

Rubric Comparison for Component 2

Level 2: Limited	Level 3: Clear	Level 4: Clear, Consistent, and Convincing
<p>The LEVEL 2 performance provides limited evidence of the teacher's ability to use deep and holistic knowledge of special education; an understanding of the student in the context of his or her own home, school, and community; and assessment information to inform instruction that will further student development and learning.</p> <p>The Level 2 performance provides limited evidence:</p> <p>*that the teacher has a deep and holistic knowledge of the student, which includes an understanding that the student's experiences, his or her relationships, and the environments in which he or she participates influence the impact that the disability has on the student's development and learning. The teacher demonstrates limited knowledge of special education and weak content knowledge in the area selected for this entry.</p> <p>*that the teacher fosters an equitable, accessible, and fair learning environment in which students are encouraged to participate. The teacher demonstrates minimal ability to accurately identify and understand the featured student's need.</p> <p>*that the teacher has formulated a meaningful question specifically related to the identified and targeted need of the featured student. The question may be inappropriate for that student at that time or may be vague or confusing.</p> <p>*that the teacher can select and/or design and use an assessment tool(s) that addresses the specific need of the featured student. The tool</p>	<p>The LEVEL 3 performance provides clear evidence of the teacher's ability to use deep and holistic knowledge of special education; an understanding of the student in the context of his or her own home, school, and community; and assessment information to inform instruction that will further student development and learning.</p> <p>The Level 3 performance provides clear evidence:</p> <p>*that the teacher has a holistic knowledge of the student, which includes an understanding that the student's experiences, his or her relationships, and the environments in which he or she participates influence the impact that the disability has on the student's development and learning. The teacher demonstrates <u>clear knowledge</u> of special education and <u>rich content knowledge</u> in the area selected for this entry.</p> <p>*that the teacher fosters an equitable, accessible, and fair learning environment in which students are encouraged to participate. <u>The learning environment is effective and engaging.</u></p> <p>*of the teacher's ability to accurately identify and understand the featured student's need.</p> <p>*that the teacher has formulated a meaningful question specifically related to the identified and targeted need of the featured student. The teacher accurately selects and/or designs and</p>	<p>The LEVEL 4 performance provides clear, consistent, and convincing evidence of the teacher's ability to use deep and holistic knowledge of special education; an understanding of the student in the context of his or her own home, school, and community; and assessment information to inform instruction that will further student development and learning.</p> <p>The Level 4 performance provides clear, consistent, and convincing evidence:</p> <p>*that the teacher <u>has a deep and holistic knowledge of the student</u>, which includes an understanding that the student's experiences, his or her relationships, and the environments in which he or she participates influence the impact that the disability has on the student's development and learning. The teacher demonstrates <u>strong, in-depth knowledge of special education and rich content knowledge</u> in the area selected for this entry.</p> <p>*that the teacher fosters an equitable, accessible, and fair learning environment in which students are encouraged to participate. <u>The learning environment is effective and engaging.</u></p> <p><u>*of the teacher's ability to accurately and fully identify and understand the featured student's need.</u></p> <p>*that the teacher has formulated a meaningful question specifically related to the identified and targeted need of the featured student. The teacher accurately selects and/or designs and uses an</p>

<p>may not be appropriate for that student, or it may be appropriate but not used correctly.</p> <p>*of the teacher's ability to analyze and apply the information from the assessment tool(s) and other sources to develop and implement effective instructional approaches that build on student's strengths to further his or her development and learning. There may not be instruction at all, or it may be vague or confusing. The learning goals that are developed may not be worthwhile and meaningful and may not reflect high expectations for the student using deep knowledge of the student, assessment information, and sound content knowledge; or they may be superficial or partly missing. The teacher does not accurately analyze the student's responses to instruction to deepen his or her understanding of the student as a learner and to assess his or her practice.</p> <p>*that the teacher is a skillful observer who can analyze his or her own observation of student achievement to adjust and refine his or her assessment and teaching approaches and practices. The teacher demonstrates limited reflection in order to expand his or her ability as a teacher of students with special needs and to promote the student's development and learning. The reflection may be unfocused or vague.</p> <p>A Level 2 performance might be characterized by evidence that hints at accomplished practice, but overall there is limited evidence of the teacher's ability to use deep and holistic knowledge of special education; an understanding of the student in the context of his or her own home, school, and community; and assessment information to inform instruction which will further student development and learning.</p>	<p>uses an assessment tool(s) that addresses the specific need of the featured student.</p> <p>*of the teacher's ability to analyze and apply the information from the assessment tool(s) and other sources to develop and implement effective instructional approaches that build on the student's strengths to further his or her development and learning. The teacher develops learning goals that are worthwhile and meaningful and that reflect high expectations for the student using deep knowledge of the student, assessment information, and sound content knowledge. The teacher accurately analyzes the student's responses to instruction in order to deepen his or her understanding of the student as a learner and to assess his or her own practice.</p> <p>*that the teacher is a skillful observer who can analyze his or her observation of student achievement to adjust and refine his or her assessment and teaching approaches and practices. The teacher demonstrates insightful reflection in order to expand his or her ability as a teacher of students with special needs and to promote the student's development and learning.</p> <p>The Level 3 performance may show imbalance or unevenness in the analysis or reflection presented. One part of the response may be more indicative of accomplished practice than another, but overall there is clear evidence of the teacher's ability to use deep and holistic knowledge of special education; an understanding of the student in the context of his or her own home, school, and community; and assessment information to inform instruction which will further student development and learning.</p>	<p>assessment tool(s) that addresses the specific need of the featured student.</p> <p><u>*of the teacher's ability to analyze and apply the information from the assessment tool(s) and other sources to develop and implement effective instructional approaches that build on the student's strengths to further his or her development and learning. The teacher develops learning goals that are worthwhile and meaningful and that reflect high expectations for the student using deep knowledge of the student, assessment information, and sound content knowledge. The teacher accurately analyzes the student's responses to instruction to deepen his or her understanding of the student as a learner and to assess his or her own practice.</u></p> <p>*that the teacher is a skillful observer who can analyze his or her own observation of student achievement to adjust and refine assessment and teaching approaches and practices. <u>The teacher demonstrates insightful and pervasive reflection</u> in order to expand his or her ability as a teacher of students with special needs and to promote the student's development and learning.</p> <p>Overall, the Level 4 performance provides clear, consistent, and convincing evidence of the teacher's ability to use deep and holistic knowledge of special education; an understanding of the student in the context of his or her own home, school, and community; and assessment information to inform instruction which will further student development and learning.</p>
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