

CANDIDATE WORK SAMPLE
SPECIAL EDUCATION
ASSIGNMENT INSTRUCTIONS AND RUBRIC

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

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

Overall Expectation: All Candidates must pass the Candidate Work Sample as per the Student Teaching course. A passing result for the Candidate Work Sample is demonstrated by scoring an average of a "2" with no more than one "1" and no "0's" in any indicator of each of the four (4) Parts. There will be no more than one (1) repeated submission attempt accepted within each of the four (4) Parts with the final submission being received prior to the last day of the student teaching experience. Candidates must communicate with their CWS Evaluator for due dates and resubmissions. If results do not meet the minimum scoring criteria, you will be referred to your program for remediation and advisement. You will be required to work with your program to determine the next steps. **Reminder:** This is one of the course requirements for the student teaching course. Student Teaching is a pass/fail course which requires a minimum score of 3 () TJ C

“1” in any indicator and no “0’s” in each of the four Parts, you must modify and resubmit in a timely manner (working with your CWS Evaluator for due dates). You will also need to review the “feedback” for each Part in BbLearn. Reading the feedback will help you better understand your results should you need to and resubmit.

Part I/Section 1: - Indicator 1

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

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

Address the following ideas in this section:

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

		<p>x Identifying all the demographic information— including classroom structure and “real” knowledge of the, individual students, and students’ family life. (Examples regarding family life: Are parents supportive and involved? Are there family situations that could impact learning?)</p> <p>x The candidate considered the learning/teaching context and thoroughly described how to integrate technology, assistive technology, and how the candidate would take initiative to identify, locate, and integrate technology in a future instructional setting.</p>	<p>individual students and students’ family life.</p> <p>x The candidate considered the learning/teaching context and somewhat described how to integrate technology, assistive technology, and how the candidate would take initiative to identify, locate, and integrate technology in a future instructional setting.</p>	<p>including classroom structure and “real” knowledge of the, individual students and students’ family life</p> <p>x The candidate considered the learning/teaching context and partially described how to integrate technology, assistive technology, and how the candidate would take initiative to identify, locate, and integrate technology in a future instructional setting.</p>	<p>into the learning environment.</p>
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Writing Quality – Rubric row 19 – Indicator included in all sections for assignment submissions

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

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

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

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

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

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

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

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

InTASC Standards 1, 7

Indicators	CEC Standard	Exceeds = 3	Meets = 2	Developing = 1	Does Not Meet Criteria = 0
2. Listing and discussion of significant, challenging, varied, and appropriate standards/objectives based on class or grade level curriculum plan that demonstrates they were chosen in collaboration with Cooperating Teacher.	CEGTP 3.0: Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. ISCI 3 S1 ISCB K2	The special education candidates showed exceptional proficiency in using the IEP to individualize learning of exceptionalities	b3.6(ny.8(B:)-6(e))TJ 6(260.217 0 Td ()Tj ET EMC	LBodyE

the Cooperating
Teacher to ensure
the objectives were
aligned to the child
or children's
individualized needs.

- x The candidate
provided extremely
clear evidence that
the timing of
instruction was
appropriate to meet
the individual
learner's needs

- x The candidate
always noted

sou.6.2(l)-TT1 1 (/ -1.9.5621)-4.Q3 0 Td6-TTowr'e/8(w)-9(a2 0 T)]TJ -g Td 1 [(Tea)2.7(c)1.1(2(d)55()TJ

x How do you integrate recommendations from related services personnel to meet the cognitive, language, social, physical, and self-help

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

	<p>individuals with exceptionalities.</p> <p>ISCI 5 S6 ISCI 5 S15</p>	<p>x Appropriately sequencing or scaffolding learning tasks to match the level of knowledge and skills determined through pre assessment and formative assessment data.</p> <p>x Always allowing learners to practice, review, and master learning through the intentional selection, organization, and sequence of instructional tasks.</p>	<p>sequencing or scaffolding learning tasks to match the level of knowledge and skills determined through pre assessment and formative assessment data.</p> <p>x Sometimes allowing learners to practice, review, and master learning through the intentional selection, organization, and sequence of instructional tasks.</p>	<p>x Not appropriately sequencing or scaffolding learning tasks to match the level of knowledge and skills determined through pre assessment and formative assessment data.</p> <p>x Seldom allowing learners to practice, review, and master learning through the intentional selection, organization, and sequence of instructional tasks.</p>	
<p>8. Discussion of instructional technology strategies that demonstrates they were intentionally selected to address content standards/objectives. [Attribute: Breadth]</p> <p>(InTASC 5)</p>	<p>CEQTP 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.</p> <p>ISCI 5 S6 ISCI 5 S7</p>	<p>The special education candidate showed exceptional proficiency in using</p>			

(InTASC 8f)

creating a variety of learning tasks that connected knowledge to meaningful, real-world applications; and fostering critical thinking and problem solving skills.

knowledge to meaningful, realworld applications and

		<p>to adopt new learning strategies; and motivating students to build skills for outside the classroom.</p>		<p>to adopt new learning strategies; and motivating students to build skills for outside the classroom.</p>	
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11. Reflection of application of adaptations/ differentiation by student
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Running head:

Writing Quality – Rubric row 19 – Indicator included in all sections for assignment submissions					
The candidate must present proper English usage, including correct grammar, spelling, and syntax, when writing the assignment.					
<ul style="list-style-type: none"> x Correct use of grammar x Correct use of spelling and mechanics x Writing and flow convey intended meaning 					
EVALUATION – Writing Quality – Included in all sections for assignment submissions					
The candidate follows proper English usage, including correct grammar, spelling, and syntax, in writing the narrative. In addition to following these criteria, graduate students also properly format the narrative adhering to program expectations for style conventions as accepted by the profession.					
Indicator			Exceeds = 3		

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

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

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

Your analysis should include:

- x A table that must include the students' scores (pre and post) and

		<p>standards/IEP objectives; discussing levels of achievement for all learners (including, for example, special populations of learners); discussing extended achievement in relation to standards/ IEP objectives of students who excelled on the pre-assessment; and describing possible reasons for the variation in student achievement.</p>	<p>objectives; discussing levels of achievement for all learners (including, for example, special populations of learners); and describing possible reasons for the variation in student achievement.</p>	<p>x attainment of standards/ IEP objectives. The candidate conducted a limited reflection of previous learning, which resulted in few changes to instructional delivery.</p>	
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Part IV/Section 6: Reflections on the Overall Unit: Implications for the Future (InTASC Standards 9, 10) – Indicators 17, 18

Reflect on the instructional process and ~~the~~

<p>[Attributes: Clarity and Meaningfulness] (InTASC 9c; 9g)</p>	<p>Professional Practice Standards to guide their practice. ISCI 6 S1 ISC6 S9</p>	<p>Professional Practice Standards to guide their teaching practice by: x Extremely clearly and meaningfully modifying instructional delivery of a unit or individual lessons and using evidencebased practices to improve student learning, re teaching content that proved unsuccessful.</p>	<p>Practice Standards to guide their teaching practice by: x Somewhat clearly and meaningfully modifying instructional delivery of a unit or individual lessons and using evidence based practices to improve student learning, reteaching content that proved unsuccessful.</p>	<p>Professional Practice Standards to guide their teaching practice by: x Not clearly or meaningfully modifying instructional delivery of a unit or individual lessons or using evidencebased practices to improve student learning, re teaching content that proved unsuccessful.</p>	<p>Principles and Professional Practice Standards to guide their teaching practice by not modifying instructional delivery of a unit or individual lessons or using evidencebased practices to improve student learning.</p>
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18. Reflections regarding connection between successful student learning and positive collaborative relationship with mentoring teacher, other school colleagues, families, community organizations or online resources.

[Attri (2oTc 0 Tc 0.006 Tw 4-1.2n)2.3(d)2.4ol

