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| **Standard 3: Candidates understand and use varied assessments to inform instruction, evaluate and ensure student learning** |
| Element  | Reflection/Documentation |
| Candidates are knowledgeable about assessment types, their purposes and the data they generate | Throughout my student teaching experience, I used several different types of assessments for my students. In order to gather information necessary for IEP’s I used a Functional Skills Assessment. Throughout every day lessons I used assessments in the form of IEP goal calendars. The staff working with the specific student would mark in their IEP goal calendar the ability of the student to meet that goal on a daily basis. Finally, throughout the semester of student teaching I was able to witness the preparation of materials for the Alternative Assessments that the students took. Unfortunately, I was not allowed to view the Alternative Assessment being given. However, my cooperating teacher informed me of the process.  |
| Candidates select, develop and use a variety of diagnostic, formative and summative assessments | Understanding of various types of assessments is an important piece in the field of special education. During my student teaching I had to get very creative with assessment types in order to prove that my students were learning and growing. Assessments were based on ability to pay attention to the stories being read either through eye contact or through pointing to the words in the story. Finally, at the end of every story we read and activity we did there were questions that tested the focus learner’s comprehension of the materials.  |
| Candidates analyze data to monitor student progress and learning and to plan, differentiate and modify instruction | Data was analyzed at the end of every week. However, I tried to communicate to the classroom staff the importance of adding the data to the IEP goal tracking sheets at the end of each lesson segment. The classroom runs on a center philosophy, language arts, social studies/science, mathematics, sensory, and technology. Throughout each of these centers the students receive 1:1 instruction. The data is assessed by me at the end of every day to decide whether or not the material was appropriate for each focus learner.  |
| Candidates collaborate and communicate student progress with students, parents and colleagues | Due to the fact that most of my students are non-verbal learners and unable to communicate how their day went at school I sent home daily reports. In these reports included: goals met, lunch records, sensory needs, activities completed, behavioral concerns, and anything that happened throughout the day that was unusual. This information received a lot of positive feedback from the parents and guardians of the students. Throughout the day, verbal communication was used to collaborate with key support staff members (SLP, OT and Behavior Therapist). \*PICTURE OF END OF THE DAY FORM\* |
| Candidates involve learners in self-assessment and goal setting to address gaps between performance and potential | At the end of every lesson, I made it a point to ask the learner that I was working with if he or she enjoyed the lesson. For some of the verbal learners I was looking for a yes/no verbal response. However, for the non-verbal learners we used communication devices and simple gestural signs to understand and meet their needs. This helped me to determine whether or not the information they were learning about was something that interests them or not. If the students seemed to like an activity, I would create an activity that was similar to the one we just completed. \*VIDEO CLIP OF MV – DID YOU ENJOY LESSON?\* |