

SPED 292 Case Study Rubric

Assignment Description: Teacher candidates collaborate with an expert host teacher to meet the unique needs of a learner with a disability in the context of the general education classroom. Candidates conduct a case study with a learner with a disability that consists of the following:

- a) **Assessment of Strengths and Needs:** Determine the learner's strengths, interests, and needs by doing the following: review records, interview the general education teacher, interview the learner, and conduct observations. If possible, also interview a family member and any other professional(s) who work with the learner. Provide a written description of the process used to gather the data and a summary of what the data reveals about the learner's strengths and needs.
- b) **Strategy Selection and Implementation Plan:** Using the information gathered from the strengths and needs assessment, identify an area of need, write an objective to address the need, and select a strategy (or strategies) to implement in collaboration with the host teacher to improve student learning related to the objective. In this section, you will:
 1. Write a learning objective for the learner that is observable and measurable and based on data collected from the strengths and needs assessment.
 2. Describe a research-based strategy (or strategies) that will be used to support the learner in meeting the objective and provide a rationale for selection based upon the summary of the learner's strengths and needs. Cite empirical research to support your rationale.
 3. Collaborate with the host teacher to identify at least one instructional routine for strategy implementation (ex. small group reading, whole group social studies, cooperative math activity).
 4. Write step-by-step procedures for how the strategy (or strategies) will be implemented during the instructional routine(s) to address the learning objective.
 5. Plan assessment/data collection procedures for determining the impact the strategy implementation had on the learner's progress toward meeting the instructional objective.
 6. Implement the strategy (or strategies) at least three times during the selected instructional routine(s) collecting data each time to assess the impact. Take at least one video that demonstrates the implementation of the strategy(or strategies).

c) Results: Write a summary of the results of the strategy implementation using the assessment procedures described in b5 as well as observational analysis. Additionally, verbally share these results with the host teacher and discuss how the strategy (or strategies) can continue to be used to support the learner. Provide a summary of your discussion with the host teacher.

d) Future Development of the Learner: Describe additional research-based instructional strategies to consider for supporting the learner in achieving established or future learning objectives. Provide a detailed rationale for the recommended strategies including citations.

e) Self-Reflection: Write a self-reflection that provides thoughts from at least two perspectives: instructor, assessor, and/or collaborator. The reflection should include how at least one personal preconceived notion about supporting learners with disabilities in inclusive classrooms changed after this case study experience.

Assessment Outcomes and Standards	Exceeds Expectations	Meets Expectations	Below Expectations
<p>Assessment of Strengths and Needs</p> <p>Teacher candidate uses data from a variety of assessments to guide instruction and accommodate diverse learning needs. (US 4, Element 2; APS 3; Title II)</p> <p>CEC 1.1; 1.2</p>	<p>Clearly describes how assessment information was collected including hard copies of interviews and observation forms. Reports assessment findings by discussing specific strengths and needs of the learner. 10 points</p>	<p>Clearly describes how assessment information was collected. Reports assessment findings by discussing general strengths and needs of the learner. 8-9 points</p>	<p>Summarizes the data in a way that reflects irrelevant, inappropriate, or minimal information and/or lacks data gathering process information. 0-7 points</p>
<p>Intervention Objective</p>	<p>Uses data collected from the strengths and needs assessment to write a learning objective that is observable, measurable, and includes a criterion for mastery. 5 points</p>	<p>Uses data collected from the strengths and needs assessment to write a learning objective that is observable and measurable. 4 points</p>	<p>Writes a learning objective that is not clearly linked to the strengths and needs assessment and/or is not observable and measurable. 0-3 points</p>
<p>Description of Strategy Selected</p> <p>Teacher candidate selects differentiated learning strategies that address diverse learner needs. (US 1, Element 3; APS 2; Title II)</p> <p>CEC 5.3; 5.4</p>	<p>Selects a combination of strategies to develop an intervention package to address the needs of the learner. A detailed description of how the strategies will be used in conjunction with one another is provided with at least one research citation for each strategy selected. 10 points</p>	<p>Provides a description of the strategy (or strategies) selected with at least one research citation for each strategy selected. 8-9 points</p>	<p>Provides an incomplete or inaccurate description of the strategy and/or provides minimal or no research citations. 0-7 points</p>
<p>Rationale for Strategy Selection</p> <p>Teacher candidate explains differentiated learning strategies that address diverse learner needs. (US 1, Element 3; Title II)</p> <p>CEC 5.1</p>	<p>Provides a clear rationale for the strategy selection:</p> <ul style="list-style-type: none"> • Specifically relates to what was discovered about the learner's strengths and needs; and • Takes into consideration effective integration of the strategy (or strategies) within the host teacher's classroom. <p>5 points</p>	<p>Provides a rationale for the strategy selection that relates to learner's strengths and needs. 4 points</p>	<p>Provides a rationale for the strategy selection that lacks connection to identified strengths and needs. 0-3 points</p>
<p>Plan for Use of Research-</p>	<ul style="list-style-type: none"> • Collaborates with the 	<ul style="list-style-type: none"> • Collaborates with the 	<p>The steps for</p>

<p>Supported Strategy</p> <p>Teacher candidate plans models of co-teaching to support learning. (US 5, Element 4)</p> <p>CEC 5.2; 5.3; 5.4</p>	<p>host teacher to plan the strategy implementation in three or more lessons/activities.</p> <ul style="list-style-type: none"> Writes step-by-step procedures for how the strategy (or strategies) will be implemented during the lesson(s) in a manner that is easily replicated by others. Clearly describes objective assessment/data collection procedures for determining the impact the strategy implementation had on the learner including a plan for graphing the results. <p>20 points</p>	<p>host teacher to plan the strategy implementation in three or more lessons/activities.</p> <ul style="list-style-type: none"> Writes step-by-step procedures for how the strategy will be implemented during the lesson(s). Describes assessment/data collection procedures for determining the impact the strategy implementation had on the learner. <p>16-19 points</p>	<p>implementation are unclear and/or assessment procedures do not allow the candidate to determine the impact the strategy implementation had on the learner.</p> <p>0-15 points</p>
<p>Results</p> <p>Teacher candidate uses assessment results to determine impact on learning. (US 4, Element 2; APS 7)</p> <p>CEC4.1</p>	<p>Uses specific, objective assessment data presented in written form and graphically to discuss the degree to which the learner met identified objective(s). Provides a detailed description of a discussion held with the host teacher related to the impact and future use of the strategy (strategies).</p> <p>15 points</p>	<p>Uses assessment information to discuss the degree to which the learner met identified objective(s).</p> <p>12-14 points</p>	<p>Discussion of assessment results lacks connection to data and is mainly subjective.</p> <p>0-11 points</p>
<p>Future Development of the Learner with a Disability</p> <p>Teacher candidate maintains high expectations for the achievement of learners by discussing future goals. (US1, Element 4; Title II; Disposition 1, Fairness; APS 4)</p>	<p>Provides a detailed description for how one or more additional research-based strategies can be used to support the learner in achieving established or future learning objectives with a clear rationale for the selections, research citations, and step-by-step procedures for implementation.</p>	<p>Describes one or more additional research-based strategies that can be used to support the learner in achieving established or future learning objectives with a rationale for the selection and research citations.</p> <p>12-14 points</p>	<p>The written suggestions for the future development of the learner with a disability do not include one or both of the following:</p> <ul style="list-style-type: none"> One research supported strategy that can be used to support the learner in achieving established or future learning outcomes in addition to the strategy

	15 points		<p>selected</p> <ul style="list-style-type: none"> A rationale for the recommended strategy <p>0-11 points</p>
<p>Self-reflection</p> <p>TC uses self-reflection to evaluate and improve professional practice. (US 7, Element 1)</p>	<p>Self-reflection provides detailed thoughts from the perspective of instructor, assessor, and collaborator. Reflection includes how several personal preconceived notions about supporting learners with disabilities in inclusive classrooms changed after this case study experience.</p> <p>10 points</p>	<p>Self-reflection provides thoughts from at least two perspectives: instructor, assessor, and/or collaborator. Reflection includes how one personal preconceived notion about supporting learners with disabilities in inclusive classrooms changed after this case study experience.</p> <p>8-9 points</p>	<p>Self-reflection is minimal and written from only one perspective: instructor, assessor, and/or collaborator.</p> <p>0-7 points</p>
<p>Ethical Communication of Results</p> <p>Teacher candidate ethically communicates assessment information to host teacher and course instructor. (US 4, Element 3; APS 7; Title II)</p>	<p>Information presented uses professional language to inform case study readers, demonstrates respect for the confidentiality and dignity of the learner with a disability, and exhibits advocacy for the rights of learners with disabilities.</p> <p>5 points</p>	<p>Information presented informs the case study readers while demonstrating respect for the confidentiality and dignity of the learner with a disability.</p> <p>4 points</p>	<p>Information presented lacks respect for the confidentiality and dignity of the learner with a disability.</p> <p>0-3 points</p>
<p>Conventions</p> <p>Teacher candidate demonstrates effective external written communication that is appropriate for the intended audience and uses standard English. (Disposition 3, Communication; APS 10)</p>	<p>Case study is highly organized. Teacher candidate consistently uses professional, comprehensible language appropriate for host teacher and instructor and employs standard English with no errors in written conventions (spelling, punctuation, and grammar).</p> <p>5 points</p>	<p>Case study is organized and exhibits acceptable use of professional language use. Every component of the case study employs standard English with minimal errors in written conventions (spelling, punctuation, and grammar).</p> <p>4 points</p>	<p>Case study contains noticeable errors in written conventions (spelling, punctuation, and grammar) and lack of professional language.</p> <p>0-3 points</p>

