Scoring Rubric for Special Education Portfolio – Spring 2013

Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Directions: Use the following guide for scoring each artifact’s sub-parts.

1= Score this sub-part with a “1” if it is (a) completely missing or (b) has one or more of the following characteristics: missing substantial pieces, does not follow directions, misaligned with other components of artifact, or inaccurate information/claims.

2= Score this sub-part with “2” if it (a) demonstrates that the candidate was able to explain/describe what is being requested; (b) aligns with other components of the artifact and (c) attempts to describe the artifact, form or document is vague or in narrative parts the explanation is vague.

3= Score this sub-part with “3” if it meets all the criteria for “2” PLUS (a) the description of the artifact, form or document is clear or a blank copy of form/document is included as evidence or (b) in narrative parts, the explanation is clear.

4= Score this sub-part with “4” if it meets all the criteria for a score of “3” PLUS includes a copy of the completed/actual sample of the form document or in narrative parts the explanation has depth, breadth, and/or creativity.

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|  | 1 | 2 | 3 | 4 | N/A to this placement | Comments |
| 1. Philosophy of Inclusion (CEC 1 Foundations) | | | | | | |
| 1. Provides coherent belief about special education and its role in schools. |  |  |  |  |  |  |
| 2. Expresses beliefs that all children can learn. |  |  |  |  |  |  |
| 3. Identifies 2 or more ethical obligations towards students, parents, school, and community. |  |  |  |  |  |  |
| 4. Explains how beliefs impact their instruction and classroom management. |  |  |  |  |  |  |
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| B. Teaching and Learning Context (CEC 3 Individual Learning Differences) | | | | | | |
| 1. Identifies numbers of students in various categories. |  |  |  |  |  |  |
| 2. Provides 2 weekly summaries of academic and behavioral characteristics for one group of students. |  |  |  |  |  |  |
| 3. Translates those summaries into strengths and concerns about students. |  |  |  |  |  |  |
| 4. Tells how those strengths and concerns will shape teaching. |  |  |  |  |  |  |
| 5. Tells how those strengths and concerns will shape classroom management. |  |  |  |  |  |  |
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| C. Monitoring Delivery (CEC 8 Assessment) - be sure to delete all student names | | | | | | |
| 1. Describes how general education teachers made aware of IEP goals and accommodations. |  |  |  |  |  |  |
| 2. Explains how students' goals and accommodations are tracked in general education. |  |  |  |  |  |  |
| 3. Describes how progress reports are used for data collection. |  |  |  |  |  |  |
| 4. Tells who provides data for progress reports. |  |  |  |  |  |  |
| 5. Describes use of data for summative reports. |  |  |  |  |  |  |
| 6. Describes role the paraprofessional plays in monitoring the IEP goals. |  |  |  |  |  |  |
| 7. Describes types of forms (behavioral, checklist, progress reports) that are used for documentation. |  |  |  |  |  |  |
| 8. Explains one way to improve monitoring. |  |  |  |  |  |  |
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| D. Communication Home (CEC 6 Language) - Include newsletter | | | | | | |
| 1. Identifies at least 2 content topics or skills the students will be learning. |  |  |  |  |  |  |
| 2. Mentions a specific activity or outcome from #1. |  |  |  |  |  |  |
| 3. Provides at least 1 activity that can be done at home. |  |  |  |  |  |  |
| 4. Invites the parents to read selected children's stories with their child. |  |  |  |  |  |  |
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| E. Collaboration (CEC 9 Ethical & Professional Behavior and 10 Collaboration) | | | | | | |
| 1. Describes collaborative effort with another teacher, aide, or family to address an academic or behavioral issue. |  |  |  |  |  |  |
| 2. Provides objectives for collaboration. |  |  |  |  |  |  |
| 3. Identifies way to assess effectiveness of collaboration. |  |  |  |  |  |  |
| 4. Proposes possible collaborative activities. |  |  |  |  |  |  |
| 5. Identifies individuals involved. |  |  |  |  |  |  |
| 6. Identifies any resources needed. |  |  |  |  |  |  |
| 7. Describes impact collaboration had on child's outcomes. |  |  |  |  |  |  |
| 8. Identifies a possible next step. |  |  |  |  |  |  |
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| F. Behavior Intervention (CEC 5 Learning Environment & Social Interaction) | | | | | | |
| 1. Selected a specific measurable and observable behavior. |  |  |  |  |  |  |
| 2. Charts 1 week of pre-intervention data. |  |  |  |  |  |  |
| 3. Analyzes the baseline data. |  |  |  |  |  |  |
| 4. Identifies preliminary strategies. |  |  |  |  |  |  |
| 5. States skills needed to demonstrate replacement behavior. |  |  |  |  |  |  |
| 6. Identifies how those skills will be taught. |  |  |  |  |  |  |
| 7. Describes how student will be prompted to use new skills. |  |  |  |  |  |  |
| 8. Identifies potential reinforcers. |  |  |  |  |  |  |
| 9. Establishes specific behavioral criteria. |  |  |  |  |  |  |
| 10. Explains how behavior will be monitored and reinforcers are delivered. |  |  |  |  |  |  |
| 11. Selects what will be done to decrease occurrence of problem behavior. |  |  |  |  |  |  |
| 12. Identifies how to track delivery of reinforcers or correction procedures. |  |  |  |  |  |  |
| 13. Describes how to develop a reliable record of progress. |  |  |  |  |  |  |
| 14. Provides chart of behavior during intervention. |  |  |  |  |  |  |
| 15. Indicates in what ways the problem and replacement behaviors changed. |  |  |  |  |  |  |
| 16. Indicates if intervention will continue, be changed, or shifted to generalization. |  |  |  |  |  |  |
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| G. Language Instruction (CEC 6 Language and 7 Instructional Planning) | | | | | | |
| 1. Learning outcomes address suitable language content, building on each other. |  |  |  |  |  |  |
| 2. Instructional strategies reflect best practices and suit the outcomes and students' characteristics. |  |  |  |  |  |  |
| 3. Accommodations suit the students and strategies. |  |  |  |  |  |  |
| 4. Assessments match the outcomes and provide useful data. |  |  |  |  |  |  |
| 5. Each reflection includes statement of student progress. |  |  |  |  |  |  |
| 6. Each reflection includes changes for the next lesson. |  |  |  |  |  |  |
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| H. Paraprofessional In-service (CEC 10 Collaboration) | | | | | | |
| 1. Creates a 30 minutes in-service appropriate for aides. |  |  |  |  |  |  |
| 2. Clearly describes skill, strategy, or concept. |  |  |  |  |  |  |
| 3. Provides a good rationale for why this skill, strategy, or concept is important for aides to learn. |  |  |  |  |  |  |
| 4. Describes how content will be demonstrated in a realistic way. |  |  |  |  |  |  |
| 5. Describes how role playing will be used during the training. |  |  |  |  |  |  |
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| I. Transition Reflection (CEC 2 Development & Characteristics of Learners; 3 Individual Learning Differences) | | | | | | |
| 1. Compares and contrasts own experiences with students' expectations for success. |  |  |  |  |  |  |
| 2. Compares and contrasts own academic success in high school with students'. |  |  |  |  |  |  |
| 3. Identifies new concerns as a student. |  |  |  |  |  |  |
| 4. Compares and contrasts own concerns with those of students. |  |  |  |  |  |  |
| 5. Draws implications or meanings from these comparisons for own teaching. |  |  |  |  |  |  |
| Conventions | | | | | | |
| Control of grammar, mechanics, spelling, usage, and sentence formation. Typed using 12 font, double-spaced, with appropriate citations. |  |  |  |  |  |  |