



Early Childhood through Young Adulthood

EXCEPTIONAL NEEDS SPECIALIST

Scoring Guide *for Candidates*

- **Part 1** provides you with the tools to understand and interpret your scores.
- **Part 2** provides the scoring rubrics for your certificate area, guiding you as you develop your portfolio entries and prepare for your assessment center exercises.

*National Board Certification
Promotes Better Teaching,
Better Learning, Better Schools*

Contents

ABOUT THIS SCORING GUIDE	i
--------------------------------	---

PART 1: UNDERSTANDING AND INTERPRETING YOUR SCORES

HOW THE FIVE CORE PROPOSITIONS AND THE STANDARDS INFORM THE ASSESSMENTS AND THE SCORING PROCESS	1-2
What Are the Five Core Propositions?	1-2
What Are the Standards?	1-3
Who Are the Assessors?	1-4
INTERPRETING YOUR SCORES	1-6
Accessing Your Score Report	1-7
Understanding Your Score Report	1-8
Key Aspects of the Scoring Process	1-10
Evaluating Your Performance	1-10
MOVING FORWARD WITH YOUR SCORES	1-17
Identifying Your Strengths and Weaknesses	1-17
Next Steps	1-17
Retake Considerations	1-18
Preparing Your Retake Submissions	1-23
Filing an Appeal	1-24
APPENDIX: LINKS TO RESOURCES	1-26

PART 2: UNDERSTANDING AND APPLYING THE SCORING CRITERIA

SCORING RUBRICS FOR PORTFOLIO ENTRIES	2-1
Entry 1: Assessment Informs Instruction	2-1
Entry 2: Fostering Communications Development	2-5
Entry 3: Enhancing Social Development	2-9
Entry 4: Documented Accomplishments: Contributions to Student Learning.....	2-13
SCORING RUBRICS FOR ASSESSMENT CENTER EXERCISES	2-17
Exercise 1: Behavior Analysis and Intervention (Path Specific)	2-17
Exercise 2: Science and Mathematics	2-19
Exercise 3: Social Studies and The Arts	2-21
Exercise 4: Transition Planning (Path Specific)	2-23
Exercise 5: Health/Physical Education/Leisure	2-25
Exercise 6: Professional Vocabulary (Both Generic and Path Specific)	2-27

About This Scoring Guide

The *Scoring Guide for Candidates* is a comprehensive overview of the National Board's scoring process. It is essential reading for anyone pursuing National Board Certification®. Together the two parts of the *Scoring Guide for Candidates* will help you on your path toward becoming a National Board Certified Teacher® (NBCT®).

Part 1: Understanding and Interpreting Your Scores

Part 1 guides you through the scoring process, providing you with the tools to understand and interpret your scores. Applicable to all certificate areas, **Part 1** includes crucial information about the role of the National Board Standards, which represent a professional consensus on the critical aspects of practice that distinguish accomplished teachers in the field and function as the foundation of each assessment.

Additionally, you will find information in **Part 1** about NBPTS® assessors—the qualified professionals who assign your scores. You will also find the score ranges, which will allow you to match your score to the appropriate level of performance. **Part 1** also discusses the National Board's retake policies, relevant to you if you do not meet the performance standard on your initial certification attempt. In **Part 1** you will learn how to interpret your individual scores and, if necessary, develop strategies to improve them.

Part 2: Understanding and Applying the Scoring Criteria

Part 2 provides the scoring rubrics for each portfolio entry and assessment center exercise in your certificate area, guiding you as you develop your portfolio entries and prepare for your assessment center exercises. The rubrics are presented here in a bulleted format to highlight the vital information contained in each. Reading the scoring rubrics will help you think about ways to strengthen your practice and best demonstrate your teaching expertise. The rubrics are the tool that assessors use to determine the appropriate scores for performance in your field.

The NBPTS Web site provides additional documents to assist you in the process of developing your portfolio entries and evaluating your performance. One such document is the [Evaluation of Evidence Guide](#). Each certificate-specific guide corresponds to an individual portfolio entry for your certificate area, and each includes questions that shape how assessors view the evidence you submit.

Other resources that will help you prepare for your assessment include the following certificate-specific documents, all of which are available online at www.nbpts.org:

- *Assessment at a Glance*
- Standards for Accomplished Teaching
- *Portfolio Instructions*



Part 1:

Understanding and Interpreting Your Scores

This resource is available as a PDF file. You may select the link below to view or print **Part 1**.

[Scoring Guide for Candidates, Part 1: Understanding and Interpreting Your Scores](#)



Part 2:

Understanding and Applying the Scoring Criteria

Part 2: Understanding and Applying the Scoring Criteria presents the scoring rubrics for your certificate area. You should read the rubrics while developing your portfolio entries and preparing for your assessment center exercises. These rubrics, which are derived from the Standards, define the levels of accomplished teaching that you must demonstrate. This reference information will help you understand how the rubrics guide assessors in evaluating your work.

Each rubric begins with an overarching statement that summarizes the quality of performance at each of the rubric levels. For example, the overarching statement for a Level 4 rubric might read: "The Level 4 performance provides *clear, consistent, and convincing* evidence of the teacher's knowledge and practice in his or her field." This precise language is used to distinguish between the four levels of the score scale. The body of the rubric consists of statements organized in a manner that reflects the order of tasks or questions within the entry or exercise. If you are asked to discuss your goals in the first response, for example, then the quality statement about goals will be stated at the beginning of the body of the rubric.

One way to understand the meaning of the entire rubric and how it relates to the quality of a performance is to read across the rubric. You can do this by reading the first sentence for Level 4, the first sentence for Level 3, and so on. This reveals the gradations of quality delineated for each feature of the response. A careful reading of the rubrics is an invaluable step in helping you successfully develop your portfolio entries and prepare for your assessment center exercises.

Your portfolio entries and assessment center exercises are scored holistically. To score holistically, an assessor must look at the entry and exercise for its overall quality and evaluate the work as a whole. The response may have characteristics of adjacent performance levels, but the assessor must assign the score that best describes the work as a whole. When scoring, an assessor reads completely, and views, when applicable, the entire entry and exercise before assigning a score. An assessor should read and review supportively, looking for and rewarding those things done well in the entry or exercise.

For more information about understanding and interpreting your scores, please refer to **Part 1**.

Contents:

- Scoring Rubrics for Portfolio Entries
- Scoring Rubrics for Assessment Center Exercises

Scoring Rubrics for Portfolio Entries

Entry 1: Assessment Informs Instruction

In this entry: You demonstrate your ability to investigate a student's learning or behavior need, formulate a meaningful question directly related to that student's need, design and/or select and then use an assessment tool(s), and use the information gathered to implement new or modified goals and then instruct in order to foster the student's growth and development. You provide a Question Document, an Assessment Tool(s) Document, and a Written Commentary.

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.

The Level 4 performance provides *clear, consistent, and convincing* evidence:

- 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 strong knowledge of special education and rich content knowledge in the area selected for this entry.
- that the teacher fosters an equitable, accessible, and fair learning environment in which students are encouraged to participate.
- of the teacher's ability to accurately identify and understand the featured student's need.
- 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 assessment tool(s) that addresses the specific need of the featured student.
- of the teacher's ability to use 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. 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.
- 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. The teacher demonstrates insightful and pervasive 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.

Overall, this 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.

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.

The Level 3 performance provides *clear* evidence:

- 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 knowledge may not be as informed or as deep as in the Level 4 response. The teacher demonstrates clear knowledge of special education and rich content knowledge in the area selected for this entry. The knowledge may not be as deep as in the Level 4 response.
- that the teacher fosters an equitable, accessible, and fair learning environment in which students are encouraged to participate. The learning environment may not be as effective or engaging as in the Level 4 response.
- of the teacher's ability to accurately identify and understand the featured student's need, although that knowledge may not be as informed as in the Level 4 response.
- 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 assessment tool(s) that addresses the specific need of the featured student.
- of the teacher's ability to use 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.
- 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, although the reflection may not be as pervasive or targeted as in the Level 4 response.

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.

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.

The Level 2 performance provides *limited* evidence:

- 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.
- 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.
- 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.
- 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 may not be appropriate for that student, or it may be appropriate but not used correctly.
- of the teacher's ability to use 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.
- 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.

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.

THE LEVEL 1 performance provides *little or no* 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.

The Level 1 performance provides *little or no* evidence:

- 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 little or no knowledge of special education or of content knowledge in the area selected for this entry.
- that the teacher fosters an equitable, accessible, and fair learning environment in which students are encouraged to participate. The teacher demonstrates little or no ability to accurately identify and understand the featured student's need.
- that the teacher has formulated a meaningful question specifically related to the identified and targeted need of the featured student. The question is vague, trivial, or even missing. The teacher does not accurately select and/or design and use an assessment tool(s) that addresses the specific need of the featured student. The tool may not address the needs of the student at all, or it may not be useful to gather the needed information about the student.
- of the teacher's ability to use 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 learning goals may not be worthwhile and meaningful; or they may be missing, confusing, or not appropriate for the featured student. 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 own practice. The analysis may even be missing.
- that the teacher is a skillful observer who can analyze his or her own observation of student achievement in order to adjust and refine his or her assessment and teaching approaches and practices. The reflection is superficial, vague, confusing, or absent.

Overall, this performance provides *little or no* 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.

Entry 2: Fostering Communications Development

In this entry: You demonstrate how you design and implement instruction that furthers student learning in communication or literacy. You provide evidence of your ability to plan and deliver instruction to a student of your choosing and analyze and reflect on your work with this particular student. You provide a Written Commentary in addition to your 15-minute video recording.

THE LEVEL 4 performance provides *clear, consistent, and convincing* evidence that the teacher integrates deep knowledge of the student and a sound knowledge of communication development, literacy content, and exceptional needs to shape instruction that fosters meaningful and worthwhile communication and/or literacy learning that enables each student to access and understand information, acquire new knowledge, and interact with others in ways that are uniquely important to him or her as an individual learner.

The Level 4 performance provides *clear, consistent, and convincing* evidence:

- that the teacher has a deep knowledge of the impact of special needs on communication and literacy and on learning and development, and he or she can integrate this knowledge to build on the student's learning strengths, interests, and needs.
- of an ability to integrate deep knowledge of the student and sound content knowledge to develop learning goals that are meaningful, worthwhile, and reflective of high expectations for the student. The goals and instruction reflect a sound understanding of communication and/or literacy development. Instruction builds on knowledge of the student and shows depth, range, and flexibility in facilitating communication and/or literacy learning. Instruction engages the student, addresses communication and/or literacy learning goals, and reflects effective practice for furthering communication and/or literacy development. The teacher demonstrates an understanding of how the featured instruction fits into the overall scope of the student's communication and/or literacy program. The instruction demonstrates the teacher's knowledge and ability to use instructional approaches and an appropriate range of resources to effectively address student needs and build on his or her strengths and interests as a unique learner.
- that the teacher creates a responsive learning environment that encourages risk taking and builds on each student's unique success.
- of the teacher's ability to foster an equitable, accessible, and fair learning environment in which students are encouraged to participate.
- of the use of appropriate technologies to enhance student learning about communication or literacy. The teacher demonstrates insightful and pervasive reflection that recognizes what did or did not work and how his or her practice and the student's learning opportunities might be improved.

Overall, this performance provides *clear, consistent, and convincing* evidence that the teacher integrates deep knowledge of the student and a sound knowledge of communication development, literacy content, and exceptional needs to shape instruction that fosters meaningful and worthwhile communication and/or literacy learning that enables each student to access and understand information, acquire new knowledge, and interact with others in ways that are uniquely important to him or her as an individual learner.

THE LEVEL 3 performance provides *clear* evidence that the teacher integrates deep knowledge of the student and a sound knowledge of communication development, literacy content, and exceptional needs to shape instruction that fosters meaningful and worthwhile communication and/or literacy learning that enables each student to access and understand information, acquire new knowledge, and interact with others in ways that are uniquely important to him or her as an individual learner.

The Level 3 performance provides *clear* evidence:

- that the teacher has a deep knowledge of the impact of special needs on communication and literacy learning and development and can integrate this knowledge to build on the student's learning strengths, interests, and needs. The knowledge may not be as consistently applied or as well integrated into a holistic understanding as in the Level 4 performance.
- of an ability to integrate knowledge of the student and sound content knowledge to develop learning goals that are meaningful and worthwhile for the student and reflect high expectations for the student. This knowledge of the student and of content, however, may not be as holistic as, or may be less consistently applied than, in the Level 4 performance. The goals and instruction reflect a sound understanding of communication and/or literacy development. The goals may not be as finely tailored for the individual student, or may not be as reflective of a sound understanding of communication and/or literacy development, as in the Level 4 performance. Instruction builds on knowledge of the student and shows depth, range, and flexibility in facilitating communication and/or literacy learning. The depth, range, and flexibility of the instruction may not be as pervasive as in the Level 4 performance. The instruction engages the student, addresses communication and/or literacy learning goals, and reflects effective practice for furthering communication and/or literacy development. The teacher demonstrates an understanding of how the featured instruction fits into the overall scope of the student's communication and/or literacy program. The instruction demonstrates the teacher's knowledge of, and ability to use, instructional approaches and a range of resources to effectively address student needs and build on his or her strengths as a unique learner.
- that the teacher creates a responsive learning environment that encourages risk taking and builds on each student's unique success.
- of the ability to foster an equitable, accessible, and fair learning environment in which students are encouraged to participate.
- of the use of appropriate technologies to enhance student learning about communication or literacy. The teacher demonstrates insightful reflection that recognizes what did or did not work and how his or her practice and the student's learning opportunities might be improved. This reflection may not be as deep or pervasive as in the Level 4 performance.

A Level 3 performance may show imbalance or unevenness in the analysis and/or the evidence presented. One part of the performance may be more indicative of accomplished practice than another, but overall there is *clear* evidence that the teacher integrates deep knowledge of the student and a sound knowledge of communication development, literacy content, and exceptional needs to shape instruction that fosters meaningful and worthwhile communication and/or literacy learning that enables each student to access and understand information, acquire new knowledge, and interact with others in ways that are uniquely important to him or her as an individual learner.

THE LEVEL 2 performance provides *limited* evidence that the teacher integrates deep knowledge of the student and a sound knowledge of communication development, literacy content, and exceptional needs to shape instruction that fosters meaningful and worthwhile communication and/or literacy learning that enables each student to access and understand information, acquire new knowledge, and interact with others in ways that are uniquely important to him or her as an individual learner.

The Level 2 performance provides *limited* evidence:

- that the teacher has knowledge of the impact of special needs on communication and/or literacy learning and development and can integrate this knowledge to build on the student's learning strengths, interests, and needs. This knowledge may be vague or may present only a superficial knowledge of the impact of the disability on the student's development and learning.
- of the teacher's ability to relate knowledge of the student and content knowledge to developing learning goals that are meaningful, worthwhile, and reflective of high expectations for the student. This knowledge may be inconsistent or superficial, and learning goals may be limited in the ways in which they challenge the student.
- that goals and instruction reflect an understanding of communication and/or literacy development.
- that instruction shows depth, range, and flexibility in facilitating communication and/or literacy learning.
- that instruction engages the student and addresses communication and literacy learning goals. Instruction may engage the student and facilitate communication and literacy learning, but engagement may be superficial and instruction may be formulaic or not useful or appropriate.
- that instruction reflects effective practice for furthering communication and/or literacy development.
- that the teacher demonstrates an understanding of how the featured instruction fits into the overall scope of the student's communication and/or literacy program.
- that the instruction demonstrates the teacher's knowledge and ability to use instructional approaches and an appropriate range of resources to effectively address student needs and build on his or her strengths and interest as a unique learner.
- that the teacher creates a responsive learning environment that encourages risk taking and builds on each student's unique success.
- of an ability to foster an equitable, accessible, and fair learning environment in which students are encouraged to participate.
- of the use of appropriate technologies to enhance student learning about communication or literacy. There is some evidence that the teacher reflects on what did or did not work and how his or her own practice and the students' learning opportunities might be improved, but there is little to indicate that he or she does so continuously or meaningfully. The teacher's reflection on his or her practice may be unfocused or vague.

The Level 2 performance may be characterized by evidence that hints at accomplished practice, but overall there is *limited* evidence that the teacher integrates deep knowledge of the student and a sound knowledge of communication development, literacy content, and exceptional needs to shape instruction that fosters meaningful and worthwhile communication and/or literacy learning that enables each student to access and understand information, acquire new knowledge, and interact with others in ways that are uniquely important to him or her as an individual learner.

THE LEVEL 1 performance provides *little or no* evidence that the teacher integrates deep knowledge of the student and a sound knowledge of communication development, literacy content, and exceptional needs to shape instruction that fosters meaningful and worthwhile communication and/or literacy learning that enables each student to access and understand information, acquire new knowledge, and interact with others in ways that are uniquely important to him or her as an individual learner.

The Level 1 performance provides *little or no* evidence:

- that the teacher has knowledge of the impact of special needs on communication and/or literacy learning and development and can integrate this knowledge to build on the student's learning strengths, interests, and needs.
- of an ability to relate knowledge of the student and content knowledge to develop learning goals that are meaningful, worthwhile, and reflective of high expectations for the student.
- that goals and instruction reflect an understanding of communication and/or literacy development. Instruction does not show depth, range, and flexibility in facilitating communication and/or literacy learning. Instruction does not engage the student or address communication and literacy learning goals (or does so superficially), nor is it reflective of effective practice for furthering communication and/or literacy development. The teacher does not demonstrate an understanding of how the featured instruction fits into the overall scope of the student's communication and/or literacy program. The instruction provided offers little or no evidence of the teacher's knowledge of, and ability to use, instructional approaches and an appropriate range of resources to effectively address student needs and build on his or her strengths as a unique learner.
- that the teacher creates a responsive learning environment that encourages risk taking and builds on each student's unique success.
- of the ability to foster an equitable, accessible, and fair learning environment in which students are encouraged to participate.
- of the use of appropriate technologies to enhance student learning about communication or literacy. The reflection may be missing; the teacher may not reflect on what did or did not work and how his or her practice and the student's learning opportunities might be improved; or the connection between practice and reflection may not be apparent.

Overall, this performance provides *little or no* evidence that the teacher integrates deep knowledge of the student and a sound knowledge of communication development, literacy content, and exceptional needs to shape instruction that fosters meaningful and worthwhile communication and/or literacy learning that enables each student to access and understand information, acquire new knowledge, and interact with others in ways that are uniquely important to him or her as an individual learner.

Entry 3: Enhancing Social Development

In this entry: You demonstrate how you design and implement meaningful learning experiences to further an individual student's social development and facilitate that student's participation in a group and/or environment. You provide evidence of your ability to plan for and instruct a student of your choosing and analyze and reflect on your work with this particular student. You provide Written Commentary in addition to your 15-minute video recording.

THE LEVEL 4 performance provides *clear, consistent, and convincing* evidence that the teacher uses a deep, holistic knowledge of the student and a sound knowledge of special education and social development to design and implement meaningful and worthwhile instruction to further the student's social learning.

The Level 4 performance provides, *clear, consistent, and convincing* evidence:

- of a deep, holistic knowledge of the student and a sound knowledge of social development and effective practice to further social learning. This knowledge is based on a deep understanding that social development and the impact of a student's disability are influenced by the contexts in which each student grows and learns and by the way in which these contexts are nested and overlapping.
- that knowledge and understanding are developed through open communication and ongoing dialogue with the student's family. Learning goals and instruction reflect respect for the family's strengths, social values, and culture, recognition of the diversity of appropriate social behaviors and abilities, and consideration of the role of the family and community in determining what is important and relevant for a student in the area of social development.

There is evidence of close, ongoing collaboration with the family and others, both to establish meaningful and worthwhile social learning goals for the student that reflect high expectations and to identify barriers to participation in a group or environment in an effort to further the student's learning and participation.

- of instruction that represents effective practice, engages the student, and addresses the learning goals in a way that recognizes and builds on the student's unique strengths and interests and that incorporates the family's goals, concerns, and insights.
- of the teacher's efforts to foster an equitable, accessible, and fair learning environment in which students are encouraged to participate. Instruction reflects collaboration with the family and others to support the student's full participation in the group/environment.
- that insightful and pervasive reflection serves as both a formative and a summative assessment of his or her practice and the student's learning opportunities.

Overall, this performance provides *clear, consistent, and convincing* evidence that the teacher uses a deep, holistic knowledge of the student and a sound knowledge of special education and social development to design and implement meaningful and worthwhile instruction to further the student's social learning.

THE LEVEL 3 performance provides *clear* evidence that the teacher uses deep, holistic knowledge of the student and a sound knowledge of special education and social development to design and implement meaningful and worthwhile instruction to further the student's social learning.

The Level 3 performance provides *clear* evidence:

- of a deep, holistic knowledge of the student and a sound knowledge of social development and effective practice to further social learning. This knowledge is based on a deep understanding that social development and the impact of a student's disability are influenced by the contexts in which each student grows and learns and by the way in which these contexts are nested and overlapping. This knowledge may not be as deep as in the Level 4 performance.
- that knowledge and understanding are developed through communication and dialogue with the student's family but that communication and dialogue may not be as consistent and/or as well integrated into understanding and teaching the student as in a Level 4 performance. Learning goals and instruction reflect respect for the family's social values and culture, recognition of the diversity of appropriate social behaviors and abilities, and consideration of the role of the family and community in determining what is important and relevant for a student in the area of social development.

There is evidence of close collaboration with the family and others, both to establish meaningful and worthwhile social learning goals for the student that reflect high expectations and to identify barriers to participation in a group or environment in an effort to further the student's learning and participation. However, efforts to reduce barriers may not be as extensive or as integrated with the goals for the student as in the Level 4 performance.

- that instruction represents effective practice, engages the student, and addresses the learning goals in a way that recognizes and builds on the student's unique strengths and incorporates the family's goals, concerns, and insights, but it may do so less deeply or consistently than in the Level 4 performance.
- of the teacher's efforts to foster an equitable, accessible, and fair learning environment in which students are encouraged to participate. Instruction reflects collaboration with the family and others to support the student's full participation in the group/environment, although the group/environment may not as fully support the student's participation as in the Level 4 performance.
- that reflection serves as both a formative and a summative assessment of his or her practice and the student's learning opportunities. This reflection may not be as deep or as pervasive as in the Level 4 performance.

The Level 3 performance may show imbalance or unevenness in the analysis and/or evidence presented. One part of the response may be more indicative of accomplishment than another, but overall there is *clear* evidence that the teacher uses deep, holistic knowledge of the student and a sound knowledge of special education and social development to design and implement meaningful and worthwhile instruction to further the student's social learning.

THE LEVEL 2 performance provides *limited* evidence that the teacher uses deep, holistic knowledge of the student and a sound knowledge of special education and social development to design and implement meaningful and worthwhile instruction to further the student's social learning.

The Level 2 performance provides *limited* evidence:

- of deep, holistic knowledge of the student and a sound knowledge of social development and effective practice to further social learning. This knowledge is based on a superficial understanding that social development and the impact of a student's disability are influenced by the contexts in which each student grows and learns and by the way in which these contexts are nested and overlapping. This knowledge may be vague or present only a formulaic knowledge of social development and the student's disability. It is not clear how knowledge and understanding are developed through communication and dialogue with the student's family, and communication and dialogue may be limited to directions and feedback from the teacher to the family. Learning goals and instruction reflect limited valuing of, respect for, and/or knowledge of the family's strengths, social values, and culture; limited recognition of the diversity of appropriate social behaviors and abilities; and limited consideration of the role of the family and community in determining what is important and relevant for a student in the area of social development.
- of collaboration with the family and others to establish social learning goals for the student and/or to identify barriers to participation in a group or environment in an effort to further the student's learning and participation. This collaboration may be sporadic, inconsistent, or superficial; and learning goals may be limited in the ways in which they challenge the student and represent high expectations. There may be limited effort to identify and address barriers. Instruction may not consistently engage the student or address the learning goals in a way that recognizes and builds on the student's unique strengths and interests and/or that incorporates the family's goals, concerns, and insights. The family and others may only be marginally engaged in instruction and in supporting the student's participation in a group/environment.
- of the teacher's efforts to foster an equitable, accessible, and fair learning environment in which students are encouraged to participate. There is some evidence that the teacher reflects on his or her own practice to improve future practice and students' learning opportunities, but there is little to indicate that he or she does so continuously. The teacher's reflection on his or her practice may be unfocused or vague.

The Level 2 performance may be characterized by some evidence that hints at accomplished practice, but overall there is *limited* evidence that the teacher uses deep, holistic knowledge of the student and a sound knowledge of special education and social development to design and implement meaningful and worthwhile social instruction to further the student's social learning.

THE LEVEL 1 performance provides *little or no* evidence that the teacher uses deep, holistic knowledge of the student and a sound knowledge of special education and social development to design and implement meaningful and worthwhile social instruction to further the student's social learning.

The Level 1 performance provides *little or no* evidence:

- of deep, holistic knowledge of the student and a sound knowledge of social development and effective practice for furthering social learning. Knowledge of the student may not represent an understanding of the student holistically, or it may be inconsistent or superficial.
- of understanding that social development and the impact of a student's disability are influenced by the contexts in which each student grows and learns and by the way in which these contexts are nested and overlapping. Communication with the student's family is limited, procedural, or nonexistent. Learning goals and instruction reflect little or no valuing of, respect for, and/or knowledge of the family's strengths, social values and culture; and they may criticize or judge the family inappropriately.
- of the diversity of appropriate social behaviors and abilities; and the family and community has little or no role in determining what is important and relevant for a student in the area of social development. Learning goals and instruction may be inappropriate regarding age or may lead to misunderstanding or missing connections between concepts and skills.
- of an assumption by the teacher of the student's competence and potential. These goals may not be worthwhile or meaningful to the student and the family. There is little or no effort to identify barriers to participation in a group or environment in an effort to further the student's learning and participation. Goals and instruction may be solely focused on the student. Instruction may only rarely engage the student, and/or it may not address learning goals that represent high expectations.
- of efforts to foster an equitable, accessible, and fair learning environment in which students are encouraged to participate. These efforts are vague or absent. There may be little or no engagement of the family and others in supporting the student's participation in a group/environment. The teacher may not reflect on his or her practice, or the connection between practice and reflection may not be apparent.

Overall, this performance provides *little or no* evidence that the teacher uses deep, holistic knowledge of the student and a sound knowledge of special education and social development to design and implement meaningful and worthwhile social instruction to further the student's social learning.

Entry 4: Documented Accomplishments: Contributions to Student Learning

In this entry: You illustrate your partnerships with students' families and community, and your development as a learner and collaborator with other professionals by submitting descriptions and documentation of your activities and accomplishments in those areas. Your description must make the connection between each accomplishment and its impact on student learning.

THE LEVEL 4 performance provides *clear, consistent, and convincing* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

The Level 4 performance provides, *clear, consistent, and convincing* evidence:

- that the teacher treats parents and other interested adults as valued partners in the child's education, and uses thoughtfully chosen, appropriate strategies for reaching out to the families of his or her students. The selected strategies may or may not be original to the teacher, but they are implemented with skill and enthusiasm and are effective in engaging parents and other interested adults in communication that is highly interactive, fostering extensive two-way dialogue focused primarily on substantive teaching and learning issues and individual student progress.
- that the teacher facilitates ongoing, mutually beneficial communications between students and the wider community in a way that enhances teaching and learning.
- that the teacher has strengthened his or her own teaching practice through conscious and deliberate professional development to strengthen knowledge, skills, and abilities in areas that are relevant to his or her teaching and learning context for the purpose of impacting student learning.
- that the teacher has worked collaboratively with colleagues to improve teaching and learning, either within the school or in the wider professional community.
- that the teacher has shared his or her expertise in a leadership role with other educators through facilitating the professional development of other teachers, improving instructional practices, or advocating for positive change in educational policy.
- that the teacher's work outside the classroom has been driven by a conscious and deliberate focus on improving teaching and learning, as opposed to merely fulfilling job requirements. The descriptions and documentation provide a rich, detailed, coherent view of a teacher who has made an impact on student learning through work with other colleagues, professionals, families, and the community, and as a learner.
- that the teacher accurately analyzes and thoughtfully reflects on the significance of all accomplishments taken together, and can appropriately plan for future opportunities to impact student learning.

Overall, there is *clear, consistent, and convincing* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

THE LEVEL 3 performance provides *clear* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

The Level 3 performance provides *clear* evidence:

- that the teacher treats parents and other interested adults as valued partners in the child's education, and uses appropriate strategies for reaching out to the families of his or her students. The selected strategies may or may not be original to the teacher, but they are effective in engaging parents and other interested adults in communication that is interactive, fostering two-way dialogue focused primarily on substantive teaching and learning issues and individual student progress.
- that the teacher facilitates ongoing, mutually beneficial communications between students and the wider community in a way that enhances teaching and learning, although the communications may not be as effective as those in a Level 4 performance.
- that the teacher has strengthened his or her own teaching practice through conscious and deliberate professional development to strengthen knowledge, skills, and abilities in areas that are relevant to his or her teaching and learning context.
- that the teacher has worked with colleagues as a partner or collaborator to improve teaching and learning, either within the school or in a larger professional context, such as within a professional organization.
- that the teacher has shared his or her expertise in a leadership role with other educators through facilitating the professional development of other teachers, improving instructional practices, or advocating for positive changes in educational policy.
- that the teacher's work outside the classroom has been driven by a conscious focus on improving teaching and learning, as opposed to merely fulfilling job requirements. The descriptions and evidence provide a coherent view of a teacher who has made an impact on student learning through work with other colleagues, professionals, families, and the community, and as a learner.
- that the teacher accurately analyzes and thoughtfully reflects on the significance of all accomplishments taken together, and can appropriately plan for future opportunities to impact student learning.

Overall, there is *clear* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

THE LEVEL 2 performance provides *limited* evidence of the teacher’s ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

The Level 2 performance provides *limited* evidence:

- that the teacher treats parents and other interested adults as valued partners in the child’s education, and uses appropriate strategies for reaching out to the families of his or her students. The rationale for the selected strategies may be a bit vague and/or there may be limited evidence that the strategies are effective in engaging parents and other interested adults. There may be evidence that though the strategies work with many families, some families are not being fully engaged.
- that the communications with families are focused on substantive teaching and learning issues. Instead, many of the communications may be dominated by procedural issues, behavior, or disciplinary matters, or the communications may not show much differentiation between individual students, with the same communication going to all families.
- that the communications with families are interactive. There may be frequent communications home, but these may rely primarily on one-way media, such as notes home or newsletters. The evidence may suggest that parents are well informed about what is going on in the classroom, but there is limited evidence of two-way dialogue with families. There is limited evidence regarding meaningful communications between the students and the wider community for the purpose of enhancing teaching and learning.
- that the teacher has strengthened his or her own teaching practice through professional development; even if the teacher has engaged in extensive professional development activities, it may be unclear how these activities relate to the knowledge, skills, and abilities that are relevant to his or her teaching and learning context.
- that the teacher has shared what he or she has learned with colleagues by working with them in a role as a partner, collaborator, or leader.

The evidence in a Level 2 response may indicate that the teacher is an accomplished practitioner within his or her own classroom, but that he or she has not shared his or her expertise with others in a significant way through professional development of other teachers, improving instructional practices, or advocating for positive change in educational policy.

The evidence may suggest that the preponderance of the teacher’s activities outside of the classroom has been to fulfill job requirements, as opposed to being a conscious and deliberate effort to impact student learning and improve teaching and learning.

- that the teacher analyzes and reflects on the significance of all accomplishments taken together, and can appropriately plan for future opportunities to impact student learning.

The Level 2 performance may be characterized by evidence that occasionally hints at accomplished practice, but overall, there is *limited* evidence of the teacher’s ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

THE LEVEL 1 performance provides *little or no* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

The Level 1 performance provides *little or no* evidence:

- that the teacher treats parents and other interested adults as partners in the child's education, and uses appropriate strategies for reaching out to the families of his or her students. The rationale for the selected strategies may be very vague, unclear, or absent.
- that the strategies are effective in engaging parents and other interested adults. There may be evidence that some families are overlooked or ignored.
- that the communications with families are focused on substantive teaching and learning issues. Instead, the communications are taken up almost exclusively by procedural issues, behavior, or disciplinary matters.
- that the communications with families are interactive. Communications with families are entirely one-way and/or infrequent. Parents may not be kept informed about what is going on in the classroom. If evidence regarding outreach to the wider community is present, the connections may promote trivial interactions with little impact on student learning.

The Level 1 response may contain negative or disparaging comments about parents, community, or professionals with little or no evidence of the teacher's efforts to improve the situation.

- that the teacher has strengthened his or her own teaching practice through professional development. If professional development activities are cited, they may be very sketchy or weak or of little or no relevance to the teacher's context.
- that the teacher has worked with colleagues as a partner, collaborator, or leader. If school projects are cited, there may be little or no evidence of their impact on teaching and learning, or the teacher's role in the project may be very unclear or very passive.

There may be evidence that the teacher is an accomplished practitioner within his or her own classroom, but there is little or no evidence that he or she has shared his or her expertise with others.

The evidence may suggest that the teacher's work outside of the classroom has been carried out solely to fulfill job requirements, as opposed to being a conscious and deliberate effort to improve teaching and learning.

- that the teacher analyzes and reflects on the significance of all accomplishments taken together, and can appropriately plan for future opportunities to impact student learning.

Overall, there is *little or no* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

Scoring Rubrics for Assessment Center Exercises

Exercise 1: Behavior Analysis and Intervention (Path Specific)

In this exercise: You analyze student behavior and construct a behavior intervention plan to further student learning.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate is able to demonstrate a thorough and complete analysis of student behavior and construct a behavior intervention plan to further student learning.

Characteristics:

- Hypotheses are provided and are firmly grounded in the details of the scenario.
- Behavior intervention plan is thorough and well grounded in the details of the hypothesis/scenario.
- Behavior intervention plan contains detailed goals and steps that will further student learning.
- The rationale for each goal and step is thorough and appropriate to the hypothesis/scenario provided.

THE LEVEL 3 response shows *clear* evidence that the candidate is able to demonstrate a thorough and complete analysis of student behavior and construct a behavior intervention plan to further student learning.

Characteristics:

- Hypotheses are provided and are grounded in the details of the scenario, but one may be more detailed and thorough than the other.
- Behavior intervention plan is grounded in most of the details of the hypothesis/scenario.
- Behavior intervention plan contains goals and steps that will further student learning.
- Rationale is provided for some or most of the goals and steps, but may not be as thorough as in the Level 4 response.

THE LEVEL 2 response shows *limited* evidence that the candidate is able to demonstrate a thorough and complete analysis of student behavior and construct a behavior intervention plan to further student learning.

Characteristics:

- Hypotheses that are presented may be only loosely connected to the scenario.
- Behavior intervention plan may be present, but may be vague, or only minimally connected to the hypothesis/scenario.
- The response may offer weak evidence that the goals and/or steps would further student learning.
- Rationale may be partially missing, vague, unconvincing, or not connected to the goals and steps.

THE LEVEL 1 response shows *little or no* evidence that the candidate is able to demonstrate a thorough and complete analysis of student behavior and construct a behavior intervention plan to further student learning.

Characteristics:

- Hypotheses are missing, unclear, or confusing.
- May construct a simplistic behavior intervention plan, but it contains minimal evidence that it would further student learning.
- Goals and/or steps are missing, inappropriate, or unconvincing.
- Rationale may be totally missing, confusing, unconvincing, or not connected to the goals and steps presented.

Exercise 2: Science and Mathematics

In this exercise: You demonstrate your knowledge of major science and mathematics concepts. You are presented with a student description, a topic area, and a question or set of questions the student has asked about that topic. You plan a learning experience for a class and then adapt/modify that learning experience for the individual student described.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate is able to use knowledge of science and mathematics to discuss major concepts, plan one integrated activity, and discuss two specific modifications/adaptations for a given student and purpose.

Characteristics:

- The response names and discusses in detail specific, worthwhile science and mathematics concepts that would be used to address the student's questions.
- The response provides a thorough, in-depth description of an activity that integrates the science and mathematics concepts that would clearly engage all students in learning these concepts.
- The response provides a thorough, insightful, and informed explanation of the adaptations/modifications that would promote the given student's learning of the science and mathematics concepts in the topic area.

THE LEVEL 3 response shows *clear* evidence that the candidate is able to use knowledge of science and mathematics to discuss major concepts, plan one integrated activity, and discuss two specific modifications/adaptations for a given student and purpose.

Characteristics:

- The response names and discusses the specified science and mathematics concepts that would be used to address the student's questions, but that discussion may not be as fully developed as in the Level 4 response.
- The response describes an activity that integrates the science and mathematics concepts that would engage all students, although it may not be as well defined or fully developed as in the Level 4 response.
- The response discusses appropriate adaptations/modifications that would promote the given student's learning of the science and mathematics concepts in the topic area, although they may not be as insightful or informed as in the Level 4 response.

THE LEVEL 2 response shows *limited* evidence that the candidate is able to use knowledge of science and mathematics to discuss major concepts, plan one integrated activity, and discuss two specific modifications/adaptations for a given student and purpose.

Characteristics:

- The response may name but not discuss the specified science and mathematics concepts that may be used to address the student's questions, and one or more of these may contain misconceptions or misinformation.
- The response may discuss an activity, but there may be minimal evidence that it would further student learning of the science and mathematics concepts. The activity may not be developmentally appropriate.
- The discussion of the adaptations/modifications may be weak, one or more are missing, or may not be appropriate for the student described.

THE LEVEL 1 response shows *little or no* evidence that the candidate is able to use knowledge of science and mathematics to discuss major concepts, plan one integrated activity, and discuss two specific modifications/adaptations for a given student and purpose.

Characteristics:

- One or both of the specific science and mathematics concepts may not be discussed at all, and/or they may contain misconceptions or misinformation.
- The description of an activity may be missing, confusing, simplistic, or contain serious misconceptions related to content. It may not be developmentally appropriate, and there may be minimal evidence that it would further student learning of the science and mathematics concepts.
- Adaptations/modifications may be insignificant, weak, missing, or not appropriate for the student described.

Exercise 3: Social Studies and The Arts

In this exercise: You demonstrate your knowledge of a social studies concept and your knowledge of cross-curricular integration. You are asked to discuss how the arts can be integrated into a content area of social studies to further student learning.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate is able to demonstrate thorough knowledge of social studies content and cross-curricular integration of the arts into social studies to further student understanding of the social studies content area.

Characteristics:

- The critical concepts are stated fully and accurately, along with the rationales, and are directly related to the topic provided.
- The concepts address both historical and current issues, in depth, related to that topic.
- The learning activity is well developed and describes how the arts will be integrated into social studies to further student learning of one of the four concepts.
- The learning activity is worthwhile, well developed, logical, and explains what the students would be doing, the resources and/or materials that will be incorporated, and how this activity will help students learn the concept presented.
- The response describes in detail how this learning activity will provide access for students with varied learning styles.

THE LEVEL 3 response shows *clear* evidence that the candidate is able to demonstrate thorough knowledge of social studies content and cross-curricular integration of the arts into social studies to further student understanding of the social studies content area.

Characteristics:

- The critical concepts are present, accurate, and are directly related to the topic provided, and most of the rationales are provided.
- The concepts accurately address both historical and current issues related to the topic.
- The learning activity is well developed and describes how the arts will be integrated into social studies to further student learning of one of the four concepts noted.
- The learning activity explains what the students would be doing, the resources and/or materials that will be incorporated, and how this activity will help students learn the concept presented.
- The response describes how this learning activity will provide access for students with varied learning styles.

THE LEVEL 2 response shows *limited* evidence that the candidate is able to demonstrate thorough knowledge of social studies content and cross-curricular integration of the arts into social studies to further student understanding of the social studies content area.

Characteristics:

- One or more of the four critical concepts and/or rationales may be missing or vague, and may be only loosely related to the topic area provided.
- The concepts may address either historical or current issues related to the topic, but not both.
- The learning activity is not well developed and describes only the social studies area and not how the arts can be integrated into social studies to further student learning of one of the four concepts.
- The learning activity only partially explains what the students would be doing, the resources and/or materials that will be incorporated, and how this activity will help students learn the concept presented. It may be weakly connected to the social studies concept.
- The response notes only that this activity will provide access for students with varied learning styles, but not how it will do so.

THE LEVEL 1 response shows *little or no* evidence that the candidate is able to demonstrate thorough knowledge of social studies content and cross-curricular integration of the arts into social studies to further student understanding of the social studies content area.

Characteristics:

- Critical concepts are missing, confusing, or may contain misconceptions related to either a historical or current issue.
- The concepts and/or rationales may be totally absent, or not related at all to the topic area.
- The response may describe an activity, but shows minimal evidence of its connection to the social studies topic area.
- The learning activity does not describe, or may weakly describe, the integration of the arts into social studies to further student learning and may not relate to the concept provided.
- The response may be vague, sketchy, or missing the explanation of how this activity will provide access for students with varied learning styles.

Exercise 4: Transition Planning (Path Specific)

In this exercise: You demonstrate your knowledge of transition planning. You analyze a student profile and discuss critical details of a transition plan. You provide appropriate recommendations for the program and supports needed to maximize the success of the transition for the student.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate is able to identify student weaknesses, describe educational goals including rationales, provide worthwhile recommendations and rationales for essential team members to include in a transition plan meeting, and provide recommendations for the student's program and supports necessary for the student profiled.

Characteristics:

- The weaknesses are accurately identified from the profile.
- The educational goals and rationales are detailed, well developed, and connect to the weaknesses of the student described in the profile.
- The transition team members recommended are appropriate, and the rationales are tightly aligned.
- The program and supports recommended would effectively maximize the success of the transition for the student.

THE LEVEL 3 response shows *clear* evidence that the candidate is able to identify student weaknesses, describe educational goals including rationales, provide worthwhile recommendations and rationales for essential team members to include in a transition plan meeting, and provide recommendations for the student's program and supports necessary for the student profiled.

Characteristics:

- The weaknesses are accurately identified from the profile.
- The educational goals and rationales are appropriate and connect to the weaknesses of the student described in the profile, but the connection may not be as tight as in the Level 4 response.
- The transition team members recommended are appropriate, and the rationales are present, but may not be as aligned as in the Level 4 response.
- The program and supports recommended would maximize the success of the transition for the student.

THE LEVEL 2 response shows *limited* evidence that the candidate is able to identify student weaknesses, describe educational goals including rationales, provide worthwhile recommendations and rationales for essential team members to include in a transition plan meeting, and provide recommendations for the student's program and supports necessary for the student profiled.

Characteristics:

- One of the weaknesses from the profile may be missing or misidentified.
- The educational goals and rationales may be present, but they are not well developed and may not connect to the weaknesses of the student described in the profile.
- The transition team members recommended may be less essential, and/or the rationales provided are not matched to the members mentioned.
- There is minimal chance that the program and supports recommended would effectively maximize the success of the transition for the student, or one may be missing.

THE LEVEL 1 response shows *little or no* evidence that the candidate is able to identify student weaknesses, describe educational goals including rationales, provide worthwhile recommendations and rationales for essential team members to include in a transition plan meeting, and provide recommendations for the student's program and supports necessary for the student profiled.

Characteristics:

- The weaknesses are incorrectly identified from the profile or may be missing.
- The educational goals and rationales may be more like activities and do not connect to the weaknesses in the student profile.
- The transition team members recommended may not be appropriate or may be missing, and/or the rationales are not aligned.
- The program and supports recommended would probably not maximize the success of the transition for the student.

Exercise 5: Health/Physical Education/Leisure

In this exercise: You show your knowledge of health education, physical education, and leisure education. You are asked to analyze a student profile and state how the student will be affected in these areas: physical, emotional, and social development. You are asked to design goals and learning activities that provide opportunities for success and improved self-image, and also foster independence.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate is able to analyze a student profile and discuss goals and appropriate learning activities that will provide opportunities for success and improved self-image, and will foster independence.

Characteristics:

- The discussion of the ways the student will be affected is fully developed and relates directly to the student profile.
- The school-based goals are fully developed, directly related to the student profile, and there is one goal for each area (health education, physical education, leisure education).
- The discussion of the two learning activities is accurate, thorough, and developmentally appropriate for the student in the profile.
- The learning activities are specific, directly related to the school-based goals, and will provide opportunities for success and improved self-image, and will also foster independence.

THE LEVEL 3 response shows *clear* evidence that the candidate is able to analyze a student profile and discuss goals and appropriate learning activities that will provide opportunities for success and improved self-image, and will foster independence.

Characteristics:

- The discussion of the ways the student will be affected is present and relates to the student profile.
- The school-based goals are listed, are related to the student profile, and there is one for each area (health education, physical education, and leisure education). They may not be as thorough or targeted as in the Level 4 response.
- The discussion of the two learning activities is developmentally appropriate for the student in the profile but may not be as thorough as in the Level 4 response.
- The learning activities are related to school-based goals and provide some opportunities for success and improved self-image, and will also foster independence.

THE LEVEL 2 response shows *limited* evidence that the candidate is able to analyze a student profile and discuss goals and appropriate learning activities that will provide opportunities for success and improved self-image, and will foster independence.

Characteristics:

- There is limited discussion of the ways the student will be affected, or this discussion may not be related to the student profile.
- The school-based goals are minimal, weak, or not developmentally appropriate, and there may not be one for each area (health education, physical education, leisure education).
- The discussion of learning activities may not be developmentally appropriate for the student in the profile.
- The learning activities are tangentially related to the school-based goals or provide little opportunities for success and improved self-image, or do little to foster independence.

THE LEVEL 1 response shows *little or no* evidence that the candidate is able to analyze a student profile and discuss goals and appropriate learning activities that will provide opportunities for success and improved self-image, and will foster independence.

Characteristics:

- There is little or no understanding of the ways the student will be affected.
- The school-based goals are missing, vague, or developmentally inappropriate.
- There may be discussion of a learning activity, but the response shows little or no evidence that it is developmentally appropriate.
- The learning activities are unrelated to the school-based goals or do not provide opportunities for success and improved self-image, or do not foster independence.

Exercise 6: Professional Vocabulary (Both Generic and Path Specific)

In this exercise: You demonstrate your knowledge of words belonging to the professional vocabulary. You are asked to define and discuss the critical details of words belonging to the professional vocabulary.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate is able to define, discuss the critical details, and explain the significance of words belonging to the professional vocabulary of exceptional needs.

Characteristics:

- The discussion of critical details is thorough, accurate, and specific.
- The definitions are complete and accurate.
- The discussion of the significance of the terms and/or laws to the field of exceptional needs is insightful, complete, and accurate.

THE LEVEL 3 response shows *clear* evidence that the candidate is able to define, discuss the critical details, and explain the significance of words belonging to the professional vocabulary of exceptional needs.

Characteristics:

- The discussion of the critical details is mostly complete.
- The definitions are complete, but there may be one that is less detailed than the others.
- The discussion of the significance of the terms and/or laws to the field of exceptional needs is present, but one definition may not be as in-depth as in the Level 4 response.

THE LEVEL 2 response shows *limited* evidence that the candidate is able to define, discuss the critical details, and explain the significance of words belonging to the professional vocabulary of exceptional needs.

Characteristics:

- The discussion of the critical details may not be complete, and/or the discussion may be weak or uneven.
- The definitions may not be complete, and there may be inaccuracies or misconceptions.
- The discussion of the significance of the terms and/or laws to the field of exceptional needs may not be complete, and/or may contain serious inaccuracies or misconceptions.

THE LEVEL 1 response shows *little or no* evidence that the candidate is able to define, discuss the critical details, and explain the significance of words belonging to the professional vocabulary of exceptional needs.

Characteristics:

- The discussion of the critical details is incomplete and/or inaccurate.
- The definitions are not accurate, are not complete, or may contain serious misconceptions.
- The discussion of the significance of the terms and/or laws to the field of exceptional needs is incomplete, inaccurate, or totally absent.

Produced for the



by

PEARSON

© 2009 by the National Board for Professional Teaching Standards. All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system, without permission in writing from the publisher.

The National Board for Professional Teaching Standards logo, National Board for Professional Teaching Standards, NBPTS, National Board Certified Teacher, NBCT, National Board Certification, Take One!, 1-800-22TEACH, Accomplished Teacher, and Profile of Professional Growth are registered trademarks of the National Board for Professional Teaching Standards.

Other marks are trademarks or registered trademarks of their respective organizations.

The National Board for Professional Teaching Standards, Inc. has been funded, in part, with grants from the U.S. Department of Education and the National Science Foundation. Through September 2008, NBPTS has been appropriated federal funds of \$177.3 million, of which \$159.5 million was expended. Such amount represents approximately 31 percent of the National Board's total cumulative costs. Approximately \$360.8 million (69 percent) of the National Board's costs were financed by non-federal sources.

The contents of this publication were developed in whole or in part under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Prepared by Pearson for submission under contract with the National Board for Professional Teaching Standards®.

Pearson and its logo are trademarks in the U.S. and/or other countries of Pearson Education, Inc. or its affiliate(s).