Evidence Grid for Final SPED 494

|  |  |
| --- | --- |
| **PART 1 – PERFORMANCE SCALE** | |
| ***Rating*** | ***Descriptor*** |
| **Exemplary** | Practice performed completely and consistently in an independent, intentional, and resourceful manner; does not  need support from supervisory team. |
| **Proficient** | Practice performed completely and consistently; needs minimal support from supervisory team. |
| **Basic** | Practice met, but somewhat inconsistently; needs regular support from supervisory team. |
| **Not Met** | Practice not met. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Planning** | Exemplary | Proficient | Basic | Not Met |  |
| P.01 Candidate’s plans feature observable,  standards-based learning targets. |  |  |  |  |  |
| P.02 Candidate’s plans are informed by developmental considerations. |  |  |  |  |  |
| P.03 Candidate’s plans are informed by subject matter content knowledge. |  |  |  |  |  |
| P.04 Candidate’s plans make content explicit through  a variety of means. |  |  |  |  | L |
| P.05 Candidate’s plans include multiple forms of assessment to address multiple learning outcomes. |  |  |  |  |  |
| **Implementing Instruction** | Exemplary | Proficient | Basic | Not Met |  |
| II.0 Candidate communicates learning targets  1 throughout teaching. |  |  |  |  |  |
| II.0 Candidate engages learners in recognizing why  2 learning targets are important to learn. |  |  |  |  |  |
| II.0 Candidate uses discussion activities that  3 encourage analysis and reasoning. |  |  |  |  |  |
| II.0 Candidate uses discussion activities that link  4 concepts and ideas to one another and previous learning. |  |  |  |  |  |
| II.0 Candidate uses feedback to prompt learners to  5 explain their thinking and reasoning, to scaffold their learning, and to offer encouragement of their effort and persistence. |  |  |  |  |  |
| II.0 Candidate uses technology that is effectively  6 integrated to create technologically proficient learners. |  |  |  |  |  |

Evidence Grid for Final SPED 494

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessing Instruction** | | Exemplary | Proficient | Basic | Not Met |  |
| AI.01 | Candidate uses multiple forms of assessment to design next steps for instruction. |  |  |  |  |  |
| AI.02 | Candidate uses student voice and student work evidence to improve learning across the range of anticipated learning outcomes. |  |  |  |  |  |
| **Analyzing Instruction** | | Exemplar y | Proficient | Basic | Not Met |  |
| AN.01 | Candidate reflects on questions of ethics and equity to assess the effects of his/her choices and actions on learners, families, and other professionals. |  |  |  |  |  |
| AN.02 | Candidate reflects on professional growth to improve practice. |  |  |  |  |  |
| **Establishing a Positive and Safe Learning Environment** | | Exemplar y | Proficient | Basic | Not Met |  |
| LE.01 | Candidate establishes and reinforces consistent positively stated behavioral expectations. |  |  |  |  |  |
| LE.02 | Candidate consistently and proactively monitors the classroom effectively to prevent problems from developing. |  |  |  |  |  |
| LE.03 | Candidate manages transitions that are quick and efficient. |  |  |  |  |  |
| LE.04 | Candidate is consistently aware of and attends to learners who need extra support, assistance, or attention. |  |  |  |  |  |
| **Promoting Democratic Participation and Community** | | Exemplar y | Proficient | Basic | Not Met |  |
| DPC.01 Candidate fosters an environment where learners appear comfortable seeking support from, sharing ideas with, and responding freely to the teacher and with each other. | |  |  |  |  |  |
| DPC.02 Candidate fosters a learning community where teacher and learners enjoy warm, supportive relationships, positive communication, and respect with one another. | |  |  |  |  |  |
| DPC.03 Candidate actively facilitates learners’  engagement in activities and lessons to | |  |  |  |  |  |

Evidence Grid for Final SPED 494

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| encourage participation, risk-taking, and expanded involvement. |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Collaborating and Communicating with Families and Colleagues** | | Exemplary | Proficient | Basic | Not Met |
| CC.01 | Collaborates and communicates with other professionals to advocate on behalf of learners. |  |  |  |  |
| CC.02 | Collaborates and communicates with other professionals to improve practice. |  |  |  |  |
| CC.03 | Collaborates with parents or guardians. |  |  |  |  |
| **Teaching as a Profession and Professional Contributions** | | Met | Not Met |  | |
| TP.01 | Candidate meets expectations of scheduled commitments. |  |  |  | |
| TP.02 | Candidate demonstrates professional responsibility, conduct, productivity, and effort. |  |  |  | |
| TP.03 | Candidate adheres to established standards for dress and grooming. |  |  |  | |
| TP.04 | Candidate communicates effectively, appropriately and professionally in all forms and to all audiences. |  |  |  | |
| TP.05 | Candidate understands and adheres to all professional, legal, and ethical responsibilities and policies. |  |  |  | |

Context for Learning:

Remote Learning: