidates' ability to assess, analyze student learning, and use assessment	InTASC 6: Assessment	Attributes: K, S, D, I	Assessment 3: Semester 1, 2, or 3, ITE 313, 322, 323, 325, 326, 329 Assessment 4: Semester 4, ITE 390 Assessment 5: Semester 4, ITE 390 Assessment 6: Semester 1, 2 or 3, SPED 444
Candidate demonstrates professionalism	InTASC 9: Professional Learning and Ethical Practice InTASC 10: Leadership and Collaboration	Attributes: K, S, D, I	Assessment 4: Semester 4, ITE 390 Assessment 5: Semester 4, ITE 390 Assessment 8: Semesters 1, 2, 3, & 4

**Interstate Teacher Assessment & Support Consortium (INTASC) Standards & Indicators
(Aligned with the Hawaii Teacher Performance Standards & Indicators)**

InTASC Standard 1. Learner Development

The teacher 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 appropriate and challenging learning experiences.

- The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

InTASC Standard 2. Learner Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
- The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms, including Native Hawaiian history and culture.
- The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

InTASC Standard 3. Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

- The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

InTASC Standard 4. Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

- The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

- The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

InTASC Standard 5. Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
- The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- The teacher develops and implements supports for learner literacy development across content areas.

InTASC Standard 6. Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.
- The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

InTASC Standard 7. Planning for Instruction

The teacher 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 teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.
- The teacher evaluates plans in relation to short-and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

InTASC Standard 8. Instructional Strategies

The teacher 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 teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
- The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

InTASC Standard 9. Professional Learning and Ethical Practice

The teacher 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 teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

InTASC Standard 10. Leadership and Collaboration

The teacher 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.

- The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

- The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.
- The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- The teacher uses and generates meaningful research on education issues and policies.
- The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

ASSESSMENT # 3
Assessment of candidate ability to plan instruction
edTPA Task 1: Planning Rubrics

Rubric 1: Planning for Specific Understandings	EMERGING 0	PROFICIENT 1	ADVANCED 2
Guiding Question: How do the candidate's plans build students' content area understandings? InTASC Standards: 2. Learning Differences 3. Learning Environments 4. Content Knowledge 7. Planning for Instruction 8. Instructional Strategies	Candidate's plan(s) do not support learning of subject specific content or do not promote understanding. OR There are significant content inaccuracies that will lead to student misunderstandings. OR Standards, objectives, learning tasks, and materials are not aligned with each other. <div style="text-align: center;">■</div>	Candidate's plan(s) for instruction build on each other to support learning of subject specific content and understandings. <div style="text-align: center;">■</div>	Candidate's plan(s) for instruction support learning to promote deep understandings. <div style="text-align: center;">■</div>
	Candidate's plan(s) for instruction support surface level learning. <div style="text-align: center;">■</div>		Candidate explains how they will use learning tasks and materials to lead students to make clear and consistent connections. <div style="text-align: center;">■</div>
	RUBRIC 1 SCORE		
	■	■	■

Rubric 2: Planning to Support Varied Student Learning Needs	EMERGING 0	PROFICIENT 1	ADVANCED 2
Guiding Question: How does the candidate use knowledge of his/her students to support students' learning? InTASC Standards: 1. Learner Development 2. Learner Differences 4. Content Knowledge 7. Planning for Instruction 8. Instructional Strategies	There is no evidence of planned supports. OR Candidate does NOT attend to ANY INSTRUCTIONAL requirements in IEP and 504 plans. <input type="checkbox"/>	Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole. <input type="checkbox"/>	Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs. <input type="checkbox"/>
	Planned supports are loosely tied to learning objectives or the central focus. <input type="checkbox"/>		Supports include specific strategies to identify and respond to misconceptions, common errors, and misunderstandings. <input type="checkbox"/>
	RUBRIC 2 SCORE		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rubric 3: Using Knowledge of Students to Inform Teaching and Learning	EMERGING 0	PROFICIENT 1	ADVANCED 2
Guiding Question: How does the candidate use knowledge of his/her students to justify instructional plans? InTASC Standards: 1. Learner Development 2. Learner Differences 4. Content Knowledge 7. Planning for Instruction 9. Professional and Ethical Practices	Candidate's justification of learning tasks is either missing or represents a deficit view of students and their backgrounds. <p style="text-align: center;">■</p>	Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students' <ul style="list-style-type: none"> • prior academic learning OR • personal/cultural/community assets. Candidate makes superficial connections to research and/or theory. <p style="text-align: center;">■</p>	Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students' <ul style="list-style-type: none"> • prior academic learning AND • personal/cultural/community assets. <p style="text-align: center;">■</p>
	Candidate justifies learning tasks with limited attention to students' <ul style="list-style-type: none"> • prior academic learning OR • personal, cultural, or community assets. <p style="text-align: center;">■</p>		Candidates' justification is supported by principles from research and/or theory. <p style="text-align: center;">■</p>
	RUBRIC 3 SCORE		
	■	■	■

Rubric 4: Identifying and Supporting Academic Language	EMERGING 0	PROFICIENT 1	ADVANCED 2
Guiding Question: How does the candidate identify and support language that students need to participate in a content area in meaningful ways? InTASC Standards: 1. Learner Development 2. Learner Differences 4. Content Knowledge 5. Application of Content 8. Instructional Strategies	Academic language identified by the candidate does not align with the lesson content or learning tasks. <div style="text-align: center;">■</div>	General language supports address students' use and understanding of oral and written language used for academic purposes. <div style="text-align: center;">■</div>	Targeted language supports address students' authentic use and understanding of oral and written language used for academic purposes. <div style="text-align: center;">■</div>
	Language supports are missing, limited, or not aligned with the academic language identified. <div style="text-align: center;">■</div>		Language supports are designed to meet the needs of students with different levels of language learning. <div style="text-align: center;">■</div>
	RUBRIC 4 SCORE		
	■	■	■

**Assessment #5: Candidate Effect on Student Learning
edTPA Task 3: Assessment Rubrics**

Rubric 11: Analysis of Student Learning	EMERGING 0	PROFICIENT 1	ADVANCED 2
<p>Guiding Question: How does the candidate analyze evidence of student learning?</p> <p>InTASC Standard: 6. Assessment</p>	<p>The analysis is superficial or not supported by either student work samples or the summary of student learning.</p> <p align="center">OR</p> <p>The evaluation criteria, learning objectives, and/or analysis are not aligned with each other.</p> <p align="center">■</p>	<p>The analysis focuses on what students did right AND wrong.</p> <p align="center">AND</p> <p>Analysis includes some differences in whole class learning.</p> <p align="center">■</p>	<p>Analysis uses specific examples from work samples to demonstrate patterns of learning consistent with the summary.</p> <p align="center">AND</p> <p>Patterns of learning are described for whole class.</p> <p align="center">■</p>
	<p>The analysis focuses on what students did right OR wrong.</p> <p align="center">■</p>		<p>Analysis uses specific examples from work samples to demonstrate the connections between quantitative and qualitative patterns of learning for individuals or groups.</p> <p align="center">■</p>
	RUBRIC 11 SCORE		
	■	■	■

Rubrics 12 & 13: Providing Feedback to Guide Learning and Students Use of Feedback	EMERGING 0	PROFICIENT 1	ADVANCED 2
<p>Guiding Questions: What type of feedback does the candidate provide to focus students to guide their further learning?</p> <p>How does the candidate support focus students to understand and use the feedback to guide their further learning?</p> <p>InTASC Standard: 6. Assessment</p>	<p>Feedback is unrelated to learning objectives OR is developmentally inappropriate.</p> <p style="text-align: center;">OR</p> <p>Feedback contains significant content inaccuracies.</p> <p style="text-align: center;">OR</p> <p>No feedback is provided to one or more focus students.</p> <p style="text-align: center;">■</p>	<p>Feedback is specific and addresses either needs OR strengths related to the learning objectives.</p> <p style="text-align: center;">■</p>	<p>Feedback is specific and addresses both strengths AND needs related to the learning objectives with detailed evidence for how the focus students use or will use the feedback.</p> <p style="text-align: center;">■</p>
	<p>Feedback is general and addresses needs AND/OR strengths of how the focus students use or will use feedback related to the learning objectives without evidence.</p> <p style="text-align: center;">■</p>	<p>Candidate describes how the focus students use or will use feedback related to learning activities.</p> <p style="text-align: center;">■</p>	<p>Feedback for one or more focus students</p> <ul style="list-style-type: none"> • Provides a strategy to address an individual learning need OR • Makes connections to prior learning or experience to improve learning. <p style="text-align: center;">■</p>
	RUBRICS 12 & 13 OVERALL SCORE		

Rubric 14: Analyzing Students' Language Use and Academic Learning	EMERGING 0	PROFICIENT 1	ADVANCED 2
Guiding Question: How does the candidate analyze students' use of academic language to develop content understanding? InTASC Standards: 1. Learner Development 2. Learner Differences 4. Content Knowledge 5. Application of Content	Candidate identifies student language use that is superficially related to academic language. OR Candidate's description or explanation of language use is not consistent with the evidence submitted. <div style="text-align: center;">■</div>	Candidate explains and provides evidence of students' use of developmentally appropriate or task appropriate oral and written academic language. <div style="text-align: center;">■</div>	Candidate explains and provides evidence of students' use of developmentally appropriate and task appropriate oral and written academic language in ways that develop content understandings. <div style="text-align: center;">■</div>
	Candidate describes how students use oral or written language without evidence. <div style="text-align: center;">■</div>		Candidate explains and provides evidence of language use and content learning for students with varied needs. <div style="text-align: center;">■</div>
	RUBRIC 14 SCORE		
	■	■	■

Rubric 15: Using Assessment to Inform Instruction	EMERGING 0	PROFICIENT 1	ADVANCED 2
<p>Guiding Question: How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?</p> <p>InTASC Standards: 6. Assessment 7. Planning for Instruction 8. Instructional Strategies</p>	<p>The next steps do not follow from the analysis.</p> <p>OR</p> <p>Next steps are not relevant to the learning objectives assessed.</p> <p>OR</p> <p>Next steps are not described in sufficient detail to understand them.</p> <p style="text-align: center;">■</p>	<p>Next steps propose general support that improves student learning related to assessed learning objectives.</p> <p style="text-align: center;">■</p>	<p>Next steps provide targeted support to individuals and/or groups to improve student learning of key content or concepts.</p> <p style="text-align: center;">■</p>
	<p>Next steps primarily focus on changes to teaching practice that are superficially related to student learning needs, for example, repeating instruction, pacing, or classroom management issues.</p> <p style="text-align: center;">■</p>	<p>Next steps are loosely connected with research and/or theory.</p> <p style="text-align: center;">■</p>	<p>Next steps are justified with principles from research and/or theory.</p> <p style="text-align: center;">■</p>
RUBRIC 15 SCORE			
	■	■	■

Overall Score Rubrics 11 – 15	EMERGING PERFORMANCE 0	PROFICIENT PERFORMANCE 1	ADVANCED PERFORMANCE 2
		■	■

Scoring Guide for Assessment 6

Resource Kit for Working with Children with Disabilities

Component	Unacceptable	Acceptable	Target
Personal Philosophy 25% ACEI 1	<p>³⁵/₁₇ Is limited in scope or inaccurate or the topic area has marginal relevance or is not relevant.</p> <p>³⁵/₁₇ Demonstrates little understanding or an inaccurate understanding of the assignment.</p> <p>³⁵/₁₇ Written format lacks a coherent organization and contains many errors in grammatical usage, spelling, and/or the mechanics of writing.</p> <p style="text-align: center;">Unacceptable ✍</p>	<p>³⁵/₁₇ Provides the beginning of an analysis of inclusive/special education, but is limited in depth and breadth.</p> <p>³⁵/₁₇ Demonstrates a basic understanding of the assignment that is accurate; contributes to an understanding of the topic area.</p> <p>³⁵/₁₇ Written format has suitable organization and contains few errors in grammatical usage, spelling, and the mechanics of writing.</p> <p style="text-align: center;">Acceptable ✍</p>	<p>³⁵/₁₇ Provides the beginning of an analysis of inclusive/special education that draws upon laws, issues, policies, historical points of view, and aspects of inclusive education.</p> <p>³⁵/₁₇ Demonstrates understanding of the assignment that is not only accurate but provides a unique perspective and depth of thought about inclusion and special education.</p> <p>³⁵/₁₇ Written format is well organized; contains almost no errors in grammatical usage, spelling, or the mechanics of writing</p> <p style="text-align: center;">Target ✍</p>
Five Disabilities 75% ACEI 1, 3.1-3.2, 5.1-5.2	<p>³⁵/₁₇ This activity does not include at least a written summary of two pages in length and/or there is a selection of less than five disabilities.</p> <p>³⁵/₁₇ Some summaries do not include a description of the characteristics and needs of individuals and/or does not demonstrate depth and breadth from an educational and social viewpoint.</p>	<p>³⁵/₁₇ This activity includes at least a written summary of two pages in length of five selected disabilities/disorders. The summary includes a description of the characteristics and needs of individuals for each disability/disorder, but limited in depth and breadth from an educational and social viewpoint.</p>	<p>³⁵/₁₇ This activity includes a written summary of at least two pages in length of five selected disabilities/disorders. The summary includes a description of the characteristics and needs of individuals for each disability/disorder and demonstrates comprehensive depth and breadth from an educational and social viewpoint.</p>
	<p>³⁵/₁₇ Does not include an article for each disability, or selection of article(s) lacks appropriateness. Does not provide summaries of all or summaries do not demonstrate understanding of importance of information from an educational and social viewpoint.</p> <p>³⁵/₁₇ Does not provide a discussion of how a student with each disability could receive an appropriate education in a general education classroom.</p> <p>³⁵/₁₇ Demonstrates little understanding or an inaccurate understanding of the assignment.</p>	<p>³⁵/₁₇ Provides an article that features methods or strategies for teaching students with each disability. Summarizes the main points of the teaching strategies but limited in depth and breadth from an educational and social viewpoint</p> <p>³⁵/₁₇ Discusses how a student with each disability could receive an appropriate education in a general education classroom.</p> <p>³⁵/₁₇ Demonstrates a basic understanding of the assignment that is accurate; contributes to an understanding of the topic area.</p>	<p>³⁵/₁₇ Provides an article that features methods or strategies for teaching students with each disability. Summarizes the main points of the teaching strategies, and demonstrates ability to grasp important aspects from an educational and social viewpoint.</p> <p>³⁵/₁₇ Discusses how a student with each disability could receive an appropriate education in a general education classroom.</p> <p>³⁵/₁₇ Demonstrates understanding of the assignment that is not only accurate but provides a unique perspective and depth of thought from an educational and social viewpoint.</p>
	Unacceptable	Acceptable	Target

	<p>³⁵₁₇ Does not include an article for each disability, or selection of article(s) lacks appropriateness. Does not provide summaries of all or summaries do not demonstrate understanding of importance of information from an educational and social viewpoint.</p> <p>³⁵₁₇ Does not provide a discussion of how a student with each disability could receive an appropriate education in a general education classroom.</p> <p>³⁵₁₇ Demonstrates little understanding or an inaccurate understanding of the assignment.</p>	<p>³⁵₁₇ Provides an article that features methods or strategies for teaching students with each disability. Summarizes the main points of the teaching strategies but limited in depth and breadth from an educational and social viewpoint</p> <p>³⁵₁₇ Discusses how a student with each disability could receive an appropriate education in a general education classroom.</p> <p>³⁵₁₇ Demonstrates a basic understanding of the assignment that is accurate; contributes to an understanding of the topic area.</p>	<p>³⁵₁₇ Provides an article that features methods or strategies for teaching students with each disability. Summarizes the main points of the teaching strategies, and demonstrates ability to grasp important aspects from an educational and social viewpoint.</p> <p>³⁵₁₇ Discusses how a student with each disability could receive an appropriate education in a general education classroom.</p> <p>³⁵₁₇ Demonstrates understanding of the assignment that is not only accurate but provides a unique perspective and depth of thought from an educational and social viewpoint.</p>
Overall	Unacceptable	Acceptable	Target

Scoring Guide for Assessment 7: Planning and Designing Instruction
A Technology Integrated Learning Unit

Performance	Unacceptable	Acceptable	Target
Demonstrate a sound understanding of technology operations and concepts (Knowledge) ACEI 5.1	³⁵ ₁₇ Operate computers and other standard classroom technologies with assistance or only with limited range of options. ³⁵ ₁₇ Learn new technologies only when required. Unacceptable ✍	³⁵ ₁₇ Able to identify and operate computers and other standard classroom technologies appropriate to different purposes, including recognizing multiple uses for student learning. ³⁵ ₁₇ Able to identify resources for professional learning in educational technology that are used regularly to update skills. Acceptable ✍	³⁵ ₁₇ Able to effectively operate and evaluate current and emerging technologies to address the diverse needs of students. ³⁵ ₁₇ Actively engage in life-long learning and reflective practice to continually expand knowledge of technology for student learning. Target ✍
Integrate technology in planning, instruction, and assessment to support student learning (skills) ACEI 1, 3.1-3.5, 4	³⁵ ₁₇ Use technology for limited productivity including knowing some resources for lesson development. ³⁵ ₁₇ Demonstrate some knowledge of technology for personal use and/or using technology as a curriculum supplement. ³⁵ ₁₇ Use technology for assessment limited to entering grades. Unacceptable ✍	³⁵ ₁₇ Able to select and use appropriate technology resources to enhance student academic performance and basic technology literacy. ³⁵ ₁₇ Able to align learning activities with curriculum standards and identify related technology resources to support content learning. ³⁵ ₁₇ Identify and use strategies for assessing students' use of technology resources. Acceptable ✍	³⁵ ₁₇ Able to plan, implement, and assess technology-based learning activities that promote student engagement in analysis, synthesis, integration and creation of original products. ³⁵ ₁₇ Implement and facilitate learning that integrates both content and technology standards to improve student academic achievement and technology literacy. ³⁵ ₁₇ Use formative and summative assessment strategies for evaluating appropriate student use of technology for content-area learning, communication, and productivity. Target ✍
Understand the social, ethical, legal, and human issues surrounding the use of technology in PK-	³⁵ ₁₇ Able to identify social, legal, ethical and human issues relation to some personal uses of	³⁵ ₁₇ Able to identify social, legal, ethical and human issues and explain how these relate to schools and students.	³⁵ ₁₇ Actively practices and models appropriate technology uses for personal, professional, teaching and learning activities.

12 schools and apply those principles in practice (dispositions) ACEI1, 5.1-5.2	technology.		
Overall	Unacceptable 	Acceptable 	Target 

Scoring Guide for Assessment 8: Professional Dispositions
PROFESSIONAL DISPOSITIONS EVALUATION FORM

Teacher Candidate _____

Cohort # _____

Field Supervisor _____

Mentor _____

Course (check one): ___ ITE 317 Sem 1 ___ ITE 317 Sem 2 ___ ITE 317 Sem 3
 ___ SPED 400a ___ SPED 400b ___ SPED 400c
 ___ ITE 415L ___ ITE 416L
 ___ ITE 390C ___ ITE 390S ___ SPED 390S

Person completing this form _____

Date _____

1. Professional and Ethical Conduct	Not observed	Needs improvement	Meets expectations
³⁵ / ₁₇ Responds to feedback in a solution-oriented manner			
³⁵ / ₁₇ Shows concern for children's well-being and safety			
³⁵ / ₁₇ Contributes to a safe physical, social, and emotional environment			
³⁵ / ₁₇ Believes that all students can learn			
³⁵ / ₁₇ Treats children and others fairly			
Comments:			

2. Effective Work Habits	Not observed	Needs improvement	Meets expectations
³⁵ / ₁₇ Dresses appropriately for school setting			
³⁵ / ₁₇ Is punctual			
³⁵ / ₁₇ Is organized			
³⁵ / ₁₇ Meets program requirements			
³⁵ / ₁₇ Meets deadlines			

³⁵ ₁₇ Coordinates assignments among mentor teachers, instructors, and field supervisors			
Comments:			

3. Effective Communication	Not observed	Needs improvement	Meets expectations
³⁵ ₁₇ Communicates clearly, openly, and respectfully			
³⁵ ₁₇ Asks questions			
³⁵ ₁₇ Speaks and writes in a clear and grammatically correct manner			
Comments:			

4. Self-reflection	Not observe	Needs improvement	Meets expectations
³⁵ ₁₇ Is aware and insightful about his/her own psychological, emotional, and professional characteristics			
³⁵ ₁₇ Monitors how he/she affects others and adjusts behavior			
Comments:			

5. Collaboration	Not observed	Needs improvement	Meets expectations
³⁵ ₁₇ Initiates and maintains balanced collaboration by filling the roles of both leader and supporter as needed			
Comments:			

