

1. Description of the assessment and use in the program

There are multiple sources for evaluating pre-service teachers' understanding and examination of their effects on student learning and behavior. The tools that provide evidence consist of direct observation and follow-up supervision of pre-service teachers' implementation of lessons, journals they keep during practicum/ methods and student teaching, reflections following implementation of lessons, documentation and analysis of student work throughout and as a result of lessons, and analyses of assessment data from lessons, functional behavior assessments, assessments conducted to understand the implications of challenges on academic performance (IEP and Assessment Course), and ways they present student products in their portfolios. These collections represent the ways pre-service teachers recognize the factors that impact student outcomes and learning; accounting for successes and challenges as a result of teacher behaviors; lesson planning and implementation; choice of methods, materials, and assignment requirements (ex. directions, qualities of tasks, levels and types of materials); and contexts for performance (instructional arrangements of grouping, pace, and use of physical space).

For the purposes of this assessment, the final of four direct observations (occurring during practicum/ methods experience) of pre-service teachers' delivery of planned lessons, their reflections of what transpired, and their responses to constructive feedback combine as the source of data. Data regarding pre-service teachers' implementation of lessons provides direct assessment of teaching-learning; evidence of how they actually activate prior knowledge in ways that allow for pre-assessment of lesson content and connections with students' previous experiences with content and skills; use the body of the lesson, materials, and instructional approaches to engage students, continuously check on understanding, and make assignments that allow for post-instruction assessment. Reflection on the lesson provides evidence of how pre-service teachers examine the work students produces to determine what or whether growth or learning occurred. The rubric combines assessment of the execution of the lesson with specific expectations for assessment of results of that lesson, collaboration with college supervisor, and reflection that incorporates use of data to evaluate outcomes for students and set the stage for future lessons.

Observation data are gathered through on-site observations and reported in an objective format that includes:

- a *summary/* an anecdotal record of the events, sequence of teaching behaviors (presenting, modeling, guiding, questioning, responding, correcting, assessing, assigning, etc.), exchanges with students, and student involvement (speaking, following, responding, etc.);
- citations of *highlights* of what occurred, focusing on the relationships among teacher behaviors and student response, participation, and learning; and
- *additional thoughts and recommendations* provided to pre-service teachers designed to enhance student participation in learning experiences and student outcomes as a consequence of instruction. Recommendations present specific ideas for instructional strategies, pro-active and intervention approaches to address academic and behavioral needs.

Pre-service teachers' participation in the supervision process is documented by their:

- *reflections* that present their views of the lesson, analyses of student work throughout, and
- *responses* to supervision feedback, indicating how comments represent intentions of the lesson in terms of student outcomes
- *justifications* of plans for future lessons.

This assessment provides a unique opportunity for looking at how pre-service teachers engage with students, facilitate learning experiences, assess outcomes for students, and use data to improve and/ or adjust teaching (along several continua – what and how to teach, physical and instructional environment, specific teaching behaviors, etc.). The interrelationships between pre-service teachers' and student behaviors and elements of teaching and intended student outcomes are linked and documented.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III

The Supervision Process provides documentation of pre-service teachers' applications of standards to their teaching, evaluation of student outcomes as evidence of lesson effectiveness, and culminating with reflections that demonstrate their commitment to use data to inform teaching practices. The primary Standards addressed for this work sample are Standards 2, 3, 4, 5, 6, 7, 8 and 9.

Standard 2: *Development and Characteristics of Learners*

Standard 3: *Individual Learning Differences*

Pre-service teachers are assessed on the ways in which their performance provides supporting evidence and their reflections take into account the range of factors that impact student performance and behavior; accounting for student outcomes as a result of interactions and lessons, taking responsibility for teaching behaviors and qualities of instruction, and proposing ways to attend more effectively to the variables to improve student gains.

Standard 4: *Instructional Strategies*

Pre-service teachers are assessed on the ways in which their performance provides supporting evidence and their reflections critique choices made for methods, materials, expectations, directions, formats of tasks; taking into account the range of factors that may be modified to support individuals or groups of students, citing the effectiveness of evidenced-based instructional interventions and instructional strategies in specific situations, considering potential impacts of teaching behaviors and qualities of instruction, and proposing ways to attend more effectively to the variables to improve student gains.

Standard 5 *Learning Environments and Social Interactions*

Pre-service teachers are assessed on the ways in which their performance provides supporting evidence and their reflections critique expectations they stated, structures provided, the interactions had, the qualities of the instructional setting attended to, citing the effectiveness of evidenced-based behavior interventions in specific situations, considering potential impacts of teaching behaviors and qualities of environmental arrangements, and proposing ways to attend more effectively to the variables to improve student gains in the learning environment and through social interactions.

Standard 6 *Language*

Pre-service teachers are assessed on the ways in which their performance provides supporting evidence and their reflections critique choices wording used to communicate expectations, explanations, directions, and help, citing the effectiveness of language used to engage students, address individual needs, and promote involvement in tasks and activities; citing how language may be a factor in student misunderstanding or misconstruing information, acknowledging the potential impacts of teaching behaviors and language-related qualities of instruction, and proposing ways to attend more effectively to the variables to improve student gains.

Standard 7 Instructional Planning

Pre-service teachers are assessed on the ways in which their performance provides supporting evidence and their reflections critique choices made for methods, materials, expectations, directions, formats of tasks; taking into account the range of factors that may be modified to support individuals or groups of students, citing the effectiveness of evidenced-based instructional interventions and instructional strategies in specific situations, considering potential impacts of teaching behaviors and qualities of instruction, and proposing ways to attend more effectively to the variables to improve student gains.

Standard 8 Assessment

Pre-service teachers are assessed on the ways in which their performance provides supporting evidence and their reflections critique their choices of instructional assessments and tasks to showcase or evaluate student outcomes, their clarity of objectives as affecting student learning, and the structure and activities as figuring out why or why not students gained from learning experiences. The assessment tools, tasks, and activities are evaluated as evidence of pre-service teachers' competence ascertaining samples to document student understanding and progress throughout the lesson and gains as a result of the lesson. Their reflections provide evidence of analysis of student work and connections with the effectiveness of their teaching and interacting.

Standard 9 Professional and Ethical Practice

Pre-service teachers' reflections are considered evidence of their commitments to self-evaluate, constructively critique, and propose plans for revisions, growth, and development; based on the work, progress, and documents produced by students.

3. A brief analysis of data findings

4. Interpretation of how data provide evidence for meeting standards

Data will be collected during the 2006-2007 academic year and reported in June 2007

5. ATTACHMENT (A)
Assessment 5 (required): Effect on Student Learning
Assessment Tool or Description of the Assignment
Lesson Delivery, Supervision, and Reflections

This descriptions and forms are excerpted from the *Practicum Handbook*, distributed to pre-service teachers and cooperating professionals at the outset of the semester.

SUPERVISION

The intent of a supervised practicum is to offer pre-service teachers constructive feedback related to performance in the field, guidance in developing the assigned documentation of the special education (IEP) process, and provide support during their early stages of establishing professional identity. Supervision of practicum students combines discussions related to field-based observations, responses to journal entries, and comments on lesson plans, IEP components, role paper, and portfolio.

On-site supervision is based on direct observations of pre-service teachers working with students in a variety of settings. It is designed to encourage students to self-evaluate, raise questions, critically analyze the particular situation observed, and examine the assets and constraints of the placement setting. Collaborating with college faculty and the assigned cooperating teacher supports pre-service teachers' using their field experiences to learn about themselves, their impact on students, effectiveness of teaching strategies and specific skills in order to generate ideas for self-improvement. The supervision process lends itself to analyzing how lesson plans come to life and how pre-service teachers give explanations, model, listen to student responses, check for their understanding, offer corrections and feedback, manage the learning environment, provide directions for tasks, and assess the outcomes of the lessons in terms of what students gain and how evidence supports related conclusions.

Observations of pre-service teachers are conducted at least four times during the semester. During the observation, the college supervisor keeps running records of interactions, events, and activities in which pre-service teachers and students are engaged. These observation notes are written up as a supervision report. Conferencing after each observation is a part of the supervision process and may take place on-site or may require an appointment later that day. At that time, the student and college supervisor jointly review the events to discuss perspectives and ideas for improvement and examine accompanying suggestions. The observation report and post-observation conference each offer constructive feedback to the practicum student based on those teaching behaviors documented. The practicum student is further required to reflect on each observed lesson and supervision experience (see *Reflection on Observed Lesson*).

The different assignments required for the course further invite the practicum student into other types of supervision and encourage her/ him to develop comfort with:

- structuring daily and long-term lessons,
- reflecting on her/ his participation and performance in the field-based experience,
- being involved in the activities that lead to writing a clear and usable IEP, and
- being aware of the demanding and changing nature of the role of the special educator.

Students are encouraged to approach assignments as forms of the "writing process." It is strongly recommended that students submit drafts for feedback and make revisions and edit for final copy; receiving supervision through written feedback (comments and questions) and informal conversations.

ROLES IN THE SUPERVISION PROCESS

College Supervisor:

The role of the college supervisor is to secure a placement for the practicum student, establish and communicate practicum requirements to both the student and cooperating professional, and offer supportive feedback to the student as s/he develops professional skills, direction, and identity.

The college supervisor serves as a:

- facilitator during seminar to structure learning activities and process questions and issues;
- liaison with cooperating professionals to ensure opportunities for the student in the field; and as
- collaborative consultant, to offer constructive feedback as a result of observations and completed tasks,
- coach students by listening and recommending ideas, and encourage students to reflect on performance and plan ways to improve.

Practicum Student:

Taking initiative is key to getting the most out of your experience. The role of the practicum student is to seek and create opportunities to engage in direct instruction, which may include improvising lessons with individuals and small and large groups. It is the practicum student's responsibility to share and clarify requirements with the cooperating professional during initial meetings, establishing a collaborative relationship. In working with the cooperating professional, it is important for the student to request feedback, share materials completed for course requirements (i.e. lesson plans, IEP documentation), and take initiative in helping around the special education setting. In the field, the student is responsible for being punctual and attending during the regularly scheduled times, or contact the cooperating teacher and supervisor in cases of extenuating circumstances.

In addition to participation in seminar and completion of requirements according to the timeline handed out at the beginning of the semester, the practicum student is responsible for actively participating in post-observation discussions with the college supervisor to share perspectives and receive feedback and recommendations. It is important for the practicum student to solicit feedback from both the college supervisor and cooperating professional. Throughout the semester, the student is asked to reflect objectively and critically on her/ his own performance in the field and with regard to assignments. As a result of input from the college supervisor, cooperating professional, and self-evaluations the student will set goals for personal and professional growth.

**SUPERVISION FEEDBACK
PRACTICUM SPED 430/ 439**

Name:
Placement:

Observation Date:
Observation #:

Summary of Observation:

Objective description of the lesson observed, consisting of the sequence of events, exchanges between pre-service teacher and students, statements of expectations and directions, use of materials, structure of lesson, and qualities of experiences, explanations, and responses. This section is a recap of what transpired.

Highlights:

Notes that convey what worked, what was effective, and what the pre-service teacher did to support student performance and understanding. These notes indicate what about the structure of the lesson, interactions with students, qualities of questions and comments, use of materials, design of activities, aspects of explanations, and presentation of information and expectations reflected being prepared, attuned to students, comfortable with content, clear about objectives of lesson, and aware of how to work through the session.

Additional Thoughts and Recommendations:

Ideas for how to address challenges within the lesson, fine-tune teaching skills, develop approaches, hone in on objectives, enhance interactions with students, create more effective instructions or expectations or transitions. This is the place for suggesting alternative ways to prepare and deliver the lesson.

REFLECTIONS ABOUT OBSERVED LESSON/ TEACHING

You are to complete this reflective task following each observation. The first question asks you to recap your own analysis of the session observed. Please do so before you receive written feedback from faculty. The second question asks you to respond to feedback; looking at what is useful, viable, and of no significance; and how comments are consistent. You are to look at how you might use the ideas in your future teaching.

- 1) Post-observation thoughts** (How do you think the lesson/ session went? Think about the elements of effective lesson planning and what you did to address each? What teaching practices did you demonstrate? What did students gain from the learning experience? How do you know? How was what students were learning during and as a result of the lesson consistent with the objectives? How was what you did to evaluate lesson outcomes informative? What teaching skills do you feel you want to develop further?):

- 2) Post- feedback thoughts** (How do the comments coincide with your views of what transpired during the session? How do they help you to think about your intentions, the objectives/ *what* you were teaching? How do they inform you about the impact of your behavior on student engagement and responsiveness to instruction? What did you learn about the organization, structure, approaches used during your lesson and the effects on what students gained and how they behaved? In what way(s) do comments offer additional perspective to what you did? With what do you agree, disagree, question? How will you use the feedback?):

ATTACHMENT B
Assessment 5 (required): Effect on Student Learning
Scoring Guide for the Assessment
Lesson Delivery, Supervision, and Reflections

Directions

Each individual item is rated according to the scale below. The appropriate number is entered on the evaluation form. After individual items are rated, an overall rating is assigned. Use the guidelines to determine scoring.

RATING SCALE

1 = Needs Improvement (NI)

Performance provides corroboration of pre-service teacher's challenges staying focused on specific objective(s), threading them through the lesson, choosing corresponding methods and materials, and/or engaging students in learning to produce outcomes throughout experience. Reflections indicate little attention to the range of variables that impact student performance; limited recognition of how teacher behavior, interactions, and planning impact student outcomes. Proposals for future teaching offer surface adjustments to own approaches and work with the student to enhance outcomes; giving little attention to student responses to the lesson and resulting work.

2 = Meeting Expectations (ME)

Performance provides supporting evidence and corroboration of pre-service teacher's reflections; choosing methods and materials to correspond with lesson objectives, engaging students in learning, and producing outcomes throughout experience. Reflections indicate solid attention to the range of variables that impact student performance; giving constructive recognition of how teacher behavior, interactions, and use of methods and materials impact student outcomes. Pre-service teacher elaborates on ideas to support individuals or groups of students, to adapt evidenced-based instructional interventions and strategies for specific situations, and revisions to teaching behaviors and qualities of instruction in order to improve student gains. Reflections examine observation and work sample data to examine the impact of methods, materials, expectations, directions, and/or formats of tasks. Proposes a series of effective adjustments for future teaching, modifying own approaches and work with student to enhance outcomes.

3 = Exceeding Expectations (EE)

Performance provides supporting evidence and corroboration of pre-service teacher's reflections; highlighting highly effective choice of methods and materials to correspond with clear lesson objectives in order to engage students in learning and produce outcomes throughout experience. Performance provides documentation of attention to detail and awareness of impact on student performance and engagement. Reflections include a thorough analysis of the range of variables that impact student performance; extensive analysis of how teacher behavior, interactions, and planning impact student outcomes. Proposes a systematic approach to adjustments for future teaching that uses data and student work to adjust own approaches and work with the student to enhance outcomes.

NA = Not Applicable or Not Observed

Any item on the form that does not apply write N/A.

LESSON DELIVERY, SUPERVISION, & REFLECTIONS	RATING 1 = NI 2 = ME 3 = EE
PART I: DOCUMENTATION OF LESSON EXECUTION	
1. Instructional Objective (s) (CEC Standards 2, 3, 4,7,8) Overall Rating:	
States expected outcomes and identifies what student will learn under what conditions and at what criterion	
Addresses objective(s) throughout the lesson	
Uses assessments that connect with instructional objective(s)	
2. Rationale (CEC Standards 2, 3, 4,7) Overall Rating:	
Justifies teaching the particular lesson to the students	
Connects lesson to student interest and strengths through questions that activate prior knowledge, assesses present levels of understanding	
3. Resources, Materials, Supplies, and Space (CEC Standards 2, 3, 4, 5, 6, 7) Overall Rating:	
Uses materials, strategies, and methods to support lesson implementation taking into account learner needs (entry-levels, cultural, linguistic, and gender)	
Arranges physical layout and learning environment (e.g., seating, proximity to instruction, group vs. individual) relative to proposed activities sequence of lesson and student needs	
Incorporates modifications of materials, directions and assistive technology into the plan where appropriate	
4. Procedures – Executes planned lesson (CEC Standards 2, 3, 4, 5, 6, 7,8) Overall Rating:	
4a. Rules and Expectations Sets rules and expectations for behavior during lesson, shifting as activities demand and following through in response to rule infractions/ misbehaviors	
4b. Introduction/Anticipatory Set	
Uses strategies cues for gaining students' attention and interest	
Shares goal for the lesson, using language appropriate for the students involved and conveying purpose and relevance of focus for the students	
Assesses previous learning of pre-requisite skills through questions, quick task; gaining evidence of students' readiness to participate (Activates prior knowledge and reviews relevant skills/ concepts)	
4c. Body	
Proceeds in a step-by-step approach; presenting information, using techniques for active engagement (ex. asking questions, giving students opportunity for choral and individual responses, etc.), and providing sequence of activity	
Defines, explains, demonstrates, models the skill/concept to be learned (<i>I do it</i>), using language consistent with the student(s)	
Guides student in meaningful practice (<i>We do it</i>), posing questions and <i>quick</i> tasks, checking for understanding and readiness to progress to other aspects of the lesson	
Assigns independent practice activities (<i>You do it</i>), clearly providing expectations for performance and providing guidelines for expectations	
Uses prompts, provides positive feedback, and corrects errors to respond to student understanding and support meeting lesson objectives	
Structures ways for students to get help, deal with "wait time," make transitions, and use materials	
Offers help and feedback to students in ways that encourages problem solving and participation	
Manages time allocated for lesson to meet intended objective, keeps pace to maintain student attention, and shifts gears when situation calls for it	
4d. Conclusion – Brings closure to lessons	
Reviews concepts/ skills taught and relationship to use and relevance for student	

Indicates next steps, previewing next lessons (when appropriate)	
Provides transition to next activity	
5. Assessment (CEC Standards 2, 3, 4, 5, 6, 7,8) Overall Rating:	
Evaluates student understanding and progress throughout lesson, stopping to re-define, give additional demonstrations as needed and in response to students	
Uses assessment tools that directly address lesson objective(s)	
Uses record keeping strategies throughout lesson	
Evaluates data collected, applying prepared rubric, doing work sample analyses (ex. charting, graphing) to evaluate student growth connected with lesson	
PART II: SUPERVISION AND REFLECTIONS (CEC Standards 2, 3, 4, 5, 6, 7, 8, 9, 10) Overall Rating:	
Considers factors that supported or interfered with student participation in lesson and propose ways to deal with these factors (e.g., attention, confusion, difficulty with materials, cultural or language barriers)	
Reflects on student outcomes and teaching behaviors systematically as review of lesson effectiveness	
6. Reflections Examine Data; processing what evidence says about student outcomes and relationship with teaching (CEC Standards 2, 3, 4, 5, 6, 7, 8) Overall Rating:	
Evaluates the effectiveness of lesson or related IEP objectives in terms of measurements of student(s) performance during and after the lesson, referencing specific data collected as evidence of student outcomes	
Examines how the assessment tools and tasks provided evidence of what the student(s) gained from learning experience and reflect objectives	
Takes into account how performance is evaluated and other factors may have supported or interfered; examining student work/ behavior in terms of whether: <ul style="list-style-type: none"> ▪ skills addressed by learning experience exceeded student repertoire ▪ student had difficulty seeing the relevance or purpose for learning ▪ methods, materials, directions, sequence of tasks that comprised the learning experience were not effective for the student and/ or topic ▪ some additional supports (ex. problem solving strategies, graphic organizers, structures, modifications) were needed to enhance outcomes ▪ setting arrangements (ex. grouping, pace, physical environment, etc.) required some adjustments to support student engagement and gaining more from the learning experience ▪ teacher behavior, language, and explanations 	
7) Identification of Next Steps (CEC Standards 2, 3, 4, 5, 6, 7, 8, 9) Overall Rating:	
Recognizes the gains the student made and identifies what will be repeated and what will be adjusted	
Proposes ways to adjust the focus, structure, materials, setting of the environment to more directly address student needs and produce better outcomes	
Proposes ways to alter teacher behavior in terms of expectations, responses, questioning, directions, use of language, planning	
FINAL SCORE/ GRADE FROM OVERALL RATINGS	/ 105

GRADING/ SCORING: 100-105 A; 92 – 99 A/B; 88-91 B; 81 - 87 B/C; 76 - 80 C; 71 - 75 C/D; 67 - 70 D; < 66 F

ATTACHMENT C
Assessment 5 (required): Effect on Student Learning
Data Derived from Assessment
Lesson Delivery, Supervision, and Reflections

Data will be collected during the 2006-2007 academic year and reported in June 2007
Proposed Data Tables for 2006-2007:

LESSON DELIVERY, SUPERVISION, & REFLECTIONS	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
N=	(#) % of Total N	(#) % of Total N	(#) % of Total N
Part I: Documentation of Lesson Execution			
1) Instructional Objective(s) (CEC Standards 2, 3, 4, 7, 8)			
2) Rationale (CEC Standards 2, 3, 4, 7)			
3) Resources, Materials, Supplies, and Space (CEC Standards 2, 3, 4, 5, 6, 7)			
4) Procedures (CEC Standards 2, 3, 4, 5, 6, 7, 8)			
5) Assessment (CEC Standards 2, 3, 4, 5, 6, 7, 8)			
Part II: Supervision & Reflections (CEC Standards 2, 3, 4, 5, 6, 7, 8, 9, 10)			
6) Reflections Examine Data; processing what evidence says about student outcomes and relationship with teaching (CEC Standards 2, 3, 4, 5, 6, 7, 8, 9)			
7) Propose Next Steps (CEC Standards 2, 3, 4, 5, 6, 7,8)			
FINAL SCORE/ GRADE FROM OVERALL RATINGS			