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| --- | --- | --- | --- | --- | --- | --- |
|  | Consistently Exceeds  Standards (5) | Exceeds Some Standards (4) | Meets  Standards (3) | Inconsistently Meets Standards (2) | Does Not Meet Standards (1) | NA |
| **Standard 1 Assessment**  **CEC 1.2**  **EIUGSLG 1, 2**  **CAEP GPS 1,3,5** | Candidate collects and triangulates data from a variety of sources to guide decision making. Reflection is in-depth, insightful, and honest, guiding all decision making. | | Candidate demonstrates knowledge and skills to effectively collect and interpret baseline/needs assessment data as well as outcome data for decision-making purposes. Reflection is a part of the assessment, implementation, and evaluation process. | Data collection is inconsistent or not linked to decisions. OR  Reflection is not present or is not linked to improved practice. | |  |
| **CEC 1.0-1.1**  **EIUGSLG 1, 5**  **CAEP GPS 1.5** | Valid and reliable assessment practices are used. In addition, potential sources of bias are recognized and proactively addressed. Results are not only usable but generalizable or replicable | | Valid and reliable assessment practices are used, and bias is minimized within the assessment process making the results meaningful and usable. | Procedures which are not reliable, valid or those which are biased are used in the assessment process. Assessment results are not robust enough to provide meaningful data or to impact programs or practices | |  |
| **Standard 2**  **Curr Content Knowledge**  **CEC 2.0**  **EIUGSLG 1, 2** | Candidate demonstrates knowledge of general and specialized curricula and uses this knowledge to design and/or impact programs for students with disabilities. Further, candidate demonstrates knowledge of how curricular standards and skills overlap and how content and skills must be scaffolded to allow access, meet individual needs, and move all students and/or professionals along the learning continuum. | | Candidate demonstrates knowledge of general and specialized curricula and uses this knowledge to design and/or impact programs for students with disabilities. | Candidate lacks curricular knowledge or does not employ it to effectively impact quality programming for students with disabilities or professionals who serve them. | |  |
| **CEC 2.1, 2.3**  **EIUGSLG 5**  **CAEP GPS 6** | Candidate demonstrates an in-depth understanding of diversity, prior knowledge/learning experiences, student preferences and interests, and individual learning differences and uses this knowledge to inform the selection, development, and implementation of curricula and learning experiences which are aligned to appropriate learning/professional development standards. Instructional and assistive technology are intentionally employed in ways that enhance learner outcomes. | | Candidate demonstrates an understanding of diversity and individual learning differences and uses this knowledge to inform the selection, development, and implementation of curricula and learning experiences which are aligned to appropriate learning standards. Technology is incorporated/addressed. | Learning experiences devised by candidate lack alignment to learner needs and/or standards. Technology is either lacking or not appropriate to meet standards/learning goals. | |  |
| **Standard 3**  **Prog, Services, Outcomes**  **CEC 3.0**  **EIUGSLG 1,2**  **CAEP GPS 3** | Candidate demonstrates the ability to facilitate and evaluate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities. Considerations include input from a variety of stakeholders and anticipate barriers. An in-depth analysis of continued needs and potential future directions is included. | | Candidate demonstrates the ability to facilitate and evaluate the continuous improvement of general and special education programs, supports, and services at the classroom, school, or system levels for individuals with exceptionalities. | Candidate’s actions are limited to growth at the individual level and/or candidate actions do not result in improved programs. | |  |
| **CEC 3**  **EIUGSLG 1,4,5**  **CAEP GPS 6** | Candidate demonstrates that actions toward improvement align with theories, laws, and best practices and incorporate appropriate supports and technology (including AT/AAC for students). Steps and actions are linked to program or school mission/vision and/or improvement plan. | | Candidate demonstrates that actions toward improvement align with theories, laws, and best practices and incorporate appropriate supports and technology (including AT/AAC for students) | Actions do not align with theories, laws, or best practices.  OR  Technology is not incorporated or does not match student needs. | |  |
| **Standard 4 Research and Inquiry**  **CEC 4**  **EIUGSLG 4**  **CAEP GPS 2** | Candidate relies on inquiry and research evidence to guide professional practice. Decisions are guided by professional literature that is recent, relevant, and from diverse high-quality sources. Candidate creates and sustains a culture of continuous improvement. | | Candidate demonstrates knowledge and skills in conducting, evaluating, and using inquiry to guide professional practice. Decisions are informed by the professional literature and candidate seeks to create a culture of continuous improvement. | Quality professional literature is not utilized  OR  Candidate actions do not focus on creating a culture of continuous improvement. | |  |
| **Standard 5 Leadership and Policy**  **CEC 5**  **GSLG 1, 5**  **CAEP GPS 6** | Candidate demonstrates the knowledge to plan and implement quality programming as well as motivate and manage others in the implementation of effective practices or programs. | | Candidate demonstrates the knowledge and skills to lead improvements and/or implement effective practices/programs. | Candidate does not demonstrate the knowledge or skills to implement effective programs or practices. | |  |
| **CEC 5**  **GSLG 1, 5**  **CAEP GPS 6** | Candidate advocates for others while assisting them in developing their own advocacy skills. Cultural/linguistic needs are integral in planning and interactions. Policies are not only upheld but are also fully explained. | | Candidate advocates for students with disabilities and their families while ensuring cultural/linguistic needs are considered and policies are upheld. | Candidate does not employ appropriate advocacy skills. | |  |
| **Standard 6**  **Prof and Ethic Practice**  **CEC 6**  **GSLG 5**  **CAEP GPS 6** | Candidate seeks out and creates opportunities for PD as well as serves as a role model for professional and ethical practice towards colleagues and other professionals. | | Candidate demonstrates ethical practice safeguarding rights, exhibiting respect for others, and participating in and leading ongoing professional development. | Candidate does not protect rights or does not demonstrate respect for others. PD participation is non-existent | |  |
| **CEC 6**  **GSLG 1, 4**  **CAEP GPS 6** | Candidate uses knowledge of history and policy along with current trends to educate and positively influence colleagues and other professionals | | Candidate demonstrates knowledge of special education history and remains abreast of trends and emerging issues. | Candidate does not demonstrate a solid working knowledge of special education history and policy  OR  does not remain current with issues and trends in the field. | |  |
| **Standard 7**  **Collaboration**  **CEC 7**  **GSLG 3, 5**  **CAEP GPS 4, 6** | Candidate demonstrates effective collaboration skills not only modeling and implementing these skills but also increasing others’ collaborative skills through his/her actions. Written and spoken communication is exemplary (few if any errors) and varies according to stakeholder/audience/setting. | | Candidate demonstrates skills in collaborating with others to promote understanding, build consensus, and resolve conflicts. Candidate utilizes culturally responsive practices when collaborating. Written and spoken communication are clear with minimal minor errors) | Candidate does not employ effective collaboration strategies  OR  Candidate does not collaborate in a way that is culturally responsive.  OR  Written and/or spoken communication contain significant errors. | |  |

Candidate Name

Program Option:

E#:

Semester: SP22

Name of person completing this rubric: Melissa Jones Instructor/Field Supervisor/Graduate Coordinator

Placement Location:

Brief Project Description:

Number of Hours Completed:

Comments: