 Decision Point 3 SPED Portfolio Rubric (Nov 2019)

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| CEC standard | Ineffective | Developing | Effective | Highly Effective |
| Learner Development | Evidence covers only on one or two influences (language, culture or family background) on the development of an exceptional learner | Evidence covers all influences (language, culture of family background) but is briefly mentioned and limited in depth, detail and/or insight into these interactions | Evidence covers all influences (language, culture and family background) but limited to one exceptional learner | Evidence provided provides deep reflection and insight on the interactions of language, culture and family background of a multiple exceptional learners |
|  | No evidence provided to indicate knowledge of developmental differences in exceptional learners | Knowledge of developmental differences implicit in discussion of exceptional learners  | Explicit evidence as to knowledge of the developmental differences that exist in children and how this impacts learning | Multiple examples are provided of how developmental differences impact learning  |
| Learning Environments | No attention to the importance or creation of a safe culturally responsive learning environment for exceptional learners | Implied and briefly mentioned a safe culturally responsive environment for exceptional learners, but no details on how this occurred | An intentional plan documented to create a safe inclusive culturally responsive environment at a large-scale level in gen ed classroom | Intentional plan documented to create a safe inclusive culturally responsive environment with specifics focused on each student and IEP |
|  | No attention to the importance or creation of a safe learning environment for exceptional learners | Implied and briefly mentioned a safe environment to promote the social, emotional and self-determination exceptional learners, but no details on how this occurred | An intentional plan documented to create a safe environment to promote the social, emotional and self-determination exceptional learners | Intentional plans documented to create a safe environment to promote the social, emotional and self-determination exceptional learners with reflection of how met this goal |
|  | No attention to the importance or creation of a motivating and engaging environment for exceptional learners | Implied and briefly mentioned a safe environment to motivate and engage exceptional learners, but no details on how this occurred | An Intentional documented plan to motivate and engage exceptional learners in different environments | Intentional plans documented to motivate and engage of exceptional learners in different environments with reflection of how met this goal |
| Content Knowledge | Candidate struggles with content to be taught. | Evidence that candidate has content knowledge but is unable to modify it effectively to meet the learning needs or to teach mastery of a skill for an exceptional learner | Candidate able to apply his/her content knowledge to modify a learning experience to teach mastery of a skill for an exceptional learner | Candidate able to apply his/her content knowledge to modify multiple learning experiences to teach mastery of a skill for exceptional learners |
| Assessments | No application of assessment terms (reliability, validity and bias) | Assessment terms mentioned but no details on how assessment met these criteria | Details of how one assessment was valid, reliable and unbiased | Details of how multiple assessments were valid, reliable and unbiased |
|  | No evidence of data driven decisions  | Only one form of data used to inform a data-driven decision  | Multiple forms of assessment data used to inform at least one data driven decision | Multiple forms of assessment data used to inform multiple data driven decisions |
|  | collaboration suspected but no explicit mention of collaboration with a colleague  | At least one example of collaboration with a colleague OR family in making a data driven decision about an exceptional student | At least one example of collaboration with families AND colleagues in making a data driven decision about an exceptional student | Multiple examples of collaborations with colleagues AND families in making a data driven decision |
|  | No examples of student feedback  | Brief or implicit mention of feedback, but no details of discussion or feedback provided | One example of detailed and helpful discussion with student to assist in meeting learning goals  | Multiple examples of detailed and helpful discussions with students receiving feedback to meet learning goals |
| Instructional planning and strategies | No evidence of ability to create meaningful learning progressions  | At least one meaningful learning progressions was developed in one discipline  | One meaningful learning progressions integrating one or two disciplines and/or cross disciplinary skills were developed | Multiple learning progressions integrating two or more disciplines and/or cross-disciplinary skills were developed  |
|  | No examples of augmentative and alternative communication or assistive technology |  At least one example of how augmentative and alternative communication systems OR assistive technology met the learning needs of exceptional learners | At least one example of how augmentative and alternative communication systems and assistive technology met the learning needs of exceptional learners | Multiple examples of how augmentative and alternative communication systems and assistive technology met the learning needs of exceptional learners |
|  | Little or no technology used in instruction of exceptional learners | At least one example of how technology was effectively used to support one or two of the following areas: assessment, planning and delivery of instruction; OR no explicit connections described on how technology assisted in each area | At least one example on how technology was effectively used to support each of the areas: assessment, planning and delivery of instruction along explicit on how technology assisted in each area | Multiple examples of how technology was effectively used to support all three areas: assessment, planning and delivery of instruction along explicit on how technology assisted in each area |
|  | No evidence of collaboration  | Candidate was able to document examples of working with colleagues but not mutually sharing and developing plans as a team | Candidate was able to document an example of collaboration in developing effective lesson plans | Candidate was able to document multiple examples of collaborating to develop effective lesson plans |
|  | No evidence of instruction developing problem-solving and critical thinking skills | Evidence of problem-solving skills and critical thinking in a lesson, but no intentionality or explicit discussion of this skill | At least one lesson plan explicitly and intentionally designed to encourage and develop critical thinking and problem- solving skills for exceptional learners | Multiple lesson plans explicitly and intentionally designed to encourage and develop problem-solving and critical thinking for exceptional learners |
| Professional learning and practice | Candidate was unable to articulate professional moral and ethical principles and/or provide examples of applying this knowledge  | Brief mention of at least one example with explicit reference to how the candidate applied professional ethical principles and professional practice standards in interactions with colleagues AND/OR students | At least one detailed example with explicit reference to how the candidate applied professional ethical principles and professional practice standards in interactions with colleagues AND students | Multiple detailed examples with explicit references to how the candidate applied professional ethical principles and professional practice standards in interactions with colleagues AND students |
| Collaboration | Candidate is unable to provide evidence of effectively communicating ideas and contributing to a team of colleagues | Candidate is unable to provide evidence of effectively communicating ideas and contributing to a team of colleagues and other professionals  | Evidence provided of seeking and sharing advice, new ideas and guidance and ability to work well as a team member with colleagues, other professionals and families  | Multiple examples of candidate’s ability to seek and share advice, new ideas and guidance and ability to work well as a team member with colleagues, other professionals and families |