EDS 652 non-GTC Rubric: Resource Kit (updated 7/9/15)

by Grand Valley Education Administrator

Resource Kit

Standards

CEC-INI-2012.1 Learner Development and Individual Learning Differences: Beginning special education professionals understand how exceptionalities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

CEC-INI-2012.3 Curricular Content Knowledge: Beginning special education professionals use knowledge of general1 and specialized curricula2 to individualize learning for individuals with exceptionalities.

CEC-INI-2012.5 Instructional Planning and Strategies: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies3 to advance learning of individuals with exceptionalities.

INTASC-2013.1 Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

INTASC-2013.2 Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

INTASC-2013.4 Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

INTASC-2013.7 Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

INTASC-2013.8 Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Directions to Student

Write a description of the characteristics and needs of individuals for each disability/disorder category, determine and describe strategies or methods of teaching students with each disability/disorder, and discuss how a student with each disability/disorder could receive an appropriate education in a general education classroom utilizing appropriate accommodations and supports.

Rubric Instructions

For each row of the rubric, assess on a 0-3 scale by selecting a score from the right-side columns for the element on the left-side of the same row.

PLEASE NOTE: Percentages and Grades

PLEASE NOTE: Percentages and Grades within LiveText should be ignored. When a rubric is completed in LiveText, a percentage may appear within the rubric. This percentage will not be regarded by the College of Education and is no reflection of the Grand Valley student's grade or performance within the course. It is a result of assigning numeric values to the columns of the rubric. This numbering generates numeric data for the College of Education to inform us of areas within our courses that we need to improve in the future. Likewise, LiveText provides instructors with a grading tool to grade assignments in LiveText. The College of Education asks faculty not to use this tool, as official grades are currently managed through Banner. Any grade shown in LiveText is non-official and should not be regarded by LiveText users.

Please also remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students' ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their

progress throughout their program(s) and beyond graduation.

Resource Kit

	Proficient (3) (3.000 pts)	Developing (2) (2.000 pts)	Unsatisfactory (1) (1.000 pt)	Unacceptable (0) (0.000 pt)
The candidate understands and can identify differences in approaches to learning and performance. (1.000, 14%) CEC-INI-2012.1 INTASC-2013.1	Candidate displays solid understanding of different approaches to learning and performance, and demonstrates an understanding of how to design instruction based on evidence-based practices.	Candidate displays a good understanding of exceptionality in learning and performance-evidenced by choosing 5 appropriate peer-reviewed articles featuring strategies or methods of teaching students with disabilities.	Candidate displays a basic understanding of different approaches to learning and performance-evidenced by choosing less than 5 appropriate peer-reviewed articles featuring strategies or methods of teaching students with disabilities.	Unacceptable
The candidate demonstrates an understanding of learner characteristics related to the IDEA areas of exceptionality. (1.000, 14%) CEC-INI-2012.3 INTASC-2013.4	Candidate displays a solid understanding of exceptionality in learning- by demonstrating the ability to articulate characteristics of learners for 5 of the IDEA disability categories and from both an educational and social standpoint.	Candidate displays a good understanding of exceptionality in learning- by demonstrating the ability to identify 5 of the IDEA disability categories and associated characteristics from either an educational or social standpoint.	Candidate displays a limited understanding of exceptionality in learning- demonstrated by the ability to identify less than 5 of the IDEA disability categories and associated characteristics.	Unacceptable
The candidate treats students equitably. They recognize the individual differences that distinguish their students from one another and they account for these differences in their practice. (1.000, 14%) CEC-INI-2012.5 INTASC-2013.7	Candidate demonstrates the ability to accurately identify student strengths, areas for improvement, preferences, and interests and designs instruction to meet these individual needs.	Candidate demonstrates a solid ability to accurately identify student strengths, areas for improvement, preferences and interests but there is no clear connection of these to instructional design to meet these individual needs.	Candidate demonstrates a limited ability to accurately identify student strengths, areas for improvement, preferences, and interests and there is no clear connection of these to instructional design to meet these individual needs.	Unacceptable
The candidate identifies and designs instruction appropriate to	Candidate is able to identify and design instruction appropriate to student's stage of development,	Candidate is able to identify and design instruction appropriate to students' stages of development,	Candidate is able to identify some instruction appropriate to students' stages of development,	Unacceptable

students' stages of development, strengths, and needs. (1.000, 14%) CEC-INI-2012.1 CEC-INI-2012.5 INTASC-2013.7	strengths, and needs utilizing appropriate instructional strategies and that uses students' strengths as the basis for growth.	strengths, and needs, utilizing appropriate instructional strategies.	strengths, and needs but does not design instructional activities with this in mind.	
The candidate respects the cultural and family differences students bring to the classroom. (1.000, 14%) CEC-INI-2012.1 INTASC-2013.2	Candidate makes appropriate provisions for individual students who are ELL, for all 5 disability categories.	Candidate makes appropriate provisions for individual students who are ELL, for at least 3 disability categories.	Candidate attempts to make some appropriate provisions for individual students who are ELL, but for less than 3 disability categories.	Unacceptable
The candidate demonstrates the ability to plan for appropriate provisions (in terms of time & circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs in the special or general education setting. (1.000, 14%) CEC-INI-2012.1 CEC-INI-2012.3 CEC-INI-2012.5 INTASC-2013.7	Candidate provides appropriate modifications or accommodations for all 5 of the disability categories for use within the general education setting.	Candidate provides appropriate modifications or accommodations for at least 3 of the disability categories for use within the general education setting.	Candidate provides appropriate modifications or accommodations for less than 3 of the disability categories for use within the general education setting.	Unacceptable
The candidate can identify when and how to access appropriate services or resources to meet exceptional learning	Candidate displays a significant degree of awareness of when, how, and where to access appropriate services or resources to meet exceptional learning needs evidenced by the inclusion of a list of	Candidate displays an adequate degree of awareness of when and how to access appropriate services or resources to meet exceptional learning needs evidenced by the inclusion of a thorough list of	Candidate displays limited awareness of when and how to access appropriate services or resources to meet exceptional learning needs evidenced by the inclusion of a minimal list of resources.	Unacceptable

needs.	resources and the	resources.		
(1.000, 14%)	articulation of a			
CEC-INI-2012.3	collaboration plan.			
INTASC-2013.4				

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