

Initial Program Key Assessment Descriptions and Rubrics

Number	Key Assessment Title	Location of Data
Initial.1	Field Evaluations, Mid and Final (TPE)	Exhibit 1.4.d.2 Unit Data Table, Tab 3
Initial.2	Dispositions Evaluations	Exhibit 1.4.d.2 Unit Data Table, Tab 3
Initial.3	Program-Specific Key Assessments	Exhibit 1.4.d.2 Unit Data Table, Tab 2
	a Multiple Subject: Content Area Tasks (CATs)	
	b Single Subject: Unit Plan	
	c Adapted Physical Education: Unit Plan	
	d Agriculture Specialist: Clinical Evaluation	
	e. SPED Course Embedded Assignments i. Mild/Moderate SPED 672 ii. Mod/Severe SPED 637	
Initial.4	Performance Assessment of California Teachers (PACT) (for all Multiple and Single Subject Credentials) Or SPED 680 for Education Specialist Credential	Exhibit 1.4.d.2 Unit Data Table ,Tab 4
Initial.5	Exit Survey	
Initial.6	Year-Out Survey	

Note: Initial program key assessments are presented in one group because five key assessments are similar, and just one varies between programs/pathways.

Initial.1 Field Evaluations, Mid and Final (TPE)

Each program pathway conducts evaluations of candidates in both student teaching semesters. Evaluations are based upon the Teacher Performance Expectations identified by the California on Teacher Credentialing. Together with our school partners, the SOE developed TPE rubrics (one for general education candidates and one for education specialist candidates) to help candidates, cooperating teachers and faculty understand what observable classroom behaviors are indicators of each of the TPEs for candidates at different levels of teaching proficiency. These rubrics are used throughout the teaching practicum by university supervisors, candidates and cooperating/mentor teachers to assess candidate progress, focus observations, inform conversations about teacher development and to set goals for growth. In order to track student progress and inform program improvement, university supervisors in all pathways enter final TPE Rubric Scores into the online STEPS system. TPEs 1-13 are teaching performance expectations for all candidates, G1-G3 are additional expectations for candidates earning an education specialist credential.

TPE 1: Specific Pedagogical Skills for Subject Area Instruction

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretation and Use of Assessments

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 7: Teaching English Learners

TPE 8: Learning About Students

TPE 9: Instructional Planning

TPE 10: Instructional Time

TPE 11: Social Environment

TPE 12: Professional, Legal and Ethical Responsibilities

TPE 13: Professional Growth

G1: IEP Transition Planning

G2: Post-Secondary Transition Planning

G3: Case Management

CSU Chico School of Education Teaching Performance Expectations (TPE) Rubric—Initial Credential Programs				
	Unacceptable (1)	Acceptable Beginning Practice (2)	Acceptable Professional Practice (3)	Exceptional Practice (4)
Domain A: Making Subject Matter Comprehensible to Students (CSTP 3¹)				
TPE 1- Specific Pedagogical Skills for Subject Matter Instruction	<p>In lesson planning and delivery, shows limited knowledge of the Common Core and/or state academic content standards. May choose ineffective instructional strategies to help students learn and has difficulty organizing the curriculum.</p> <p><i>Education Specialist: Curricular decisions are not responsive to the unique needs of students with disabilities, based on students' Individualized Education Programs (IEP) (M/M 3, 5; M/S 4)</i></p>	<p>In lesson planning and delivery, demonstrates some understanding of the Common Core and/or state academic content standards, how to select and organize curricula and evidence-based instructional strategies, and how to make instructional decisions based upon student learning and academic language needs.</p> <p><i>Education Specialist: Curricular decisions are partially responsive to the unique needs of students with disabilities, based on students' Individualized Education Programs (IEP) (M/M 3, 5; M/S 4)</i></p>	<p>In lesson planning and delivery, demonstrates a clear understanding of the Common Core and/or state academic content standards, the vertical alignment of the curriculum from grade to grade, how to select and organize curricula and evidence-based instructional strategies, and how to make instructional decisions based upon student learning and academic language needs.</p> <p><i>Education Specialist: Curricular decisions are responsive to the unique needs of students with disabilities and the requirements of the core curriculum, based on students' Individualized Education Programs (IEP) (M/M 3, 5; M/S 4)</i></p>	<p>Level 3, plus instruction is consistently responsive to ALL students' needs.</p> <p><i>Education Specialist: Curricular decisions are consistently responsive to the unique needs of students with disabilities, based on students' Individualized Education Programs (IEP) (M/M 3, 5; M/S 4)</i></p>
Domain B: Assessing Student Learning (CSTP 5)				
TPE 2 – Monitoring student learning during instruction	<p>Rarely uses progress monitoring during instruction, re-teaches content, or checks for common student misconceptions/ misunderstandings.</p> <p><i>Education Specialist: Does not use progress monitoring based on each student's IEP.</i></p>	<p>Makes reasonable attempts to use progress monitoring during instruction. Makes reasonable attempts to re-teach content (when needed), and check for common student misconceptions/misunderstandings.</p> <p><i>Education Specialist: Periodically uses progress monitoring based on each student's IEP.</i></p>	<p>Effectively uses progress monitoring at key points during instruction to adjust instruction. Re-teaches content (when needed), and checks for and addresses common student misconceptions/ misunderstandings.</p> <p><i>Education Specialist: Effectively uses progress monitoring based on each student's IEP.</i></p>	<p>Level 3, plus effectively and consistently uses planned formative assessments.</p> <p><i>Education Specialist: Effectively and consistently uses progress monitoring and planned formative assessments based on each student's IEP.</i></p>

¹ California Standards for the Teaching Profession.

	Unacceptable (1)	Acceptable Beginning Practice (2)	Acceptable Professional Practice (3)	Exceptional Practice (4)
TPE 3 – Interpretation and use of assessments	<p>Rarely uses assessments of any kind to determine students' progress or plan instruction. Rarely or incorrectly interprets assessment results to modify instruction. Does not apply the requirements for appropriate assessment and identification of students whose cultural, ethnic, or linguistic differences may be confused with manifestations of a disability. Rarely gives students feedback or communicates with families concerning student achievement.</p> <p><i>Education Specialist M/S Only: Does not assess students' verbal and nonverbal communication abilities using effective intervention and support techniques (i.e. augmentative and alternative communication systems).</i></p>	<p>Is developing in the ability to administer a variety of assessments to determine students' progress and plan instruction. Sometimes interprets assessment results of individuals and groups in order to develop and modify instruction. Attempts to apply the requirements for appropriate assessment and identification of students whose cultural, ethnic, or linguistic differences may be confused with manifestations of a disability. Is developing in the ability to give students specific and timely feedback and communicate with families concerning student achievement.</p> <p><i>Education Specialist M/S Only: Makes reasonable attempts to assess students' verbal and nonverbal communication abilities using effective intervention and support techniques (i.e. augmentative and alternative communication systems). Periodically implements instruction of communication and social skills based upon assessment results. (M/S 2)</i></p>	<p>Appropriately administers a variety of assessments to determine students' progress and plan instruction. Accurately interprets assessment results of individuals and groups in order to develop and modify instruction. Effectively applies the requirements for appropriate assessment and identification of students whose cultural, ethnic, or linguistic differences may be confused with manifestations of a disability. Gives students specific and timely feedback on their learning. Teaches students how to use self-assessment strategies. Explains to families how to help students achieve the curriculum.</p> <p><i>Education Specialist M/S Only: Assesses students' verbal and nonverbal communication abilities using effective intervention and support techniques (i.e. augmentative and alternative communication systems). Effectively implements instruction of communication and social skills based upon assessment results (M/S 2)</i></p>	<p>Level 3, plus consistently uses results of multiple measures, including student self-assessment and reflection, to guide instructional decisions for all students.</p> <p><i>Education Specialist M/S Only: Consistently assesses students' verbal and nonverbal communication abilities using effective intervention and support techniques (i.e. augmentative and alternative communication systems). Consistently and effectively implements instruction of communication and social skills based upon assessment results. (M/S 2)</i></p>
Domain C: Engaging and Supporting All Students in Learning (CSTP 1)				
TPE 4 – Making content accessible	<p>Delivers content in ways that does not adequately provide access and comprehension for students, especially for ELLs and students with special learning needs. Incorporates few instructional strategies and provides limited opportunity for reinforcement and practice.</p> <p><i>Education Specialist: Does not participate in the development and implementation of IEP instructional goals aligned with the California content standards with the use of appropriate instructional materials, supports and classroom procedures for effective inclusion in the general education core curriculum.</i></p>	<p>Candidate makes reasonable attempts to incorporate a variety of instructional strategies to provide access and comprehension for all students, including English learners and students with special learning needs, by teaching collaboration and communication skills, using media and other technology to support academic language development, and by providing ample opportunities for reinforcement and practice.</p> <p><i>Education Specialist: Makes reasonable attempts to participate in the development and implementation of IEP instructional goals aligned with the California content standards with the use of appropriate instructional materials, supports and classroom procedures for effective inclusion in the general education core curriculum.</i></p>	<p>Candidate incorporates a variety of instructional strategies to provide access and comprehension for all students, including English learners and students with special learning needs, by teaching collaboration and communication skills, using media and other technology to support academic language development, and by providing ample opportunities for reinforcement and practice.</p> <p><i>Education Specialist: Effectively participates in the development and implementation of IEP instructional goals aligned with the California content standards with the use of appropriate instructional materials, supports and classroom procedures for effective inclusion in the general education core curriculum.</i></p>	<p>Level 3, plus incorporates a variety of research-based strategies targeted to ALL students' needs.</p> <p><i>Education Specialist: Consistently and effectively participates in the development and implementation of IEP instructional goals aligned with the California content standards with the use of appropriate instructional materials, supports and classroom procedures for effective inclusion in the general education core curriculum.</i></p>

	Unacceptable (1)	Acceptable Beginning Practice (2)	Acceptable Professional Practice (3)	Exceptional Practice (4)
TPE 5 – Student engagement	<p>Lacks a clear communication of instructional objectives. Gives little time for student participation and rarely gives the opportunity for students to share their point of view. Does not ask questions. Unidirectional flow of communication from teacher to students. Does not attempt to make instruction relevant to students' lives.</p> <p><i>Education Specialist: Does not provide students with opportunities to engage in academic and social pursuits based on the students' developmental and functional levels.</i></p>	<p>Makes reasonable attempts to communicate instructional objectives and purposes (connection to the "real world"). Ensures active participation of all students and encourages students to share their points of view. Asks mostly known-answer questions, but makes some attempts to extend the quality of student thinking by asking stimulating questions, challenging student ideas, or teaching students how to respond to and frame questions. Occasionally uses community resources, student experiences, technology OR applied learning activities to make instruction relevant. Makes reasonable attempts to foster teacher-student and student-student communication and collaboration.</p> <p><i>Education Specialist: Reasonable attempts to provide students with opportunities to engage in academic and social pursuits based on the students' developmental and functional levels.</i></p>	<p>Clearly communicates instructional objectives and purposes (connection to the "real world"). Ensures active participation of all students and encourages students to share their points of view. Extends the intellectual quality of student thinking by asking stimulating questions, challenging student ideas, and teaching students how to respond to and frame questions. Uses community resources, student experiences, technology OR applied learning activities to make instruction relevant. Fosters teacher-student and student-student communication and collaboration.</p> <p><i>Education Specialist: Effectively provides students with opportunities to engage in academic and social pursuits based on the students' developmental and functional levels.</i></p>	<p>Level 3, plus uses a combination of community resources, student experiences, technology AND applied learning activities to make instruction relevant.</p> <p><i>Education Specialist: Consistently and effectively provides all students with opportunities to engage in academic and social pursuits based on the students' developmental and functional levels.</i></p>
TPE 6 – Developmentally appropriate teaching practices	<p>Does not set expectations for learning and behavior based on knowledge of typical and atypical development. Does not provide challenging opportunities for students to develop some advanced thinking and problem solving. Does not communicate to students or parents the course requirements or the connection between the curriculum and a future career. Does not support student individuality or guide students to become responsible self-learners.</p> <p><i>Education Specialist: Does not implement behavior support plans and accommodations that are specific for age of student and severity of the disability. Does not promote successful inclusion for students with disabilities within general education settings.</i></p>	<p>Makes reasonable attempts to set expectations for learning and behavior based on knowledge of typical and atypical development. Provides opportunities for most students to develop some advanced thinking and multiple approaches to problem solving. Communicates to students or parents the course requirements and the connection between the curriculum and a future career. Makes reasonable attempts to support student individuality and guide students to become responsible self-learners.</p> <p><i>Education Specialist: Is developing the ability to implement behavior support plans and accommodations that are specific for age of student and severity of the disability. Attempts to promote successful inclusion for students with disabilities within general education settings.</i></p>	<p>Sets expectations for learning and behavior based on knowledge of typical and atypical development. Provides challenging opportunities for all students to develop advanced thinking and problem solving. Clearly communicates to students and parents the course requirements and the connection between the curriculum and future schooling or career. Supports students' individuality and guides them to become responsible self-learners.</p> <p><i>Education Specialist: Effectively implements behavior support plans and accommodations that are specific for age of student and severity of the disability. Effectively promotes successful inclusion for students with disabilities within general education settings.</i></p>	<p>Level 3, plus uses knowledge of development to maximize learning for ALL students.</p> <p><i>Education Specialist: Consistently and effectively implements behavior support plans and accommodations that are specific for age of student and severity of the disability, and promotes successful inclusion for students with disabilities within general education settings.</i></p>

	Unacceptable (1)	Acceptable Beginning Practice (2)	Acceptable Professional Practice (3)	Exceptional Practice (4)
TPE 7 – Teaching English learners	Does not draw upon or use information about students’ backgrounds, prior learning, and assessed levels of literacy in English and primary language. Does not align instruction with the current ELD standards and provide differentiated instruction that facilitates English language development and extends students’ abilities to comprehend and produce English. Does not allow students to express meaning in a variety of ways, including their first language. Does not collaborate with specialists or aides to support English language development. In bilingual classrooms, does not use students’ primary language to ensure conceptual understanding.	Draws upon or uses some information about students’ linguistic and cultural backgrounds and prior learning including assessed levels of literacy in English and primary language. Is developing the ability to align instruction with the current ELD standards and provide differentiated instruction that provides access to the curriculum, facilitates English language development and extends students’ abilities to comprehend and produce English. Allows students to express meaning in a variety of ways, including first language, through appropriate supports. Makes reasonable attempts to collaborate with specialists and/or aides to support English language development. In bilingual classrooms, makes reasonable attempts to use students’ primary language to ensure conceptual understanding.	Draws upon information about students’ linguistic and cultural backgrounds and prior learning including assessed levels of literacy in English and primary language. Aligns instruction with the current ELD standards, providing differentiated instruction that provides access to the curriculum, facilitates English language development and extends students’ abilities to comprehend and produce English. Allows students to express meaning in a variety of ways, including first language, through appropriate supports. Collaborates with specialists and/or aides to support English language development. In bilingual classrooms, uses students’ primary language to ensure conceptual understanding.	Level 3, plus uses a wide repertoire of research-based strategies and resources to ensure understanding, help students express meaning, and extend language development.
Domain D: Planning Instruction and Designing Learning Experiences for Students (CSTP 4)				
TPE 8 – Learning about students	Does not use formal or informal methods and assessments to learn about students. Does not understand patterns of child and adolescent development or use developmental principles to guide practice. Does not provide instructional strategies that meet the needs of students. Does not encourage parental involvement. Does not use interpersonal interactions to learn about students. <i>Education Specialist: Does not know or use knowledge characteristics of students with M/M and M/S disabilities to guide practice (M/M 1; M/S 1).</i> <i>Education Specialist M/S Only: Does not guide practice using knowledge of moderate/severe/profound intellectual disability, physical health impairments, other health impairments, traumatic brain injury, deaf/blind, emotional disturbance and autism spectrum disorders. (M/S 1)</i>	In order to maximize learning, makes reasonable attempts to learn about students’ abilities, ideas, interests and aspirations through interpersonal interactions and formal/informal assessments. Understands patterns of child and adolescent development and attempts to use this understanding to guide practice. Recognizes that students need specialized instruction based upon individual differences (e.g. academic, developmental, physical, gender, community) and makes reasonable attempts to implement differentiated instruction. Makes reasonable attempts to encourage parental involvement. <i>Education Specialist: Makes reasonable attempts to guide practice, using knowledge of characteristics of students with M/M and M/S disabilities (M/M 1; M/S 1).</i> <i>Education Specialist M/S Only: Makes reasonable attempts to guide practice, using knowledge of moderate/severe/profound intellectual disability, physical health impairments, other health impairments, traumatic brain injury, deaf/blind, emotional disturbance and autism spectrum disorders. (M/S 1)</i>	In order to maximize learning, learns about students’ abilities, ideas, interests and aspirations through interpersonal interactions and formal/informal assessments. Understands patterns of child and adolescent development, and uses this understanding to guide practice. Recognizes that students need specialized instruction based upon individual differences (e.g. academic, developmental, physical, gender, community) and uses this knowledge to implement differentiated instruction. Encourages parental involvement. <i>Education Specialist: Effectively guides practice, using knowledge of characteristics of students with M/M and M/S disabilities (M/M 1; M/S 1).</i> <i>Education Specialist M/S Only: Effectively guides practice, using knowledge of moderate/severe/profound intellectual disability, physical health impairments, other health impairments, traumatic brain injury, deaf/blind, emotional disturbance and autism spectrum disorders. (M/S 1)</i>	Level 3, plus consistently uses knowledge of ALL students to maximize learning opportunities. <i>Education Specialist: Consistently and effectively guides practice, using knowledge of characteristics of students with M/M and M/S (M/M 1; M/S 1).</i> <i>Education Specialist M/S Only: Consistently and effectively guides practice, using knowledge of moderate/severe/profound intellectual disability, physical health impairments, other health impairments, traumatic brain injury, deaf/blind, emotional disturbance and autism spectrum disorders. (M/S 1)</i>

	Unacceptable (1)	Acceptable Beginning Practice (2)	Acceptable Professional Practice (3)	Exceptional Practice (4)
TPE 9 – Instructional planning	<p>Does not provide comprehensive instruction that is based upon current, state adopted academic content standards. Long-term and short-term goals are unclear. Does not plan instruction based on knowledge of students, differentiate instruction, make accommodations for students' needs or use technology appropriately. Does not provide instruction that connects with students' linguistic and cultural backgrounds.</p> <p><i>Education Specialist: Does not plan systematic instruction or specially-designed curricula that promotes maximum student learning. (M/M 3)</i> <i>Education Specialist M/S Only: Plans do not support the movement, mobility, sensory, and specialized health care needs required for students to participate fully in classrooms, schools and communities. Plans do not include the use of appropriate and safe techniques, materials, educational technology, assistive technology and other adaptive equipment. (M/S 5)</i></p>	<p>Makes reasonable attempts to plan comprehensive instruction that is based upon current, state-adopted academic content standards with clear, long-term and short-term goals. Some goals, objectives and assessments are designed with an attempt to align curriculum to build connections between grade levels. Makes reasonable attempts to plan for differentiated instruction, using appropriate technology, based on knowledge of students. Makes reasonable attempts to accommodate student needs (such as those identified in an IEP). Makes reasonable attempts to plan meaningful instruction that connects with students' linguistic and cultural backgrounds.</p> <p><i>Education Specialist: Makes reasonable attempts to plan systematic instruction or specially-designed curricula that promotes maximum student learning. (M/M 3)</i> <i>Education Specialist M/S Only: Plans make reasonable attempts to support the movement, mobility, sensory, and specialized health care needs required for students to participate fully in classrooms, schools and communities. Plans make reasonable attempts to include appropriate and safe techniques, materials, educational technology, assistive technology and other adaptive equipment. (M/S 5)</i></p>	<p>Effectively plans comprehensive instruction that is based upon current, state-adopted academic content standards and with clear, long-term and short-term goals. Goals, objectives and assessments are aligned vertically to build connections between learning from grade to grade. Effectively plans for differentiated instruction, using appropriate technology, based on knowledge of students. Effectively accommodates student needs (such as those in an IEP). Effectively plans meaningful instruction that connects with students' linguistic and cultural backgrounds.</p> <p><i>Education Specialist: Provides systematic instruction or specially-designed curricula that promotes maximum student learning. (M/M 3)</i> <i>Education Specialist M/S Only: Plans effectively support the specialized health care needs required for students to participate fully in classrooms, schools and communities. Effectively plans for the use of appropriate and safe techniques, materials, educational technology, assistive technology and other adaptive equipment. (M/S 5)</i></p>	<p>Level 3, plus plans are differentiated to meet a wide range of student needs and include multiple ways for students to make meaningful, real world, connections to the curriculum.</p> <p><i>Education Specialist: Provides thorough, systematic instruction or specially-designed curricula that promotes maximum student learning. (M/M 3)</i> <i>Education Specialist M/S Only: Plans effectively and consistently support the movement, mobility, sensory, and specialized health care needs required for students to participate fully in classrooms, schools and communities. Effectively and consistently plans for the use of appropriate and safe techniques, materials, educational technology, assistive technology and other adaptive equipment. (M/S 5)</i></p>
Domain E: Creating and Maintaining Effective Environments for Student Learning (CSTP 2)				
TPE 10 – Instructional time	<p>Does not effectively use instructional time to address content standard and goals. Does not adjust for student learning opportunities and outcomes. Does not establish procedures or manage transitions to maximize instructional time.</p> <p><i>Education Specialist: Does not use reflection or consultation to adjust the use of instructional time and service delivery according to student characteristics and IEP goals and objectives. (M/M 1; M/S 1)</i></p>	<p>Makes reasonable attempts to use instructional time effectively to address content standards and goals, adjusting occasionally for student learning opportunities and outcomes. Makes reasonable attempts to establish procedures and manage transitions to maximize instructional time.</p> <p><i>Education Specialist: Makes reasonable attempts to use reflection or consultation to adjust the use of instructional time and service delivery according to student characteristics and IEP goals and objectives. Makes reasonable attempts to coordinate, direct, and communicate with other special education service providers, general education teachers, paraprofessionals and volunteers for useful instructional activities. (M/M 1; M/S 1)</i></p>	<p>Uses instructional time effectively to address content standards and goals, adjusting appropriately to optimize student learning opportunities and outcomes. Establishes procedures and manages transitions to maximize instructional time.</p> <p><i>Education Specialist: Effectively uses reflection or consultation to adjust the use of instructional time and service delivery according to student characteristics and IEP goals and objectives. Effectively coordinates, directs, and communicates with other special education service providers, general education teachers, paraprofessionals and volunteers for useful instructional activities. (M/M 1; M/S 1)</i></p>	<p>Level 3, plus uses time effectively to maximize learning for ALL students.</p> <p><i>Education Specialist: Consistently and effectively uses reflection or consultation to adjust the use of instructional time and service delivery according to student characteristics and IEP goals and objectives. Consistently and effectively coordinates, directs, and communicates with other special education service providers, general education teachers, paraprofessionals and volunteers for useful instructional activities. (M/M 1; M/S 1)</i></p>

	Unacceptable (1)	Acceptable Beginning Practice (2)	Acceptable Professional Practice (3)	Exceptional Practice (4)
TPE 11 – Social environment	<p>Does not create a positive climate for learning. Does not adequately develop or maintain clear expectations for academic and social behavior. Cannot write and implement an individual/class student discipline plan. Does not establish a caring, respectful, fair rapport with students, family, and school community.</p> <p><i>Education Specialist: Does not increase the extent and variety of social interactions to achieve and expand meaningful social relationships across all settings. Cannot design and implement positive behavioral support plans and interventions based on functional behavior assessments, which may include participation in manifestation determination hearings. Does not participate in school wide behavior support processes. (M/M 4; M/S 6)</i></p>	<p>Makes reasonable attempts to create a positive climate for learning including collaborative activities and joint problem solving. Makes reasonable attempts to develop and maintain clear expectations for academic and social behavior. Makes attempts to ensure that students feel safe to make mistakes and take academic risks from which they learn. With guidance, can write and implement an individual/class student discipline plan. Is developing the ability to establish a caring, respectful, fair rapport with students, family, and school community, dealing appropriately with sensitive issues.</p> <p><i>Education Specialist: Makes reasonable attempts to increase the extent and variety of social interactions to achieve and expand meaningful social relationships across all settings. Can design and implement positive behavioral support plans and interventions based on functional behavior assessments, which may include participation in manifestation determination hearings. Participates in school wide behavior support processes. (M/M 4; M/S 6)</i></p>	<p>Establishes a sense of community and promotes student effort and engagement by creating and/or maintain structures that emphasize collaborative activities and joint problem solving. Develops, maintains, and modifies as needed clear expectations for academic and social behavior. Students feel safe to make mistakes and take academic risks from which they learn. Writes and implements individual/class student discipline plans. Establishes a caring, respectful, fair rapport with students, family, and school community, dealing appropriately with sensitive issues.</p> <p><i>Education Specialist: Effectively increases the extent and variety of student social interactions to achieve and expand meaningful social relationships across all settings. Effectively designs and implements positive behavioral support plans and interventions based on functional behavior assessments, which may include participation in manifestation determination hearings. Effectively participates in school-wide behavior support processes. (M/M 4; M/S 6)</i></p>	<p>Level 3, plus facilitates collaboration with families and school personnel to develop and maintain a positive climate for learning.</p> <p><i>Education Specialist: Effectively and consistently increases the extent and variety of social interactions to achieve and expand meaningful social relationships across all settings. Effectively and consistently designs and implement positive behavioral support plans and interventions based on functional behavior assessments, which may include participation in manifestation determination hearings. Facilitates and supports collaboration for school wide behavior support processes. (M/M 4; M/S 6)</i></p>
Domain F: Developing as a Professional Educator (CSTP 6)				
TPE 12 – Professional, Legal, and Ethical Obligations	<p>Does not understand or honor legal and professional obligations to protect the privacy, health and safety of students, their families and school professionals. Is not aware of ethical considerations and does not model ethical behaviors for students. Does not collaborate effectively with education specialists and other support service providers. Does not manage professional time to ensure that academic goals are met.</p> <p><i>Education Specialist: Does not demonstrate understanding of history and legal requirements, and ethical practices of special education. Does not develop and monitor Individualized Family Service Programs (IFSP), Individualized Education Programs (IEP), and services and instruction of students with disabilities in accordance with federal mandates. (ESPS 2)</i></p>	<p>Generally understands and honors legal and professional obligations to protect the privacy, health and safety of students, their families and school professionals. Is becoming aware of ethical considerations and the importance of modeling ethical behaviors for students. Makes reasonable attempts to collaborate effectively with education specialists and other support service providers. Manages professional time to ensure that academic goals are met.</p> <p><i>Education Specialist: Developing an understanding of history and legal requirements, and ethical practices of special education. Makes reasonable attempts to develop and monitor Individualized Family Service Programs (IFSP), Individualized Education Programs (IEP), and services and instruction of students with disabilities in accordance with federal mandates. (ESPS 2)</i></p>	<p>Understands and honors legal and professional obligations to protect the privacy, health and safety of students, their families and school professionals. Is aware of ethical considerations and models ethical behaviors for students. Collaborates effectively with school and community professionals in the best interests of students. Manages professional time to ensure that academic goals are met.</p> <p><i>Education Specialist: Demonstrates thorough and current understanding of history and legal requirements, and ethical practices of special education. Effectively develops and monitors Individualized Family Service Programs (IFSP), Individualized Education Programs (IEP), and services and instruction of students with disabilities in accordance with federal mandates. (ESPS 2)</i></p>	<p>Level 3, plus models professionalism in all aspects of the dual roles of student and beginning teacher.</p> <p><i>Education Specialist: Demonstrates thorough and current understanding of history and legal requirements, and ethical practices of special education. Effectively develops and monitors Individualized Family Service Programs (IFSP), Individualized Education Programs (IEP), and services and instruction of students with disabilities in accordance with federal mandates. (ESPS 2)</i></p>

	Unacceptable (1)	Acceptable Beginning Practice (2)	Acceptable Professional Practice (3)	Exceptional Practice (4)
TPE 13 – Professiona I Growth	Rarely uses reflection and feedback to formulate and prioritize goals for increasing subject matter knowledge and teaching effectiveness.	Uses some reflection and feedback to formulate and prioritize goals for increasing subject matter knowledge and teaching effectiveness.	Consistently uses reflection and seeks feedback to formulate and prioritize goals for increasing subject matter knowledge and teaching effectiveness.	Level 3, plus seeks opportunities to grow as a professional and demonstrates continual progress toward meeting set goals.
Domain G (Education Specialists Only)				
G1: IEP/Transition Planning (ESPS 7; M/S 7)	<i>Does not plan, implement, or evaluate for the transitional life experiences for students with disabilities across the lifespan. Does not collaborate with personnel from other educational and community agencies to plan for successful transitions. Does not demonstrate the knowledge and ability to teach students appropriate self-determination and expression skills.</i>	<i>Periodically plans, implements and evaluates for the transitional life experiences for students with disabilities across the lifespan. Periodically collaborates with personnel from other educational and community agencies to plan for successful transitions. Periodically demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.</i>	<i>Effectively plans, implements and evaluates for the transitional life experiences for students with disabilities across the lifespan. Collaborates with personnel from other educational and community agencies to plan for successful transitions. Demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.</i>	<i>Effectively and consistently plans, implements and evaluates for the transitional life experiences for students with disabilities across the lifespan. Effectively collaborates with personnel from other educational and community agencies to plan for successful transitions. Clearly demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.</i>
G2: ISFP/IEP/Post- Secondary Transition Planning (ESPS 8)	<i>Does not participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.</i>	<i>Makes reasonable attempts to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.</i>	<i>Effectively participates as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.</i>	<i>Consistently and effectively participates as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.</i>
G3: Case Management (Mild/Mod Standard 6)	<i>Does not demonstrate skills in case management including legal & instructional requirements based on the individual needs of the student with mild/moderate disabilities. When appropriate (Intern Candidate), does not effectively coordinate the IEP process and service delivery for individuals referred for special education and those identified with mild/moderate disabilities</i>	<i>Makes reasonable attempts at effective case management including legal & instructional requirements based on the individual needs of the student with mild/moderate disabilities. When appropriate (Intern Candidate), makes reasonable attempts to coordinate the IEP process and service delivery for individuals referred for special education and those identified with mild/moderate disabilities</i>	<i>Demonstrates effective case management including legal & instructional requirements based on the individual needs of the student with mild/moderate disabilities. When appropriate (Intern Candidate), demonstrates effective coordination of the IEP process and service delivery for individuals referred for special education and those identified with mild/moderate disabilities.</i>	<i>Consistently demonstrates skills in effective case management, including legal & instructional requirements based on the individual needs of the student with mild/moderate disabilities. When appropriate (Intern Candidate), demonstrates exceptional coordination of the IEP process and service delivery for individuals referred for special education and those identified with mild/moderate disabilities.</i>

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Candidate must earn at least 29 points to be eligible for Teaching Practicum II/Residency II.

Candidate must earn at least 41 points with all scores at level 2 or above to be eligible to complete Teaching Practicum II/Residency II.

Initial.2 Dispositions Evaluations

The dispositions development process engaged faculty, administration, and k-12 partners in a series of activities designed to identify a shared core of beliefs about the knowledge, skills and dispositions of professional educators. The deliberations were informed by the unit's conceptual framework and the ten principles of the INTASC standards, and led to the identification of five dispositions focusing on (D1) Appreciates and values human diversity (D2) Believes all children can learn (D3) Is committed to continuous self-directed learning and reflective practice, (D4) Takes pride in the education profession, and (D5) Is committed to the use of democratic values. A focus group of public school teachers and university supervisors was then formed to translate these dispositions into observable behaviors. The resulting rubric describes specific behaviors associated with each of the five dispositions. This rubric includes four performance standards. Candidates are assessed on dispositions in both teaching practica. In order to track student progress and inform program improvement, university supervisors in all pathways enter final Disposition Rubric Scores into the online STEPS system.

CSU Chico School of Education
 Teaching Dispositions Rubric

	Unacceptable (1)	Acceptable Beginning Practice (2) ¹	Acceptable Professional Practice (3) ²	Exceptional Practice (4)
Disposition #1				
Appreciates and values human diversity, recognizes community and cultural norms, shows respect for students' varied talents and perspectives, seeks to foster culturally-appropriate communications and demonstrates best practices in his or her field.	Inequitably interacts and responds to students; is unaware of opportunities to enhance cross-cultural understandings; is non-responsive to students' individual differences; misses opportunities to encourage cultural sensitivities and perspectives; is unaware of culturally responsive pedagogical practices	Is aware of the need to interact and respond to all students equitably; attempts to respond to opportunities to enhance cross-cultural understandings; recognizes individual differences; attempts to encourage cultural sensitivities and perspectives; is aware of culturally responsive pedagogical practices	Is aware of the need to interact and respond to all students equitably and demonstrates attempts to do so; looks for and responds to opportunities to enhance cross-cultural understandings; integrates students' individual differences into the classroom environment; encourages cultural sensitivity and perspectives; is aware of culturally responsive pedagogical practices and attempts to model them.	Interacts and responds with all students equitably; looks for and creates opportunities to respond to and enhance cross-cultural understandings; invites and integrates students' individual differences into the classroom environment; encourages cultural sensitivity and perspectives; models culturally responsive pedagogical practices.
Disposition #2				
Believes that all children can learn, appreciates their varying abilities and persists in helping all children achieve success.	Perceives students as having deficits rather than assets; does not engage with students at all levels of student abilities; easily frustrated when students don't understand; focuses on higher level students only; does not seek to help students.	Recognizes the assets and resources that all students bring to the classroom; recognizes and engages all levels of student abilities: Tries to help students that don't understand; attempts to interact all levels of student abilities; seeks to help all students.	Recognizes the assets and resources that all students bring to the classroom Looks for and inquires about a variety of strategies to engage all levels of student abilities: Tries various means to help students who don't understand; encourages students at all levels; seeks strategies to be more effective with all students.	Looks for, inquires about, and implements a variety of strategies to engage all levels of student abilities and interests: Persists with students to try to help them understand; encourages students at all levels; implements strategies evidenced to be more effective with all students.
Disposition #3				
Committed to continuous, self-directed learning, critical thinking and reflection in order to refine instructional practice and deepen knowledge in the academic disciplines.	Infrequently makes observations or asks questions about classroom dynamics; passes by opportunities to discuss teaching practice; demonstrates inadequate knowledge of subject and curriculum, and/or has few ideas to increase his/her knowledge; does not accept constructive feedback	Sometimes makes observations and asks questions about classroom dynamics; occasionally engages in thinking about and discussing teaching practice; demonstrates knowledge of subject and curriculum, but is less certain of ways to increase his/her knowledge; accepts constructive feedback and attempts to use it for improvement	Frequently/Often makes observations and asks questions about and shares insights regarding classroom dynamics; shows a real interest in thinking about and discussing teaching practice by initiating discussions often; demonstrates superior knowledge of subject and curriculum; describes workable plans for increasing his/her knowledge; accepts constructive feedback and uses it for improvement	Consistently asks questions about and comments on classroom dynamics; shows a real interest in thinking about and discussing teaching practice by initiating discussions consistently; demonstrates superior knowledge of subject and curriculum; describes realistic and specific workable plans for increasing his/her knowledge; seeks out constructive feedback and uses it for improvement

¹ Candidate must score at level 2 or above to be eligible for Teaching Practicum II/ Residency II.

² Candidate must earn at least 15 points with all scores at level 2 and above to be eligible to complete Teaching Practicum II/ Residency II.

CSU Chico School of Education
 Teaching Dispositions Rubric

	Unacceptable (1)	Acceptable Beginning Practice (2) ¹	Acceptable Professional Practice (3) ²	Exceptional Practice (4)
Disposition #4				
Demonstrates pride in the education profession and participates in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies.	Dresses inappropriately and/or exhibits inappropriate and/or unprofessional behavior; uses verbal communication that does not foster interaction; Attendance, punctuality, and/or preparation is problematic; Does not respond promptly to electronic communications.	Dresses and conducts self appropriately; communicates effectively with students and colleagues; meets scheduled time/hour commitment and is prepared; Responds promptly to electronic communications	Models professional dress and conduct; uses verbal communication that enhances interactions with students and colleagues; meets scheduled time/hour commitments, arrives promptly and is well prepared; Responds promptly to electronic communications	Models professional dress and conduct; uses verbal communication that enhances interactions with students, colleagues & parents/guardians; meets or exceeds scheduled time/hour commitments, arrives promptly and is well prepared; Responds promptly to electronic communications
Disposition #5				
Committed to the expression and use of democratic values and to creating a learning environment that fosters active engagement in learning and encourages positive social interaction.	Unaware of democratic and social justice values; unaware of the need for interdependent, collaborative social interaction; unresponsive to student ideas; displays little interest or involvement in group work; limited responsiveness to students	Aware of democratic and social justice values; aware of the need for interdependent, collaborative social interaction; listens to student ideas; actively observes group work; responsive to students	Is committed to democratic and social justice values; recognizes and values interdependent, collaborative social interaction; values student ideas; facilitates student group work, when asked; very responsive and respectful to all students, both verbally and nonverbally.	Advocates for democratic and social justice values; recognizes and values interdependent, collaborative social interaction; values student ideas; facilitates student group work, when asked; very responsive and respectful to all students, both verbally and nonverbally; lessons show evidence of a responsiveness to preparing students for engaged citizenship;

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¹ Candidate must score at level 2 or above to be eligible for Teaching Practicum II/ Residency II.

² Candidate must earn at least 15 points with all scores at level 2 and above to be eligible to complete Teaching Practicum II/ Residency II.

CSU Chico School of Education TPE/DISPOSITION EVALUATION FORM General Education Programs

Candidate Name: _____ **School/District** _____

Practicum/Residency: π l π ll **Mid-semester:** π **Final:** π

University Supervisor Directions: Based on candidate progress documented on observation forms and agreed upon at the culminating conference, please provide overall ratings on the form below for each TPE and disposition. Use the TPE and disposition rubrics to inform your decisions. Indicate the performance level of each with an X and provide a total point value in the areas indicated. For final evaluations, please enter the data on STEPS, the online data system for final evaluations, at <https://steps.csuchico.edu/login.aspx?ReturnUrl=%2flogout.aspx&school=csuchico>.

TPE or Disposition	Rating				
	Unacceptable (1)	Acceptable Beginning Practice (2)	Acceptable Professional Practice (3)	Exceptional Practice (4)	Not Observed
TPE 1 – Specific pedagogical skills					
TPE 2 – Monitoring student learning					
TPE 3 – Interpretation and use of assessments					
TPE 4 – Making content accessible					
TPE 5 – Student engagement					
TPE 6 – Developmentally appropriate teaching practice					
TPE 7 – Teaching English learners					
TPE 8 – Learning about students					
TPE 9 – Instructional planning					
TPE 10 – Instructional time					
TPE 11 – Social Environment					
TPE 12 – Professional, legal & ethical obligations					
TPE 13 – Professional growth					
TOTAL TPE POINTS:					
Disposition #1 Values diversity					
Disposition #2 Believes all children can learn					
Disposition #3 Committed to continuous learning					
Disposition #4 Demonstrates pride in education					
Disposition #5 Committed to democratic values					
TOTAL DISPOSITION POINTS: _____					

Supervisor _____

Signature _____

CT/Mentor Teacher _____

Signature _____

Credential Candidate _____

Signature _____

Date _____

Initial.3 Program-Specific Key Assessments

Each initial credential program monitors candidate progress mid-way through the program using a key assessment that is specific to the program goals and standards.

a Multiple Subject: Content Area Tasks (CATs)

Multiple Subject candidates are required to complete Content Area Tasks (CATs) in the three additional core subject areas: math, science and social studies. For each of these subject areas, candidates submit a *Planning Instruction and Assessment* task. Each CAT is evaluated on one of the three rubrics for the *Planning Instruction and Assessment* task as follows: Math: *Establishing a Balanced Instructional Focus*, Science: *Making Content Accessible*, and Social Studies: *Designing Effective Assessments*. Faculty scoring CATs are trained and calibrated, and 15% of the CATs are double-scored. Each CAT is a portion of the PACT and scored using PACT rubrics.

CATs (Content Area Tasks)

For each CAT, the candidate will develop a lesson plan that is grade level appropriate for his/her classroom placement and answer the content specific questions referring back to the lesson plan. The lesson plan will be evaluated according to each content area rubric.

MATH

Math Planning Commentary

Math Task: Establishing a balanced instructional focus

- A. How do the plans structure students’ development of conceptual understanding, computational/procedural fluency, and mathematical reasoning skills?
- Explain how the learning task or lesson objective focuses on multiple dimensions of mathematical learning through clear connections among computations/procedures, concepts, and reasoning/problem solving strategies.
 - Describe the progression of learning tasks and assessments that build understanding of the central focus of the lesson.

Math Rubric

Your lesson plan will be evaluated according to the following rubric:

ESTABLISHING A BALANCED INSTRUCTIONAL FOCUS			
EM1: How do the plans structure students’ development of conceptual understanding, computational/procedural fluency, and mathematical reasoning skills? (TPEs 1,4,9)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • The standards, learning objectives, learning tasks, and assessments either have no central focus or a one-dimensional focus (e.g., all procedural or all conceptual). 	<ul style="list-style-type: none"> • The standards, learning objectives, learning tasks, and assessments have an overall focus that is primarily one-dimensional (e.g., procedural or conceptual). • The focus includes vague connections among computations/procedures, concepts, and reasoning/problem solving strategies. 	<ul style="list-style-type: none"> • Learning tasks <i>or</i> assessment tasks focus on multiple dimensions of mathematics learning through clear connections among computations/procedures, concepts, and reasoning/problem solving strategies. • A progression of learning tasks and assessments is planned to build understanding of the central focus of the lesson. 	<ul style="list-style-type: none"> • Both learning tasks <i>and</i> assessment tasks focus on multiple dimensions of mathematics learning through clear connections among computations/procedures, concepts, and reasoning/problem solving strategies. • A progression of learning tasks and assessments guides students to build deep understandings of the central focus of the lesson.

SCIENCE

1. Science Planning Commentary

Science Task: Making content accessible

- A. **Context:** Write a brief description of the class for which your CATs lesson is designed. This can be the class in which you are student teaching, a class in which you have had a previous experience, or even a hypothetical class that you design. This description should be less than **1 single--spaced page**. Focus on factors that influence your planning and teaching of science content. Use these suggested areas below to guide you in writing about context.
- The type of school or program in which you teach, e.g., elementary/middle school, themed magnet, or charter school; grade level, etc.
 - The overall academic development of your students, e.g., developmental levels, prior knowledge, special needs, etc. in relation to typical students at this grade level.
 - The level of language development and proficiency of the entire class.
 - Social development of the class including students' ability to get along with others, express themselves, and negotiate and solve problems.
 - The socio--economic and cultural context e.g., knowledge acquired outside of school, and home/community resources that affect science knowledge and learning.
- B. **Planning Commentary:** How do the plans make the curriculum accessible to the students in the class? Your response to this prompt should also be no longer than 1 single--spaced page.
- Explain how the plan draws on students' prior learning as well as experiential backgrounds or interests to help students reach the lesson's standards and/or objectives.
 - Describe how you plan to scaffold instruction to provide access to grade--level standards and/or objectives.

Science Rubric

Your lesson plan and commentary will be evaluated according to the following rubric:

MAKING CONTENT ACCESSIBLE			
ES2: How do the plans make the curriculum accessible to the students in the class? (TPEs 1,4,5,6,7,8,9)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <input type="checkbox"/> Plan refers to students' experiential backgrounds¹, interests, or prior learning² that have little or no relationship to the lesson's standards/objectives. OR <input type="checkbox"/> There are significant content inaccuracies in plans that will lead to student misunderstandings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan draws on students' experiential backgrounds, interests, or prior learning to help students reach the lesson's standards/objectives. <input type="checkbox"/> Plans for the implementation of learning tasks include support³ to help students who often struggle with the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan draws on students' prior learning as well as experiential backgrounds or interests to help students reach the lesson's standards/objectives. <input type="checkbox"/> Plans for learning tasks include scaffolding or other structured forms of support⁴ to provide access to grade---level standards/objectives. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan includes well-integrated instructional strategies that are tailored to address a variety of specific student learning needs.

¹ Cultural, linguistic, social, economic

² In or out of school

³ Such as strategic groupings of students; circulating to monitor student understanding during independent or group work; checking on particular students.

⁴ Such as multiple ways of representing content; concrete models; modeling strategies of scientific inquiry; providing graphic organizers, rubrics, or sample work.

HISTORY / SOCIAL SCIENCE:

History/Social Science Planning Commentary

History/Social Science Task: Designing assessment

A. What opportunities do students have to demonstrate their understanding of the standards/objectives?

- Identify the opportunities students have to learn what is being assessed.
- Describe how the assessment(s) allow students to demonstrate depth of understanding or skill with respect to the standards/objective.
- Explain how the assessment(s) access both receptive (listening/reading) and productive (speaking/writing) modalities to monitor student understanding.

History/Social Science Rubric

Your lesson plan will be evaluated according to the following rubric:

DESIGNING ASSESSMENTS			
Eh3: What opportunities do students have to demonstrate their understanding of the standards/objectives? (TPEs 1,5,11)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • There are limited opportunities provided for students to learn what is measured by assessment(s). <li style="text-align: center;">OR • There is a significant mismatch between one or more assessment instruments or methods and the standards/objectives being assessed. 	<ul style="list-style-type: none"> • Opportunities are provided for students to learn what is assessed. • It is not clear that the assessment of one or more standards/objectives go beyond surface-level understandings. 	<ul style="list-style-type: none"> • Opportunities are provided for students to learn what is assessed. • The assessment(s) allow students to show some depth of understanding or skill with respect to the standards/objectives. • The assessment(s) access both productive (speaking/writing) and receptive (listening/reading) modalities to monitor student understanding. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> • Assessment(s) are modified, adapted, and/or designed to allow students with special needs opportunities to demonstrate understandings and skills relative to the standards/objectives.

b Single Subject: Unit Plan

Students write a unit plan for EDTE 533: Subject Area Pedagogy I, a course that runs concurrently with the Practicum I teaching experience. The assessment measures candidates' ability to: 1) plan a series of coherent lessons aligned with state academic content standards; 2) write and align unit goals, objectives, and assessments, 3) design formative and summative assessments, 4) apply varied and appropriate instructional strategies, 5) and apply SDAIE strategies to support ELLs. The unit is evaluated using 13 performance items (e.g., rationale, goals, objectives, assessments) and candidates earn a score out of 100 points.

CSUCHICO
School of Education
Single Subject Program
Revised 9/13

Name _____
 Content Area _____
 Semester _____

	Not Proficient (1)	Proficient (2)	Mastery (3)	Exemplary (4)	Score
Unit Overview	Overview missing or unclear	Overview sufficient to understand the unit topic but lacks detail or timeframe.	Overview includes a description of the unit topic, scope and timeframe.	Overview includes a detailed and thorough description of the unit topic, scope and timeframe	
Class Profile	Lacks sufficient information to understand the makeup of the class.	Provides some information about the make up of the classroom population. Provides little or no information about the school or community.	Provides information about the make up of the class and may includes some information about the make up of the school and community.	Provides comprehensive and complete information about the make up of the class, including gender, background, ability, and language proficiency levels. Includes specific information about the make up of the school and community	
Unit Rationale	Attempts to describe <u>why</u> this unit is important for some students; lacks information about the utility for immediate student use and/or for life-long learners. No evidence of alignment to frameworks, grade level content standards, and curriculum guides.	Describes to some degree <u>why</u> this unit is important for all students; includes some information about the utility for student use and/or for life-long learners. May lack examples. Little evidence of alignment to frameworks, grade level content standards, and curriculum guides.	Describes <u>why</u> this unit is important for all students; includes utility for immediate student use and for life-long learners through specific examples and details; demonstrates evidence of alignment grade level content standards.	Describes thoroughly <u>why</u> this unit is important for all students; includes skills, knowledge, and utility for immediate student use and for life-long learners through specific examples and details; demonstrates evidence of alignment grade level content standards.	
Unit Goals	Seldom if ever reflects what the unit is designed to accomplish including the <u>big ideas</u> students will know and be able to do by the end of the unit. No alignment with rationale; lacking information on taxonomy or domains.	In part reflects what the unit is designed to accomplish including the <u>big ideas</u> students will know and be able to do by the end of the unit. Alignment with rationale is not always readily apparent; may not indicate some cognitive taxonomy level or other learning domains correctly.	States what the unit is designed to accomplish including the BIG IDEAS students will know and be able to do by the end of the unit. Aligned with rationale. Labels cognitive taxonomy level as well as other learning domains.	Clearly states what the unit is designed to accomplish including the BIG IDEAS students will know and be able to do by the end of the unit. Each goal is aligned with the rationale and has specific objectives listed below. Labels cognitive taxonomy level as well as other learning domains.	
Unit Objectives	Objectives are not stated in measurable terms that indicate what students will know and be able to do or <u>how</u> students will demonstrate learning outcomes; domains and taxonomies not included. Objectives are not aligned with or listed under goals.	Objectives are stated in measurable terms, indicating what students will know and be able to do and <u>how</u> students will demonstrate learning outcomes. May confuse with daily objectives or activities. May omit or mislabel domains or taxonomy levels. Not all objectives are aligned with or listed under goals	Unit level objectives are indicated, and stated in measurable terms , indicating what students will know and be able to do and <u>how</u> students will demonstrate learning outcomes. Includes appropriate domains of learning and taxonomy levels.	Unit level objectives are clearly indicated, align and listed under goals , and stated in measurable terms, indicating what students will know and be able to do including <u>how</u> students will demonstrate learning outcomes. Includes appropriate domains of learning and taxonomy levels.	

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School of Education
Single Subject Program
Revised 9/13

Name _____
 Content Area _____
 Semester _____

	Non Proficient	Proficient	Mastery	Exemplary	Score
Instructional Strategies	Instructional Strategies to be used in the unit are missing or not clearly defined.	Instructional strategies to be used in the unit are mislabeled or ill defined. Allows for a little variety of learning styles and activities; instruction is either exclusively teacher directed or student-centered.	Identifies and/or labels giving some information about instructional strategies to be used in the unit. Allows for some variety of learning styles and activities.	Clearly labels and defines and discusses in detail instructional strategies to be used in the unit. Specifies strategies allowing for a variety of learning styles and activities. Teacher-directed instruction and student-centered learning are appropriately balanced.	
SDAIE Instructional Practices	SDAIE Instructional Practices to be used in the unit are missing or not clearly defined.	SDAIE instructional practices are mislabeled, not labeled, and/or not defined. If included, techniques and practices focus mostly on delivery (i.e. simplify input) not instructional focus.	Labels and defines SDAIE instructional practices. Specific practices may focus more on content and offer less support for English language development. Types of SDAIE scaffolds are listed but may be confused with instructional strategies.	Clearly labels, defines and discusses in detail SDAIE instructional practices to be used in the unit. Specific practices allow for content and English language development to occur simultaneously. Types of SDAIE scaffolds are labeled, and explained,.	
Unit Assessment	Assessment lacking or missing or not related to lesson objectives.	Includes an assessment plan but lacks sufficient detail. Does not indicate any diagnostic, formative and/ or summative assessments component. Overemphasis of either traditional or alternative assessments; aligned to some, but not all, objectives.	Includes a detailed assessment plan. Indicates diagnostic, formative and summative assessments, including traditional and alternative; clearly aligned to objectives.	Includes a clearly articulated and detailed assessment plan. Includes and labels a variety of diagnostic, formative and summative assessments, including traditional and alternative; clearly aligned to objectives.	
Resources, materials, and equipment	No indication that the teacher has considered students' access to information from sources beyond text and teacher. Does not specify materials, appropriate references, or list of materials and equipment needed.	The teacher has provided students some access to information from sources beyond text and teacher; may lack mention of specific teacher-made materials, appropriate references, or list of materials and equipment needed.	Demonstrates that teacher has planned for students to access information from a variety of sources. Teacher-made materials, appropriate references, and list of materials and equipment needed are specified.	Demonstrates that teacher has planned for students to access a variety of types of information from a variety of sources. Teacher-made materials, appropriate references, and list of materials and equipment needed are specified.	

CSUCHICO
School of Education
Single Subject Program
Revised 9/13

Name _____
 Content Area _____
 Semester _____

	Non Proficient	Proficient	Mastery	Exemplary	Score
Unit Block Out	Daily objects are unrelated to unit goals and objectives. Instructional strategies limited to a single learning style. Activity sequence is unclear. Assessment may not measure objectives. Materials may be listed.	Daily objects are related to unit goals and objectives. Instructional strategies provide for some learning styles, domains and cognitive levels. Activity sequence is clear. SDAIE techniques may be vague. Assessment measures objectives. Materials are listed.	Daily objectives are clearly related to unit goals and objectives. Instructional strategies provide for various learning styles, domains and cognitive levels. Activity sequence is detailed and clear. SDAIE techniques are indicated. Assessment measures objectives. Materials are listed in detail.	In addition to meeting all elements of the Unit Block Out at the mastery level is organized and presented in a detailed, cohesive and developmentally sequential manner. Presented in a way that could be shared collegially.	
Format/ Mechanics	Missing components and poor layout indicate poor organization and a lack of attention to template. Errors make reading difficult.	All components are included but some problems with organization, clarity, or layout exist. Few errors are apparent.	All components easily distinguished and template is clearly followed . Visually pleasing and virtually error free.	In addition to meeting all elements of the mastery level of Format/Mechanics, the Exemplary unit plan is error-free.	
Daily Lesson Plan	Many DLP elements are not included or aligned. Various domains and cognitive levels are not indicated or are not clear. The plan does not provide for various learning styles and ability levels.	Most DLP elements are included and aligned. Adequate detail is provided. Various domains and cognitive levels are noted where appropriate. The plan provides for various learning styles and ability levels.	All DLP elements are included and aligned. Each element is spelled out in detail. Various domains and cognitive levels are noted where appropriate with clear descriptions and applications. The plan provides for learning styles and ability levels.	In addition to meeting all elements of the Daily Lesson Plan at the mastery level, daily plans that are exemplary illustrate creativity, thoroughly differentiate instruction for all learners and include multiple opportunities for intellectual engagement and higher level thinking.	
Final Evaluation	This Unit Plan shows a lack of proficiency in the ability to plan and articulate a constructive learning experience for students. Few elements are completed at an "acceptable" level. This plan needs a great deal of additional information for implementation. Contains numerous technical (grammar, spelling, punctuation) errors.	This Unit Plan shows proficiency in the ability to plan and articulate a constructive learning experience for students. All elements are completed at an "acceptable" level. This plan needs little additional information for implementation. All elements are presented in a professional manner with few technical errors.	This Unit Plan shows mastery of the ability to plan and articulate a constructive learning experience for students. All elements are completed at a level that show mastery of each component. This plan needs no additional information required for implementation. All elements are presented in a professional manner free of technical errors.	In addition to meeting all elements of the Final Evaluation at the Mastery level, this Unit Plan, in its entirety, is of the quality that could be shared as an exemplar in profession settings, portfolios, and the field.	

c Adapted Physical Education: Unit Plan

Candidates create an eight-week unit plan to prepare their students for the Special Olympic Track and Field Competition. The unit is evaluated on a 30 point rubric, including format, strategies, preparation and progression.

Key Assessment 2 – Lesson/Curriculum Plan (KINE 514)

Special Olympics Unit Plan (30 points)

Write up your plan for Special Olympic Track and Field practice. The curriculum plan should cover at 8 weeks (sessions) of activity (required by Special Olympics).

Background

- Describe your team. Include age levels and abilities

Curriculum/Program Plan

The curriculum plan should include the 8 weeks of activity. Your job is to create a flow of activity in your own individual style. You need to include evaluation procedures to ensure progress as if it were your own program. Grading will be based on progression and matching of activities to overall goals of the unit. Create an easy to follow plan. Take time to describe the plan.

- Focus of the plan
 - Description of Special Olympics track and field training.
 - Unit goals (one for each event)
- Progression of the plan
 - Readable plan that demonstrates thorough planning for a minimum of 8 weeks/sessions (20---30 minutes per day).
 - Design a progression of skills giving examples of warm---ups.
 - Motivating practice activities
 - Appropriate, meaningful
 - Time frame for activities
 - Varied instructional practices on each of the skills (run, throw, jump).
 - Use of pictures of graphs can be used to depict necessary information.
 - Realistic expectations.
 - Evaluation procedures for progress within plan. (3 different procedures).
- Behavior strategies
 - Create list of rules/expectations.
 - Include behavior management methods.
- Teaching considerations
 - Modifications and accommodations for activities that match student abilities.
 - Suggestions for success/inclusion should be listed throughout the plan.
 - Include periodic assessments (3) or evaluations of progress throughout unit. Display a variety of assessment techniques. Briefly describe the assessment procedures.
 - Spanish and sign language terms needed for this unit.
- References may be cited to help in future planning.

Initial Program Key Assessments
 CSU Chico, 1/12/15

	Level 0 Unacceptable	Level 1 Needs Improvement	Level 2 Meets Expectations	Level 3 Target	Level 4 Exceeds Expectation
Format	(0 points) Missing multiple components	(2 points) Missing components	(4 points) Missing one component	(5 points) Calendar of events lists skills to be taught and practiced on a daily basis. Includes cues for the day. Describes the daily plan. Multiple activities per day of instruction. Background included.	(6 points) Target plus use of pictures or graphs to depict necessary information. Thorough description of purpose of the unit of instruction. This plan includes detail for another professional.
Strategies	(0 points) Missing multiple components	(4 points) Missing components	(6 points) Missing one component	(7 points) Use of variable practice and repetition. Behavior strategies addressed rules and expectations including behavior management methods. Includes suggestions for success.	(8 points) Target plus behavior strategies listed emphasizing focus of structured environment with positive cues. Includes strategies for specific student needs. Specific suggestions for success.
Preparation	(0 points) Missing multiple components	(4 points) Missing components	(6 points) Missing one component	(7 points) Cues listed for entire unit. Teaching considerations for entire unit. Modifications and accommodations that are age and ability appropriate.	(8 points) Target plus Spanish and sign or gestural cues. Equipment suggestions for environmental cues. Extensive list of variations to each skill or day.
Progression	(0 points) Missing multiple components	(4 points) Missing components	(6 points) Missing one component	(7 points) Minimum of 2 varied assessments used throughout the lesson. Within Calendar warm-ups - closure. Activities are motivating. Realistic expectations.	(8 points) Target plus more than 2 different types of evaluations of progress. Described assess procedures with examples. Calendar includes descriptions of activities for warm-up, practice, activity(ies), closure.

d Agriculture Specialist: Clinical Evaluation

This instrument is one of the summative evaluations for the Agricultural Specialist program completers. The instrument is completed by the lead cooperating teacher at the Practicum student teaching site at the end of the semester and submitted along with the other assessment documents required.

The instrument is organized into nine sections including:

- Productive Teaching Techniques (PTT)
- Effective Classroom Management (ECM)
- Positive Interpersonal Relationships (PIR)
- Professional Responsibility (PR)
- Future farmers of America (FFA)
- Supervised Agricultural Experience Program (SAEP)
- Department Management (DM)
- Personality and Personal Characteristics (PPC)
- Technical Knowledge (in animal and plant sciences, agricultural mechanics, ornamental horticulture, natural resources/forestry, and agribusiness) (TK)

For each competency, the candidate is rated on a Likert scale with 4 = Exceptional, 3 = Strong, 2 = Satisfactory, 1 = Weak, and NA = Not Applicable. The candidate must score at least a satisfactory on all competencies.

Name _____

**AGRICULTURE EDUCATION
 Final Student Teacher Evaluation**

Directions: Please rate this student in the following areas by circling the appropriate number.

Productive Teaching Techniques	Exceptional	Strong	Satisfactory	Weak	N/A
1. Demonstrates Effective Lesson Planning Skills	4	3	2	1	NA
2. Demonstrates Effective Lesson Implementation	4	3	2	1	NA
3. Demonstrates Ability to Motivate Students	4	3	2	1	NA
4. Communicates Effectively with Students	4	3	2	1	NA
5. Utilizes Appropriate Diagnostic and Evaluation Techniques	4	3	2	1	NA
6. Displays a Thorough Knowledge of School Subject Matter	4	3	2	1	NA
7. Sets Appropriately High Expectations for Student Achievement	4	3	2	1	NA
8. Responds to Individual Abilities and Needs	4	3	2	1	NA
9. Demonstrates Effective Unit Planning and Implementation Skills	4	3	2	1	NA
Effective Classroom Management					
10. Effectively Uses Time, Materials, & Recourses	4	3	2	1	NA
11. Provides Evidence of Personal Organization	4	3	2	1	NA
12. Effectively Manages Student Behavior	4	3	2	1	NA
13. Effectively Organizes Students for Instruction	4	3	2	1	NA
Positive Interpersonal Relationships					
14. Demonstrates Effective Interpersonal Relationships	4	3	2	1	NA
15. Promotes Positive Self-Concept	4	3	2	1	NA
16. Demonstrates Sensitivity in Relating to Students	4	3	2	1	NA
Professional Responsibility					
17. Demonstrates Professionalism in Fulfilling Teacher Responsibilities	4	3	2	1	NA
18. Assumes Duties Outside the Classroom as They Relate to School	4	3	2	1	NA
19. Conducts Professional Self-Evaluation	4	3	2	1	NA

Initial Program Key Assessments
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20. Professionally Responds to Suggested Improvements	4	3	2	1	NA
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Future Farmers of America

21. Effectively Coordinates Chapter Operations	4	3	2	1	NA
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22. Provides for Effective Leadership Training	4	3	2	1	NA
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23. Demonstrates Ability to Utilize Awards and Contests	4	3	2	1	NA
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Supervised Agricultural Experience Program

24. Assists Students in the Selection and Planning of SAE's	4	3	2	1	NA
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25. Demonstrates Methods Used in Conducting Effective Visits	4	3	2	1	NA
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26. Demonstrates Ability to Utilize Awards and Contests	4	3	2	1	NA
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Department Management

27. Demonstrates the Ability to Develop and Manage the Budget	4	3	2	1	NA
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28. Communicates and Cooperates with Colleagues/Staff	4	3	2	1	NA
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29. Demonstrates the Ability to Develop a Workable Program Plan	4	3	2	1	NA
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30. Plans, Organizes, and Documents Tasks/Activities	4	3	2	1	NA
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31. Assists in the Operation of an Advisory Committee and Other Support Groups	4	3	2	1	NA
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32. Effectively Manages the Political Process and Public Relations Efforts	4	3	2	1	NA
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Personality and Personal Characteristics

33. Leadership	4	3	2	1	NA
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34. Diplomacy and Tact	4	3	2	1	NA
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35. Enthusiasm	4	3	2	1	NA
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36. Initiative	4	3	2	1	NA
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37. Personal Appearance	4	3	2	1	NA
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38. Dependability	4	3	2	1	NA
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39. Promptness	4	3	2	1	NA
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40. Poise and Self-Control	4	3	2	1	NA
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41. Use of Good Judgment	4	3	2	1	NA
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Technical Knowledge

Initial Program Key Assessments
CSU Chico, 1/12/15

42. Animal Science	4	3	2	1	NA
43. Plant Science	4	3	2	1	NA
44. Agricultural Mechanics	4	3	2	1	NA
45. Ornamental Horticulture	4	3	2	1	NA
46. Natural Resources/Forestry	4	3	2	1	NA
47. Agribusiness	4	3	2	1	NA
My over-all Rating of this Candidate As a Beginning Teacher is:	4	3	2	1	NA

e. SPED Course Embedded Assignments

i. Mild/Moderate Credential: “Anchor Assignment: Framing Routine Training and Implementation” from SPED 672 Curriculum and Instruction, Mild/Moderate. A research-based, planning routine from the Strategic Instruction Model developed by the University of Kansas is presented during an in-class training. Candidates implement the routine in their field placement classrooms for differentiated instruction of pupils in general and special education. The assignment demonstrates candidate knowledge of the Common Core Standards and the collaborative role of education specialists with general education teachers.

Anchor Assignment Directions

Attend the Strategic Instruction Model (SIM) training. Select a lesson based on a Common Core Standard(s) appropriate for use with the FRAME Content Enhancement Routine and choose an appropriate framing form. Introduce the lesson to a group of at least 3 students using the frame. (Group of students should contain students from both general ed students and students with IEPs.) Teach the lesson to the students after introducing with the FRAME, and then review the frame with the students.

Reflect and analyze how using the frame affected the students’ learning and understanding of the concepts and information in the lesson. Write your reflection and analysis of the process of using FRAME as a way of enhancing student learning for this lesson and any adjustments in your plan for future use of this Content Enhancement Routine.

1. How did using the frame help students have an overview of the content?
2. How does having the students fill in the frame help their learning?
3. How could you improve the lesson if you were to teach it again? Explain your ideas for increasing student learning and engagement with supporting evidence and thoughts.

Rubric for Framing Routine Training and Implementation

Element	Level 1 Does Not Meet Standard	Level 2 Developing	Level 3 Proficient	Level 4 Exemplary
Training	Did not attend training or missed ≥ 15 minutes of training.	Attended training but was late or left early.	Attended entire training; had required materials.	Participated actively in training.
Implementation	FRAME not implemented or implemented with 2 or fewer students.	FRAME implemented with group of three or more students only in classroom with general education students <u>OR</u> only students	FRAME implemented with group of three or more students, including both general and special education students.	FRAME implemented with group of three or more students, including both general and special education students.
Standards-based lesson basis for FRAME Content Enhancement	FRAME implemented but not tied to specific lesson and/or standards.	FRAME used to give overview of lesson with weak connections to Common Core.	FRAME used to give overview of Common Core standard-based lesson.	Clear connection between FRAME and Common Core content.
Lesson Plan Selected for Use with FRAME	Lesson plan introduced w/completed FRAMES attached; connection weak/unclear or lesson missing.	Lesson plan introduced w/completed FRAMES attached; some connection.	Lesson plan introduced w/completed FRAME attached. Clear connection.	Lesson plan introduced w/completed FRAME attached; connection is clear and strong.
Reflection/anal process.	Missing write-up or confusing write-up of how FRAME was	2-2½ page write-up of how FRAME was	Clear, concise 2-2½ page write-up of how FRAME was used & any adjustments for future use of FRAME.	Clear, concise 2-2½ page write-up of how FRAME was used & any adjustments for future use of FRAME.

ii. Moderate/Severe: “Anchor Assignment: Intervention Study”

SPED 637 Curriculum and Instruction, Moderate/Severe

The anchor assignment for this course involves teaching a lesson to a student with a moderate to severe disability using an evidence based practice that is supported by research. This assignment provides candidates with an opportunity to practice writing and implementing lesson plans, assessing students, and recording data on progress. After teaching and video recording the instruction, candidates have the opportunity to reflect on their work, receive peer feedback, and incorporate ongoing feedback into future lesson plans and instruction.

**SPED 637 Assignment
Anchor Assignment**

Summary: This assignment will provide students with the opportunity to use research to inform instruction for students with moderate to severe disabilities while using reflective and collaborative practices. There are multiple components to this assignment. Students will write a behavioral objective, and an instructional program that states the instruction that will be used. For this assignment you must link the behavioral objective to a Common Core State Standard (ELA) and use a modified book. They will then implement the lesson while video recording it. Students will be required to upload the video to BlackBoard and share the lesson to a small group of colleagues during class time. A major component of this assignment is linking research to practice as well as tracking data on student progress.

Preparation: Begin reviewing articles on evidence based practices. Determine a student you would like to work with and identify a behavioral objective. Gain permission from the students parents to videotape the lesson being implemented. Identify the CCSS that you will use and link it to the objective and instruction.

Details: There are multiple components to this assignment which are listed below. The most important component is to select a student, **with a moderate/severe** disability in order to receive credit for this assignment.

Component A: Write a behavioral objective for a student you work with that has a severe disability. The objective should be a English Language Arts objective and linked to a CCSS.

Component B: Modify a book so that a student with a moderate/severe disability can have access to it. There are multiple ways to modify books. Examples will be brought to class and you can bring the book you would like to use for the assignment in order to gain ideas on how to modify/adapt it.

Component C: An integral part of this assignment is assessment/data collection. You should be teaching this instructional program and should therefore have multiple data points. For this assignment you need to turn in a data collection sheet that has at least four points of data for it.

Component D: Review of the instructional program. For the third class you should bring in the instructional program that you have been implementing with the data that you have been collecting. Teacher candidates will then be placed into small learning groups in which they will receive feedback on the instructional program as well as the data collection method. On the last day of class you will bring in a video of the lesson and receive feedback on your peers. This video may be used for the PACT.

Component E: Write up and reflection. The student will write a paper in which they demonstrate how research and evidence based practices informed there instruction (procedures they used, techniques they tried, prompt sequence etc.) The research should include current articles on literacy and modified books for students with moderate/severe disabilities. In addition they will reflect upon their own teaching practices, how it developed and changed over the course of the semester, what they would change in the future and how the feedback from there group informed there instruction. Included in this reflection should be what did work and any improvements there student with disabilities showed.

Submission: The instructional program, data sheet, video and modified book are due on October 25th. The final paper is due November 12th.

Grading: A complete paper written in APA format at a collegiate level which includes all components of the class assignment is needed to receive credit.

(Rubric next page)

Rubric for Intervention Assignment from SPED 637 *Curriculum and Instruction, Mod/Severe*

EBP=Evidence Based Practice

	Level 1 Unacceptable	Level 2 Developing	Level 3 Proficient	Level 4 Exemplary
Organization	Assignment components missing and/or not presented clearly.	All assignment components present, but may be organized in a way that is not reader-friendly.	All assignment components present and organized in a way that is reader-friendly. All prompts are answered.	All assignment components present and organized in a way that is reader-friendly. All prompts are answered.
Content	Behavioral objective missing or unclear. Instructional program and modified book not present or missing key components. Data missing or inadequate. Research not used to support EBP. Reflection weak.	Behavioral objective clearly identifies outcome OR criteria. Instructional program and modified book described but may not align clearly with objectives and student needs. Data present. Research used inconsistently to support EBP. Reflection present, but may lack depth.	Behavioral objective clearly identifies both outcome and criteria. Instructional program and modified book are well aligned with objectives and student needs. Data presented clearly. Instruction informed by research. Reflection shows some depth of thinking about teaching practice.	Level 3, plus instruction is clearly informed by research and EBP, as evidenced by references. Reflection shows depth of thinking about teaching practice.
Writing Mechanics/ Grammar	More than a few errors per page in grammar, punctuation, capitalization, spelling, or sentence structure, and errors interfere with content. Gaps in APA format. Incomplete references.	A few errors per page in grammar, punctuation, or sentence structure, but errors do not interfere with content. Inconsistent citations and APA format.	Careful editing—no more than a few errors in the document in grammar, punctuation, capitalization, spelling or sentence structure. APA format consistent.	Organized and thoughtful structure that provokes interest in topic. No errors in grammar or in sentence structure. APA format consistent.

Initial.4 Performance Assessment of California Teachers (PACT)

The PACT Teaching Event assesses candidate performance in five areas: Planning (P), Instruction (I), Assessment (A), Reflection (R) and Academic Language (AL).

Candidates' performance in these areas is evaluated on twelve rubrics represented in the charts below. Candidates submit the PACT Teaching Event during the student teaching (Teaching Practicum II) semester. Teaching events are evaluated on a four-point scale. A score of 1 is considered a failing score. All handbooks and rubrics are available on the [PACT website](#)

**ELEMENTARY LITERACY RUBRICS
 2013-2014**

PLANNING		ESTABLISHING A BALANCED INSTRUCTIONAL FOCUS	
EL1: How do the plans support student learning of skills and strategies to comprehend and/or compose text? (TPEs 1,4,9)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <input type="checkbox"/> The standards, learning objectives, learning tasks, and assessments either have no central literacy focus or a one-dimensional literacy focus (e.g., solely on facts/conventions/skills or strategies for comprehending or composing text, but not both). <li style="text-align: center;">OR <input type="checkbox"/> The literacy focus is on applications in another content area, but the plans do little to continue to develop students' abilities to comprehend and/or compose text. 	<ul style="list-style-type: none"> <input type="checkbox"/> The standards, learning objectives, learning tasks, and assessments have an overall literacy focus that is primarily one-dimensional (e.g., facts/conventions/skills or strategies for comprehending or composing text). <input type="checkbox"/> The focus includes vague connections between facts, conventions, skills, and strategies for interpreting or conveying meaning in literacy. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning tasks <i>or</i> the set of assessment tasks focus on multiple dimensions of literacy learning through clear connections among facts/conventions/skills, and strategies for comprehending and/or composing text. <input type="checkbox"/> A progression of learning tasks and assessments is planned to build understanding of the central literacy focus of the learning segment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Both learning tasks <i>and</i> the set of assessment tasks focus on multiple dimensions of literacy learning through clear connections among facts/conventions/skills, and strategies for comprehending and/or composing text. <input type="checkbox"/> A progression of learning tasks and assessments guides students to build deep understandings of the central literacy focus of the learning segment.

**ELEMENTARY LITERACY RUBRICS
 2013-2014**

PLANNING		MAKING CONTENT ACCESSIBLE	
EL2: How do the plans make the curriculum accessible to the students in the class? (TPEs 1,4,5,6,7,8,9)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <input type="checkbox"/> Plans refer to students' experiential backgrounds¹, interests, or prior learning² that have little or no relationship to the learning segment's literacy standards/objectives. <li style="text-align: center;">OR <input type="checkbox"/> There are significant content inaccuracies in plans that will lead to student misunderstandings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans draw on students' experiential backgrounds, interests, or prior learning to help students reach the learning segment's literacy standards/objectives. <input type="checkbox"/> Plans for the implementation of learning tasks include support³ to help students who often struggle with the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans draw on students' prior learning as well as experiential backgrounds or interests to help students reach the learning segment's literacy standards/objectives. <input type="checkbox"/> Plans for implementation of learning tasks include scaffolding or other structured forms of support⁴ to provide access to grade-level literacy standards/objectives. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans include well-integrated instructional strategies that are tailored to address a variety of specific student learning needs.

PLANNING		DESIGNING ASSESSMENTS	
EL3: What opportunities do students have to demonstrate their understanding of the standards/objectives? (TPEs 2,3)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> There are limited opportunities provided for students to learn what is measured by one or more assessments. <li style="text-align: center;">OR <input checked="" type="checkbox"/> There is a significant mismatch between one or more assessment instruments or methods and the literacy standards/objectives being assessed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Opportunities are provided for students to learn what is assessed. <input type="checkbox"/> It is not clear that the assessment of one or more literacy standards/objectives go beyond surface-level understandings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Opportunities are provided for students to learn what is assessed. <input type="checkbox"/> The assessments allow students to show some depth of understanding or skill with respect to the literacy standards/objectives. <input type="checkbox"/> The assessments of literacy access both productive (speaking/writing) and receptive (listening/reading) modalities to monitor student understanding. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assessments are modified, adapted, and/or designed to allow students with special needs opportunities to demonstrate understandings and skills relative to the literacy standards/objectives.

¹ Cultural, linguistic, social, economic

² In or out of school

³ Such as strategic groupings of students; circulating to monitor student understanding during independent or group work; checking on particular students.

⁴ Such as multiple ways of representing content; modeling strategies; providing graphic organizers, rubrics, or sample work.

**ELEMENTARY LITERACY RUBRICS
 2013-2014**

INSTRUCTION		ENGAGING STUDENTS IN LEARNING	
EL4: How does the candidate actively engage students in their own understanding of skills and strategies to comprehend and/or compose text? (TPEs 1,5,11)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <input type="checkbox"/> Students have limited opportunities in the clip(s) to engage with content in ways likely to improve their literacy skills and strategies. <li style="text-align: center;">OR <input type="checkbox"/> The clip(s) do not focus on specific literacy skills and strategies to comprehend and/or compose text. <li style="text-align: center;">OR <input type="checkbox"/> Classroom management is problematic and student behavior interferes with learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies for intellectual engagement seen in the clip(s) offer opportunities for students to develop and/or apply specific literacy skills and strategies to comprehend and/or compose text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies for intellectual engagement seen in the clip(s) offer structured opportunities for students to actively develop and/or apply specific literacy skills and strategies to comprehend and/or compose text. <input type="checkbox"/> These strategies reflect attention to student characteristics, learning needs, and/or language needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies for intellectual engagement seen in the clip(s) offer structured opportunities for students to actively develop and/or apply specific literacy skills and strategies. <input type="checkbox"/> These strategies are explicit, and clearly reflect attention to students with diverse characteristics, learning needs, and/or language needs.

INSTRUCTION		MONITORING STUDENT LEARNING DURING INSTRUCTION	
EL5: How does the candidate monitor student learning during instruction and respond to student questions, comments, and needs? (TPEs 2,5)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <input type="checkbox"/> The candidate primarily monitors student understanding of literacy by asking surface-level questions and evaluating student responses as correct or incorrect. <input type="checkbox"/> Candidate responses are not likely to promote student thinking. <li style="text-align: center;">OR <input type="checkbox"/> Materials or candidate responses include significant inaccuracies in literacy content that will lead to student misunderstandings. 	<ul style="list-style-type: none"> <input type="checkbox"/> The candidate monitors student understanding of literacy by eliciting student responses that require thinking. <input type="checkbox"/> Candidate responses represent reasonable attempts to improve student use of literacy skills and strategies. 	<ul style="list-style-type: none"> <input type="checkbox"/> The candidate monitors student understanding of literacy by eliciting student responses that require thinking. <input type="checkbox"/> Candidate responses build on student input to guide improvement of students' use of literacy skills or strategies. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The candidate elicits explanations of student thinking, and uses these explanations to further the understanding of all students.

**ELEMENTARY LITERACY RUBRICS
 2013-2014**

ASSESSMENT ANALYZING STUDENT WORK FROM AN ASSESSMENT EL6: How does the candidate demonstrate an understanding of student performance with respect to standards/objectives? (TPEs 1,3)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <input type="checkbox"/> The criteria/rubric and analysis have little connection with the identified literacy standards/objectives. <li style="text-align: center;">OR <input type="checkbox"/> Student work samples do not support the conclusions in the analysis. 	<ul style="list-style-type: none"> <input type="checkbox"/> The criteria/rubric and analysis focus on what students did right or wrong in relationship to identified literacy standards/objectives. <input type="checkbox"/> The analysis of whole class performance describes some differences in levels of student learning for the content assessed. 	<ul style="list-style-type: none"> <input type="checkbox"/> The criteria/rubric and analysis focus on patterns of student errors, skills, and understandings to analyze student learning in relation to literacy standards/objectives. <input type="checkbox"/> Specific patterns are identified for individuals or subgroup(s) in addition to the whole class. 	All components of Level 3 plus: <ul style="list-style-type: none"> <input type="checkbox"/> The criteria/rubric and analysis focus on partial understandings as well. <input type="checkbox"/> The analysis is clear and detailed.

ASSESSMENT USING ASSESSMENT TO INFORM TEACHING EL7: How does the candidate use the analysis of student learning to propose next steps in instruction? (TPEs 3,4)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <input type="checkbox"/> Next steps are vaguely related to or not aligned with the identified student needs. <li style="text-align: center;">OR <input type="checkbox"/> Next steps are not described in sufficient detail to understand them. <li style="text-align: center;">OR <input type="checkbox"/> Next steps are based on inaccurate conclusions about student learning from the assessment analysis. 	<ul style="list-style-type: none"> <input type="checkbox"/> Next steps focus on improving student performance through general support that addresses some identified student needs. <input type="checkbox"/> Next steps are based on accurate conclusions about student performance on the assessment and are described in sufficient detail to understand them. 	<ul style="list-style-type: none"> <input type="checkbox"/> Next steps focus on improving student performance through targeted support to individuals and groups to address specific identified needs. <input type="checkbox"/> Next steps are based on whole class patterns of performance and some patterns for individuals and/or subgroups and are described in sufficient detail to understand them. 	All components of Level 3 plus: <ul style="list-style-type: none"> <input type="checkbox"/> Next steps demonstrate a strong understanding of both the identified content and language standards/objectives and of individual students and/or subgroups.

**ELEMENTARY LITERACY RUBRICS
 2013-2014**

ASSESSMENT USING FEEDBACK TO PROMOTE STUDENT LEARNING			
EL8: What is the quality of feedback to students? (TPEs 3,4)			
Level 1	Level 2	Level 3	Level 4
<input type="checkbox"/> Feedback is general and provides little guidance for improvement related to learning objectives. OR <input type="checkbox"/> The feedback contains significant inaccuracies .	<input type="checkbox"/> Timely feedback identifies what was done well and areas for improvement related to specific learning objectives.	<input type="checkbox"/> Specific and timely feedback helps the student understand what s/he has done well , and provides guidance for improvement .	<input type="checkbox"/> Specific and timely comments are supportive and prompt analysis by the student of his/her own performance . <input type="checkbox"/> The feedback shows strong understanding of students as individuals in reference to the content and language objectives they are trying to meet.

**ELEMENTARY LITERACY RUBRICS
 2013-2014**

REFLECTION		MONITORING STUDENT PROGRESS	
EL9: How does the candidate monitor student learning and make appropriate adjustments in instruction during the learning segment? (TPEs 2,10,12,13)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <input type="checkbox"/> Daily reflections indicate inconsistent monitoring of student performance. <input type="checkbox"/> There is limited evidence of adjusting instruction in response to observed problems, e.g., student confusion, a lack of challenge, time management. 	<ul style="list-style-type: none"> <input type="checkbox"/> Daily reflections identify what students could or could not do within each lesson. <input type="checkbox"/> Adjustments to instruction are focused on improving directions for learning tasks, time management, or reteaching. 	<ul style="list-style-type: none"> <input type="checkbox"/> Daily reflections indicate monitoring of student progress toward meeting the standards/objectives for the learning segment. <input type="checkbox"/> Adjustments to instruction are focused on addressing some individual and collective learning needs. 	All components of Level 3 plus: <ul style="list-style-type: none"> <input type="checkbox"/> Adjustments to instruction are focused on deepening key skills, understanding of literacy concepts, and/or thinking processes.

REFLECTION		REFLECTING ON LEARNING	
EL10: How does the candidate use research, theory, and reflections on teaching and learning to guide practice? (TPEs 10,11,12,13)			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <input type="checkbox"/> Reflections on teaching practice are erroneously supported through a significant misapplication of theory or research principles. <li style="text-align: center;">OR <input type="checkbox"/> Changes in teaching practice are not based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflections on teaching practice are consistent with principles from theory and research. <input type="checkbox"/> Changes in teaching practice are based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflections on teaching practice are based on sound knowledge of research and theory linked to knowledge of students in the class. <input type="checkbox"/> Changes in teaching practice are based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflections on teaching practice integrate sound knowledge of research and theory about effective teaching practice, knowledge of students in the class, and knowledge of content. <input type="checkbox"/> Changes in teaching practice are specific and strategic to improve individual and collective student understanding of standards/objectives.

**ELEMENTARY LITERACY RUBRICS
 2013-2014**

ACADEMIC LANGUAGE UNDERSTANDING LANGUAGE DEMANDS⁵ AND RESOURCES			
EL11: How does the candidate identify the language demands of learning tasks and assessments relative to the students' current levels of academic language proficiency?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <input type="checkbox"/> Candidate's description of students' academic language proficiency at lower levels is limited to what they CANNOT do. <input type="checkbox"/> Language genre(s)⁶ discussed are only tangentially related to the academic purposes of the learning segment. <input type="checkbox"/> Candidate identifies unfamiliar vocabulary without considering other linguistic features. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Candidate did not identify any language demands of the learning and assessment tasks. 	<ul style="list-style-type: none"> <input type="checkbox"/> Candidate describes academic language strengths and needs of students at different levels of academic language proficiency. <input type="checkbox"/> The language genre(s) discussed are clearly related to the academic purposes of the learning segment and language demands are identified. <input type="checkbox"/> Candidate identifies vocabulary that may be problematic for students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Candidate describes academic language strengths and needs of students at different levels of academic language proficiency. <input type="checkbox"/> The language genre(s) discussed are clearly related to the academic purpose of the learning segment and language demands are identified. One or more linguistic features and/or textual resources of the genre are explicitly identified. <input type="checkbox"/> Candidate identifies essential vocabulary for students to actively engage in specific language tasks. 	<ul style="list-style-type: none"> <input type="checkbox"/> Candidate describes academic language strengths and needs of students at the full range of academic language proficiency. <input type="checkbox"/> The language genre discussed is clearly related to the academic purpose of the learning segment and language demands are identified. One or more genre-related linguistic features or textual resources of the specific tasks/materials are explicitly identified and related to students' varied levels of academic language proficiency. <input type="checkbox"/> Candidate identifies for instruction related clusters of vocabulary.

⁵ Language demands might include: speaking in whole sentences; decoding words or sentences; writing paragraphs; summarizing the plot of a story; writing a list of descriptors of a character; distinguishing uses of words used in everyday language from their use in disciplinary texts (e.g., balance, product, simplify, ruler); using formal language to explain intuitive understandings; using precise language in descriptions; persuading an audience to accept a proposal.

⁶ Key genres in literacy might include: *interpreting* or *representing* the meaning of texts with greater precision; *recounting* what happened on a field trip; *evaluating* or constructing *arguments* about characters in a story; *explaining* what an author meant; *defining* new vocabulary; engaging in collaborative and oral *interpretation of texts*.

**ELEMENTARY LITERACY RUBRICS
 2013-2014**

ACADEMIC LANGUAGE DEVELOPING STUDENTS' ACADEMIC LANGUAGE REPERTOIRE			
EL12: How do the candidate's planning, instruction, and assessment support academic language development? (TPEs 1,4,7,8)			
Level 1	Level 2	Level 3	Level 4
<p><input type="checkbox"/> The candidate gives little or sporadic support to students to meet the language demands of the learning tasks.</p> <p style="text-align: center;">OR</p> <p><input type="checkbox"/> Language and/or content is oversimplified to the point of limiting student access to the core content⁷ of the curriculum.</p>	<p><input type="checkbox"/> The candidate uses scaffolding or other support⁸ to address identified gaps between students' current language abilities and the language demands of the learning tasks and assessments, including selected genres and key linguistic features.</p> <p><input type="checkbox"/> Candidate articulates why instructional strategies chosen are likely to support aspects of students' language development.</p>	<p><input type="checkbox"/> The candidate's use of scaffolding or other support provides access to core content while also providing explicit models, opportunities for practice, and feedback for students to develop further language proficiency for selected genres and key linguistic features.</p> <p><input type="checkbox"/> Candidate articulates why the instructional strategies chosen are likely to support specific aspects of students' language development for different levels of language proficiency.</p>	<p><input type="checkbox"/> The candidate's use of scaffolding or other support provides access to core content while also providing explicit models, opportunities for practice, and feedback for students to develop further language proficiency for selected genres and key linguistic features.</p> <p><input type="checkbox"/> Candidate articulates why the instructional strategies chosen are likely to support specific aspects of students' language development for the full range of language proficiency and projects ways in which the scaffolds can be removed as proficiency increases.</p>

⁷ Core content is the set of facts, concepts, skills, and abilities that are absolutely necessary to participate at least minimally in the learning/assessment tasks in the learning segment.

⁸ Such support might include one or more of the following: modeling of strategies for comprehending or composing texts; explicit communication of the expected features of oral or written texts (e.g., using rubrics, models, and frames); use of strategies that provide visual representations of content while promoting literacy development (e.g., graphic organizers); vocabulary development techniques (context cues, categorization, analysis of word parts, etc.); opportunities to work together with students with different kinds of language and literacy skills, etc.

Education Specialist Traditional and Intern Pathways: (Transitioning to PACT in by Spring 2015) “Anchor Assignment: Intervention Research Paper” from SPED 680: *Advanced Methods/Curriculum for Students with Autism Spectrum Disorders* The Anchor Assignment provides students with the opportunity to write a paper on an evidence-based practice for students with autism. The candidate researches an evidence-based practice for students with autism, designs an intervention, implements the intervention and collects data. Then, students write a paper including a detailed explanation of the intervention(s), current instructional practices, a review of current literature on selected intervention(s), assessment of the efficacy of those interventions, and recommendations for future research in this field.

SPED 680 Assignment Final Intervention Research Paper

Summary: This assignment will provide students with the opportunity to develop experience with academic research and writing as well as practical experience with EBPs. This assignment is not only a research paper, you will also need to implement an evidence based practice with a student. Choose one of the EBPs that were discussed in class. The paper should build on the themes discussed throughout the course and serves as the anchor assignment. The final paper should be 10-12 pages.

Details: The Anchor Assignment will provide students with the opportunity to write a paper discussing recent research on an Evidence Based Practice (EBP) for a specific student they work with that has Autism Spectrum Disorder. Students must incorporate six outside studies from recent scholarly journals and are encouraged to use their research from the earlier Case Study assignment. Credential Candidates will discuss specifics of the student with ASD that they have selected to work with, including the student's age, setting, how ASD impacts them and how they are currently being instructed. Candidates will give a detailed explanation of the EBP(s) they chose to use with the student they are working with and a strong rationale for why they believe this is an effective EBP using research to support the rationale, in addition you are expected to describe current instructional practices, and how you changed those practices when you implemented the EBP, a review of current literature on selected EBP(s), assessment of the efficacy of those interventions, and recommendations for future research in this field. Students will turn in an outline for the paper as well as receive feedback from peers on a draft of the paper and submit the peer feedback. The final paper should be 12-14 pages of collegiate level writing using APA guidelines.

Outline: In order to ensure that every student is making progress towards their final paper, a detailed outline of the paper is required, the due date is in the course syllabus. The more detail you submit at this point, the better feedback the professor will be able to give and the more likely you are on track for a high grade. Use the guidelines detailed below to help guide your outline. Include your reference list.

Peer Review: A large part of this class is working in cooperative learning communities. This is achieved through the small group discussion posts and completing a peer review of the Anchor Assignment paper. Pair up within your small group (or rotate if an odd number of group members) and share a draft of your paper, the paper does not need to be completed only a draft is due and the instructor does not need a copy of the draft. Each student must both review a classmate's paper and have their own paper reviewed.

Complete the Peer Review handout for the paper you are reviewing and submit it to both the original author and the instructor.

Guidelines for final paper: Your final submission must be thoroughly proofread, written at a collegiate level, and follow APA6 format guidelines. It should be 10-12 pages in length and include at least 6 outside sources of research. It should include:

- an introduction, including an outline/explanation of the structure of your essay
- a detailed discussion of the selected student
- a detailed discussion of the selected Evidence Based Practice(s)
- a detailed description of how you used the EBP with the target student including the intervention plan, reflection of its success and examples of the lessons you used and the data sheets you collected
- how the EBP(s) differ from or align with current instructional practices
- a review of current literature on selected EBP(s) (include participants, methodology, and results as well as how the articles relate to each other)
- an assessment of the efficacy of the researched EBP(s) as they relate to key concepts of the course (strengths and weaknesses as found in each study, recommended applications, etc.)
- a discussion of how the knowledge gained from this EBP and implementing it in your classroom or student teaching site affects your future decisions as an educator
- a closing that summarizes the arguments of your paper and any recommendation for future research in this field
- an APA6 formatted reference list

Submission: Your Final Anchor Assignment Paper must be submitted via the electronic dropbox on the course BlackBoard website. Turnitin will be used, when submitting your paper verify that your originality report is not higher than 15%. If it is higher than review your paper and resubmit. Students are not required to write an abstract. The cover page does not count in the page numbers for the length of the paper.

Grading: A well written 10-12 page essay reviewing current research and incorporating the themes and topics from the course submitted by the due date, as well as on time submissions of both the outline and peer review, will earn all possible points.

(Rubric next page)

Rubric for Intervention Assignment from SPED 680 *Curriculum and Instruction, Mod/Severe*

EBP=Evidence Based Practice

	Level 1 Unacceptable	Level 2 Developing	Level 3 Proficient	Level 4 Exemplary
Organization	Assignment components missing and/or not presented clearly.	All assignment components present, but may be organized in a way that is not reader-friendly.	All assignment components present and organized in a way that is reader-friendly. All prompts are answered.	All assignment components present and organized in a way that is reader-friendly. All prompts are answered.
Content	Introduction, description of student and description of EBP missing or not clear enough to convey context of intervention. Description of application of EBP and comparison to current practices missing or lacks clarity. Review of literature lacks connection to EBP. Course concepts are not applied correctly. Reflection incomplete or superficial.	Partial introduction, description of student, and description of EBP. Description of application of the EBP is needs more detail in the intervention plan, reflection of success, or comparison with current instructional practices. Review of literature may be missing some elements or not show the connection between articles. Inconsistent application of course concepts, and some evidence of reflection about the impact of the EBP on instructional practice.	Clear introduction and description of student and selected EBP. Clear description of application of the EBP, including intervention plan, reflection of its success and comparison with current instructional practices. Review of literature includes connections between articles. Applies course concepts to discussion of EBP, and reflection includes how implementation impacts future directions.	Level 3, plus writing shows clear and consistent connections between EBP application and course concepts, and deep reflection about the impact of the EBP on instructional practice.
Writing Mechanics/ Grammar	More than a few errors per page in grammar, punctuation, capitalization, spelling, or sentence structure, and errors interfere with content. Gaps in APA format. Incomplete references.	A few errors per page in grammar, punctuation, or sentence structure, but errors do not interfere with content. Inconsistent citations and APA format.	Careful editing—no more than a few errors in the document in grammar, punctuation, capitalization, spelling or sentence structure. APA format consistent.	Organized and thoughtful structure that provokes interest in topic. No errors in grammar or in sentence structure. APA format consistent.

Initial.5 CSU System-wide Exit Survey

Beginning in Fall 2005, all campuses within the California State University (CSU) system have participated in a system-wide exit survey of initial credential program graduates. At CSU, Chico participation in the survey is a requirement for all credential program completers. Each year, the [CSU Center for Teacher Quality](#) provides the individual campuses aggregated data electronically preformatted with statistical computations complete.

Initial.6 CSU System-wide Evaluation of First Year Teachers

The CSU System-wide Evaluation of Teacher Preparation, administered by the [CSU Center for Teacher Quality](#), provides the results of surveys administered to both graduates of initial credential programs completing their first year as in-service teachers and their employers on their perceptions of the quality of preparation they received in their programs. The results for each campus are provided as composite scores on groups of questions substantively related to each other.