1. Description of the assessment and use in the program

No change.

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

In addition to previous discussion found in original report, the supervision element of this assessment provides a direct opportunity to observe and evaluate collaboration competence in the context of face-to-face meetings. More data are reported through Assessment 7 Dispositions, which provides direct assessment of relevant, prerequisite skills and attitudes that are needed by special educators, particularly when issues arise.

Standard 10 Collaboration

Engaging in supervision is a form of collaboration, where the candidate is a self-advocate, presenting her/ his viewpoint; appraising the gains students made as a result of the lesson, evaluating the elements of the lesson that were effective, assessing her/ his teaching performance, and identifying areas and strategies for improvement. Supervision is a dialogue both verbally and in writing. The mutual respect inherent in the communication between candidate and supervisor is comparable to conferencing with parents and colleagues; requiring listening, questioning, sharing, tempering assertions and disagreements, and working through problem solving. Because of the personal nature of supervision, it challenges the candidate to engage cooperatively.

3. A brief analysis of the data findings.

The data derived from direct observation of lesson delivery, supervision, and corresponding reflections allow for examination of how candidates prioritize student progress throughout and/or as a result of individual lessons. Given the range of placements open to those preparing for the field of special education (inclusive classrooms, the range of pull-out programs, pull-in programs), the criteria set for this assessment help to establish a common lens to examine candidates' performance regardless of the place where they deliver instruction. Also the data offer ways to cross-reference observations and supervision with competence implementing planned lessons and reflecting on what transpired and how students did or did not benefit. Given that the data source for this assessment is summative and comes following feedback on written lesson plans and three earlier observations, the information gathered provides evidence of candidates' learning the importance of examining lesson effectiveness based on student learning and progress throughout a lesson and student outcomes as a result of the instructional experience. Collecting the data at the end of the practicum/methods experience supplies evidence as to the extent to which candidates think in terms of monitoring progress and documenting student outcomes.

The data provide evidence that 88-91% (representing the two years of data in the chart) of the candidates met or exceeded expectations as they implemented lessons that clearly communicated their focuses and established reasons for learning content in ways that were meaningful for students. Further, 88 – 93% of the candidates met or exceeded expectations as they were observed providing organized and sequential learning experiences, using materials and resources that reflected student language and academic-social profiles. Of particular note were the ways in which 92-94% of the candidates checked for understanding and designed activities or assignments that not only tracked understanding, but also documented what students gained throughout and as a result of the

lesson. Both supervision and reflections provide evidence that candidates judge their instruction not only based on the initial feelings of what went well, but more importantly on concretely examining how students benefitted.

Candidates who needed improvement (ranged from 6- 11%, representing one or two candidates per semester relative to smaller N's) have a basic understanding of executing lesson plans, but for the most part, are still fine tuning their facility with lesson objectives and rationales which in turn impact their struggle to collect and respond to formative assessment throughout the lesson and shift gears to be responsive to time demands or student attentiveness. Some candidates continue to work on organizing the lesson sequentially or material or the environment to support the lesson; requiring further attention to transitions, error corrections, and flow of the lesson. The formative data gathered from lesson plans submitted and/ or observed earlier in the respective semesters inform re-teaching as well as revising approaches in order to support candidates. The system allows for individualizing instruction for candidates, and in some instances, counseling candidates out of the program (this has not happened in these two years of data collection but has happened in the recent past). Candidates identified in need of improvement did attend to student progress as a result of the observed lesson with evidence to support those efforts. Many were observed a fifth time with some improvements and co-developed a plan for growth for student teaching. The candidates are supposed to present their growth plans to cooperating teachers in their student teaching placements and check back with practicum faculty from the previous semester to share progress. In addition, candidates who need improvement and overall marginally meet expectations across the board are flagged in the Teacher Education Office to encourage the site supervisor to work more intensely with them.

4. Interpretation of how data provide evidence that CEC standards have been met.

Over the four semesters, there is some evidence that revisions to in-class activities and assignment of additional readings have supported candidates' understanding the level of detail at which it is important to plan for students with special needs, be they in inclusive or small group or individual one to one sessions. However, the fluctuation of performance seems to be attributable to one or two candidates who continued to struggle in one or more aspects of lesson delivery. Those candidates generated ideas and took suggestions to enhance their work in learning environments. The data suggest the need for more intensive work with candidates in need of improvement; helping them to package lessons more systematically to facilitate their delivery.

Candidates were observed executing lessons in an organized, sequential manner with a clear focus (Standards 4, 5, 7) and providing justification for what is being taught in ways that make sense to students, conveying a success-orientation, and presenting using language commensurate with learners (Standard 2, 3, 6). Many of the candidates used their understanding of the concepts being taught and sequence of the lesson to focus on assessing students throughout the lesson to determine what and how much they were gaining from the lesson, often backtracking or amending activity or directions when needed (Standard 8). Candidates' participation in supervision demonstrated their attention to student progress throughout the lesson and student outcomes as a result of the lesson (Standard 8). In addition, candidates' willingness to reflect on their own teaching behaviors relative to lesson effectiveness and use self-evaluation to co-plan with supervisor for future lessons (Standard 9, 10) met or exceeded expectations as they engaged in self-evaluation, sharing information, active listening, open-ended discussion, problem solving, and brainstorming.

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

No substantive change.

ATTACHMENT B
Assessment 5 (required): Effect on Student Learning
<u>REVISED</u> **Scoring Guide for the Assessment**
Lesson Delivery, Supervision, and Reflections

This assessment has been expanded from a rating scale to a rubric to clarify the criteria against which candidates' performance is judged, to highlight the key CEC Standards targeted, and to provide candidates with greater understanding of how the standards are applied to practice. The redesign of the scoring form focuses on fewer standards per subtask as recommended by NCATE/CEC. While the emphasis is on Standards 4, 5, 7, and 8, there are sections which directly require candidates to demonstrate their understanding of content from Standards 2, 3, and 6. The supervision – reflection components of this assessment also provide evidence of Standards 9 and 10. See original report for descriptions.

Directions

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

LESSON DELIVERY, SUPERVISION, & REFLECTIONS	**NEEDS IMPROVEMENT** **1**	**MEETS EXPECTATIONS** **2**	**EXCEEDS EXPECTATIONS** **3**
PART I: DOCUMENTATION OF LESSON EXECUTION			
STANDARD 4 INSTRUCTIONAL STRATEGIES **STANDARD 7 INSTRUCTIONAL PLANNING** **STANDARD 8 ASSESSMENT** **1. Instructional Objective (s)**			
☐ 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)	Indicates the subject area(s) being studied without honing in on what is being taught, which results in a series of activities without clear focus	Labels the focus(es) of the lesson, giving direction for where the learning experience is headed, though some of the activities are related but do not directly address	Makes focus(es) of lesson explicit, using wording that is comprehensible to students and consistently developing, revisiting, and assessing as the lesson progresses
Rating:			
STANDARD 2 CHARACTERISTICS OF LEARNERS **STANDARD 3 INDIVIDUAL LEARNING DIFFERENCES** **2. Rationale**			
☐ 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	Justifies the lesson focus through a vague explanation that tells students the skills/concepts will be useful in their future and/or is needed for other learning or plunges into teaching without providing a point of reference	Provides students with a point of reference for the lesson focus, making a connection to prior learning or uses of skill/concepts in daily life	Justifies the lesson focus, giving a brief explanation or eliciting student input regarding how it is relevant to their lives, making skills/concepts meaningful through connections to prior learning, experiences and current questions or challenges

	Rating:			
STANDARD 4 INSTRUCTIONAL STRATEGIES **STANDARD 5 LEARNING ENVIRONMENTS** **STANDARD 6 LANGUAGE** **3. Resources, Materials, Supplies, and Space**				
☐ 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	Uses a limited number of instructional methods and resources during the lesson; struggling to distribute materials to students in orderly fashion, transition them between tasks and with different groupings and keep attention	Works to integrate variety of materials, arrangement of environment, use of groupings to coincide with lesson focus and activity, but requires some further adjustments to accommodate student needs and engagement	Incorporates instructional materials, explanations, assistive technologies, and methodologies into the delivery of the lesson to address objective(s) and student linguistic, cultural, gender, and social needs concurrently; arranging physical space and transitions according to discussion vs. explanation, cooperative vs. independent work, and accessibility of other adults to maximize learning opportunities and enhance student participation	
	Rating:			
STANDARD 4 INSTRUCTIONAL STRATEGIES **STANDARD 7 INSTRUCTIONAL PLANNING** **4. Procedures – Executes planned lesson**				
4a. Establishes rapport with students and communicates respect for individuality ☐ Sets rules and expectations for behavior during lesson, shifting as activities demand and following through in response to rule infractions/ misbehaviors ☐ Builds relationships with students, working with them to regulate their own behavior, make effective choices through reminders, redirection, and reinforcers	Begins lesson by talking over students or waiting for conversation to stop, generally stating that students are required to follow class rules or behave (hesitant to make explicit expectations); talking to students as they work independently and giving general verbal praise as the lesson progresses	Provides general expectations for behavior, clarifying as lesson progresses, using some reminders and logical consequences to follow through; reaching out to students with positive tones and recognizing them for work done during lesson; congratulating efforts and staying with lesson, mixing qualitative feedback and broad statements	Communicates expectations for behavior, having students practice and show what is desirable, offering reminders and redirection as lesson progresses, and delivering logical consequences as needed; picking up on student cues and reaching out to students hear voices, acknowledge their attending, contributing during lesson, making efforts to understand through qualitative feedback, use of names, and building on responses	
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	Begins lesson by talking over students or waiting for conversation to stop, generally stating that students are required to follow class rules or behave; often omitting a rationale that makes the study of the topic relevant to students' current lives	Gains student attention through an attention signal, uses a prompt (ex. story, picture or question) to present focus of lesson and reason for why it is being taught; asking students to indicate their readiness for instruction through agree-disagree or yes-no questions pertinent to topic	Uses transition strategies to obtain student attention, sets expectations for behavior during the lesson and revise as situation changes; uses open-ended questions, quick writes, pictures, different forms of literature, brief explanations, and/ or	

☐ students' readiness to participate ☐ Activates prior knowledge and reviews relevant skills/concepts			activities to activate student connections with the focus and purpose of the lesson so they understand the relevance of why they are learning what is being taught
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 do it)*, using language consistent with the student(s) ☐ Guides student in meaningful practice (*We do it)*, posing questions and *quick* tasks, checking for understanding and readiness to progress to other aspects of the lesson ☐ Assigns independent practice activities (*You do it)*, clearly providing expectations for performance and providing guidelines for expectations	Conducts lesson in a sequence, minimally developing explanations and modeling that prepare students sufficiently for group and individual practice tasks and/or activities	Executes lesson in an orderly fashion, introducing skills/ concepts, tending to move quickly to activities, backtracking to offer further explanations and modeling (I do–it), proceeding to guided practice (We do-it) and independent or group tasks; using a mix of open-ended and closed questions to involve students, incorporating definitions to enhance language, and sporadically checking for understanding (You do-it)	Executes lesson systematically, drawing from introduction of skill/ concept based on familiar experiences or prior learning, proceeding developmentally and sequentially from modeling (I do–it) to guided practice (We do-it), using activities and questioning techniques to engage students, adopting language commensurate with student needs and expanding vocabulary throughout lesson, checking for understanding, and ensuring student success when assigning independent task (You do-it)
☐ Involves students in lessons by eliciting frequent responses, promoting related activity, and acknowledging their efforts poses questions ☐ Monitors student involvement in lesson, understanding of skills, concepts, and investment in independent tasks	Asks students whether they understand what is presented and what questions they have rather than giving tasks for them to demonstrate what they have gained; often tuning into those who are vocal or off-task	Uses questions, individual and group responses to monitor student progress throughout the lesson, shifting gears as warranted by student confusion, misunderstanding, or competence with reference to lesson focus	Uses a variety of questioning techniques, activity, group response, paired tasks to engage student(s) in lesson; scanning group systematically to acknowledge individuals, check for understanding, and re-teach or give reminders and redirection as needed to maintain progress and attention
☐ 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	Attends to students with raised hands often reprimanding those off-task, working with those individually to show how to begin or complete tasks, explaining their errors rather than engaging them in verbal rehearsals, problem solving, and enhancing or revising their thinking	Offers students options for getting help and limiting wait time; attending to transitions when moving from one section of the room to the next and providing assistance that directly responds to student questions rather than engaging her/ him in problem solving	Establishes structures with students to signal needs, occupy selves while waiting for adult attention or to share answers, and support student movement from one space to a next and/ or one activity to the next; focusing on student self-monitoring and self regulation by figuring out answers, asking questions about confusions, and providing reminders and redirection as needed to maintain attention throughout lesson, offers
☐ Manages time allocated for lesson	Allocates specific time per	Works within a timeline for	Is aware of students as

to meet intended objective, keeps pace to maintain student attention, and shifts gears when situation calls for it	task rather than flexibly responding to the challenges, questions, and needs of students; working to fit in what is planned	the lesson, taking into consideration key tasks and activities, at times rushing questions or need to re-teach when time has elapsed and at times giving students opportunities to stretch or talk to regain focus	audience as well as the approximate time needed for activities, explanations, check-ins, distribution of materials, and transitions to adjust the pace and content of the lesson; using student performance *on the fly* to modify plans
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	Draws closure to lesson by asking students to share one 'thing' they learned or if they had fun and telling them to get ready for the next lesson	Involves students in a wrap up of the lesson, revisiting key points of the lesson and having them clean up in preparation for next activity	Wraps up lesson by drawing on independent work to tie elements together and/ or brings group together to recap focus(es) lesson and prepare or predict for next steps, ending lesson clearly and providing bridge to next activity
Rating:			
STANDARD 8 ASSESSMENT **5. Assessment**			
☐ 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	Asks students whether they understand what is presented and what questions they have at different points during the lesson; relying on a summative task to indicate what students have gained; using a task that has some relationship to the objective(s)	Uses check-in strategies during lesson as indicators of student understanding; at times revamping lesson midstream to refine instruction and ensure outcomes, drawing on materials available based on anticipated challenges Gathers evidence of student understanding or confusions through summative tool that addresses objective(s) of lesson, having a general and related scoring guide	Uses a variety of formative and summative assessment strategies that directly address lesson objectives (ex. quick writes, questions, individual and group responses, etc.) to monitor student progress throughout the lesson and at the end; using data to shift gears as warranted by student confusion, misunderstanding, or competence and analyzing performance on final task with rubric or chart to determine steps for next lesson

PART II: SUPERVISION AND REFLECTIONS			
STANDARD 9 PROFESSIONAL AND ETHICAL PRACTICE **6. Reflections - Examine Data; processing what evidence says about student outcomes and relationship with teaching**			
☐ 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: ▪ 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	Weighs lesson effectiveness by primarily focusing on whether students had fun, stayed engaged, and/ or participated; generalizing based on the feel-good rather than how student performance on task (formative or summative) provided evidence of the appropriateness of objectives, teaching approaches and materials, interactions with students, use of groupings and the environment and/ or how teacher behavior was engaging, responsive to students, conducive to student needs, and facilitated acquisition of skills/ concepts	Reflects on student outcomes and teaching behaviors to examine lesson effectiveness; considering factors that supported or interfered with student participation and propose ways to deal with these factors (e.g., attention, confusion, difficulty with materials, cultural or language barriers) and working to analyze in further detail	Uses lesson and/or IEP objectives' criteria to evaluate data related to student performance during and at the end of the session; analyzing how the impact of language (explanations, vocabulary, and types of questions), format of task(s), quality of lesson elements, teaching methodologies and materials, environmental arrangements, and interactions with students played a role in effectiveness and student outcomes
RATING:			
STANDARD 7 INSTRUCTIONAL PLANNING STANDARD 9 PROFESSIONAL AND ETHICAL PRACTICE STANDARD 10 COLLABORATION **7) Identification of Next Steps**			

☐ 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	Focuses proposals for subsequent lessons on repeating and drilling content, redefining expectations, reiterating plans, and moving on; taking little responsibility for how the lesson is designed and delivered and the environment that is created	Explores possible modifications to content and teaching strategies based in part on student performance and in part on own feelings of comfort with the lesson, needing to draw more from data	Uses student performance and responsiveness during lesson, on final task, and during closure to determine what objectives to revamp, what content to review, what to re-teach, what to approaches to revise, what explanations to fine tune and how; indicating changes in both the substance of the lesson and teacher behavior
RATING:			
FINAL SCORE/ GRADE FROM OVERALL RATINGS			

Assessment 5 Number of Candidates	Assessment # 5											
	Supervision Lesson - Undergraduate											
2006-2007 N = 17 2007-2008 N = 13	N I AY 06-07		N I AY 07-08		M E AY 06-07		M E AY 07-08		E E AY 06-07		E E AY 07-08	
	#	%	#	%	#	%	#	%	#	%	#	%
Standards 4, 7, 8 Instructional Objectives	1	5.9%	1	7.7%	14	82.4%	11	84.6%	2	11.8%	1	7.7%
Standards 2, 3 Rationale	2	11.8%	1	7.7%	14	82.4%	10	76.9%	1	5.9%	2	15.4%
Standards 4, 5, 6 Resources/Space	1	5.9%	0	0.0%	16	94.1%	13	100%	0	0.0%	0	0.0%
Standards 4, 7 Procedures	2	11.8%	1	7.7%	15	88.2%	10	76.9%	0	0.0%	2	15.4%
Standard 8 Assessment	0	0.0%	1	7.7%	16	94.1%	12	92.3%	1	5.9%	0	0.0%
Standard 9 Reflections	1	5.9%	0	0.0%	13	76.5%	10	76.9%	2	11.8%	3	23.1%
Standards 7, 9, 10 Propose Next Steps	0	0.0%	0	0.0%	16	94.1%	13	100%	0	0.0%	0	0.0%