

**ED 360, Methods and Materials for Teaching Students with Special Needs**

**Final Project- Effect on Student Learning Key Assessment**

At the end of the fall term 2020, because of the nature of the virtual lessons and difficulty getting pertinent evaluative information regarding target child, each team will write a final project regarding their effect on student learning. The rubric below will give format specifications. Effect on Student Learning should include the context for learning, all background information specific to child and small group, the collaboratively written IEP, current educational information on target child (including assessment portfolio,) the three chosen lesson plans, and an individual reflection on the teaching-learning cycle.

* The candidate will reflect on the impact of instruction on the learning of the intervention student by analyzing the assessments.
* The candidate will keep copies of work done by the students (especially target child) to show appropriate feedback to the intervention student that is specific and that addresses both the strengths and needs of the learner.
* The candidate will identify next teaching steps that are targeted to the *specific needs of the intervention student and these next teaching steps* are specifically connected with research and/or theory.
* EACH CANDIDATE will reflect on the teaching-learning cycle and describe in writing his/her identified strengths and weaknesses, identify relevant areas for improvement and include specific actions to improve teaching practice and to impact student learning.
* Pay special attention to the special education specific element (colored in green below).

**KA Effect on Student Learning Rubric** **Special Education**

**Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Elements (Criteria)**  **ACTS/INTASC Standards** | **Level 4**  **Innovating** | **Level 3**  **Applying**  **Expected Performance** | **Level 2**  **Emerging** | **Level 1**  **Unacceptable** |
| **1. Lesson Plan: Candidate**  **develops/selects assessments for instruction-informal and formal, ACTS/INTASC 6, Assessment** | Candidate plans encompass both formal and informal assessments which are aligned with the instructional objectives. Assessments support ongoing learning for all learners and promote student self-reflection and future learning. | Candidate plans include formal or informal assessments which are aligned with the instructional objectives. | Candidate plans do not include appropriate formal and/or informal assessments. | Candidate plans do not include formal and/or informal assessments. |
| **2. Justification of Learning Segment Plan for learner development ACTS/INTASC 1 Learner Development** | Teacher candidate specifically explains why learning tasks are appropriate based on learner development, using examples from assessment data, student’s prior academic learning and personal assets. | Teacher candidate justifies why learning tasks are appropriate based on learner development using examples from student’s assessment data, prior academic learning OR personal assets. | Teacher candidate justifies learning tasks with limited attention to assessment data, student’s prior academic learning OR personal assets. | Teacher candidate’s justification of learning tasks is either missing OR represents a deficit view of the student and his/her background. |
| **3. Justification of Learning Segment Plan for learner differences ACTS/INTASC 2 Learning Differences** | Teacher candidate specifically explains why learning tasks are adapted for each learner based on their learning differences within the group, using examples of learner development from assessment data, student’s prior academic learning and personal assets. | Teacher candidate justifies why learning tasks are adapted based on learning differences using examples of learner development from student’s assessment data, prior academic learning OR personal assets. | Teacher candidate justifies learning tasks with limited attention to assessment data, student’s prior academic learning OR personal assets. | Teacher candidate’s justification of learning tasks is either missing OR represents a deficit view of the student and his/her background. |
| **4. Explanation of Assessments included in Learning Segment, ACTS/INTASC 6, Assessment** | Lesson plans include assessments that provide multiple forms of evidence to monitor students’ use of the plans’ objectives throughout the learning segment. | Lesson plans include assessments that provide evidence to monitor student’s use of the plans’ objective during the learning segment. | Lesson plans include assessments that provide limited evidence to monitor students’ use of the plans’ objective during the learning segment. | Lesson plans include assignments that only provide evidence of student’s use of skills OR there is little or no attention given to assessment. |
| **5. Analysis of Student Learning, ACTS/INTASC 6, Assessment** | Teacher candidate provides pictorial and narrative analysis about student learning, using specific examples from assessment samples, to demonstrate patterns for the whole class, small groups, and individual learning. It is evident from the information how to proceed with future planning. | Teacher candidate provides pictorial and narrative data about the student learning, using assessment samples, to demonstrate patterns for whole class and individual learning. It is evident from the information how to proceed with future planning. | Teacher candidate provides pictorial and narrative data about the student learning to demonstrate patterns for whole group learning AND needs and indicate how to use the results for future whole-class planning. | Teacher candidate provides pictorial and narrative data about the student learning to demonstrate patterns for whole group student learning needs. |
| **6. Providing Feedback to Guide Further Learning, ACTS/INTASC 6, Assessment** | Teacher candidate provides feedback that is specific and addresses both strengths AND needs related to the learning objective.  The teacher candidate explains how the feedback is provided to the learner, the support teacher and/or the student’s family. | Teacher candidate provides feedback that is specific and addresses either needs OR strengths related to the learning objectives.  The teacher candidate explains how the feedback is provided to the learner. | Teacher candidate provides feedback that is general and addresses needs and/or strengths related to the learning objectives. | Teacher candidate provides feedback that addresses only the student’s strength OR area for improvement OR is unrelated to the learning objectives OR is developmentally inappropriate OR feedback contains significant content inaccuracies OR no feedback is provided |
| **7. Analyzing Student’s Language Use and Content Learning**  **ACTS/INTASC 6, Assessment** | Teacher candidate specifically explains and provides specific evidence of student’s use of an identified language function, vocabulary AND either discourse OR syntax.  The teacher candidate specifically articulates how the student’s language use develops understanding of the lesson objectives using specific examples. | Teacher candidate generally explains and provides general evidence of student’s use of the language function AND one or more additional language demands (vocabulary, discourse, syntax). The teacher candidate articulates in general how the student’s language use develops understanding of the lesson objectives. | Teacher candidate describes how the student’s use of only one language demand (vocabulary, function, syntax, discourse).  The teacher candidate does not explain how the student’s language use develops understanding of the lesson objectives. | Teacher candidate identifies student language use that is superficially related or unrelated to the language demands (function, vocabulary, syntax, discourse) OR the teacher candidate’s description or explanation of language use is not consistent with the evidence submitted OR the teacher candidate does not address the student’s misconception or misuse of vocabulary. |
| **8. Reflection of Using Assessment to Inform**  **Instruction, ACTS/INTASC 9, Professional Learning** | Teacher candidate provides next steps that are targeted to the student to improve his/her learning relative to the lesson objectives and the next steps are connected with research and/or theory.  Through reflection of the teaching-learning cycle, the teacher candidate describes his/her identified strengths and weakness, identifies relevant areas for improvement, and includes specific actions to improve teaching practice to effect student learning. | Teacher candidate provides next steps that propose general support that improves the student’s learning related to assessed learning objectives and next steps are loosely connected with research and/or theory.  Through reflection of the teaching-learning cycle, the teacher candidate describes areas for improvement and includes specific actions to improve teaching practice to effect student learning. | Teacher candidate provides next steps primarily focused on changes to teaching practice that are superficially related to student learning needs (e.g., repeated instruction, pacing, or management lessons).  Through reflection of the teaching-learning cycle, the teacher candidate describes his/her areas for improvement but does not provide specific actions for improving teaching practice to effect student learning. | Teacher candidate proposes next steps that do not follow from the analysis OR are not relevant to the learning objectives assessed OR are not described in sufficient detail to understand them.  The teacher candidate describes his/her identified areas of strengths or weaknesses but there is little or no evidence of reflection based in the teaching-learning cycle and actions to improve teaching are unrelated to effecting student learning. |
| **Elements and SE Standards** | **Level 4**  **Innovating** | **Level 3**  **Applying**  **Expected Performance** | **Level 2**  **Emerging** | **Level 1**  **Unacceptable** |
| **Assessment**  **SE 4.1.1**  **Use of technically sound formal and informal assessments** | In addition to characteristics listed under “applying”, level 3, Teacher candidate uses assessment methodologies that have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. | Teacher candidate displays an essential understanding of informal or formal assessment as it is used to make decisions about instruction and/or to measure the achievement of students with exceptionalities. Assessment criteria and standards are clear. The candidate uses formative assessment throughout the instructional process to identify and address student misconceptions. | Teacher candidate uses assessment procedures that are partially congruent with instructional outcomes. The candidate’s approach to using formal and informal assessment is basic, addressing only some of the instructional outcomes, or formative assessment is not used consistently to identify and address student misconceptions | The teacher candidate does not demonstrate a sound understanding of informal or formal assessment used to guide instruction or measure student achievement. |
| **Assessment**  **SE 4.1.4**  **Quality Learning and Feedback** | In addition to characteristics listed under “applying”, level 3, teacher candidate provides feedback that includes accurate and appropriate academic language, encourages students’ appropriate use of said academic language, and feedback includes direct instruction to ensure that students are able to effectively apply feedback. | Teacher candidate actively interacts with and engages individuals with exceptionalities to create quality learning and performance outcomes. Formative assessment is ongoing, and feedback is aligned with expectations. Feedback includes suggestions for strategies that students may use to address misconceptions or ineffective skill development. | Teacher candidate engages individuals with exceptionalities to create quality learning and performance outcomes. Formative assessment is ongoing, and feedback is aligned with expectations. However, feedback does not provide effective  strategies to support student success, and/or the candidate’s academic vocabulary is not always clear, resulting in student confusion. | Teacher candidate fails to effectively engage individuals with exceptionalities to work toward quality learning and performance. Formative assessment is rudimentary, and feedback is inconsistent. Candidate fails to provide effective strategies to support student success, and the candidate’s academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. |
| **Instructional Planning and Strategies**  **SE 5.1.6**  **Teach to mastery and promote generalization of learning** | In addition to characteristics listed under “applying”, Level 3, teacher candidate also includes ongoing checks-in to ensure understanding of previously-taught concepts throughout the unit of instruction. | Teacher candidate teaches to mastery and promotes generalization of learning by checking for understanding, providing immediate and ongoing feedback and providing multiple opportunities for practice. | There are some opportunities for the teacher candidate to provide feedback and to check for understanding in the unit plan. | There are few, if any, opportunities for the teacher candidate to provide feedback and to check for understanding in the unit plan. |
| **Instructional Planning and Strategies**  **SE 5.1.7**  **Teach cross-disciplinary knowledge and skills** | In addition to characteristics listed under “applying”, Level 3, teacher candidate encourages students to think in new and different ways, to think critically and to develop and defend hypotheses. | Teacher candidate teaches cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities by incorporating high-order, open-ended questions, and pausing to allow time for students to think and respond. | There is some evidence of high-order, open-ended questions, and pausing to allow time for students to think and respond. | There is little to no evidence of high-order, open-ended questions, and pausing to allow time for students to think and respond. |

Based on Lesson Planning Rubric Alabama A & M, Dr. Donna Pitts

Explanations of the Levels:

Level 4 – Innovating: The assessment provides explicit and convincing evidence of addressing the standards

Level 3 – Applying: The assessment provides adequate evidence of addressing the standards

Level 2 – Emergent: The assessment provides partial evidence of being addressed.

Level 1 – Unacceptable: The assessment does not provide evidence that the standards were met.

Remediation when score not met: Candidate must repeat the parts of the assessment that are scored below Level “3”, Applying.