

## GBC Class/Course Assessment Report

**Course Prefix, Number, and Title:** EDSP495 Student Teaching Internship in Special Education  
**Section Number(s):** 1001  
**Department:** Education Department

**Instructor:** Mrs. Kimberly Noah  
**Academic Year:** 2021-2022  
**Semester:** Spring 2022  
**Is this a GenEd class?** Yes \_\_\_ No X

Complete and submit your assessment report electronically to your department chair. As needed, please attach supporting documents and/or a narrative description of the assessment activities. You may use as many or as few outcomes as necessary.

Class/Course Outcomes	Assessment Measures	Assessment Results	Outcome Results Analysis
<p>In the boxes below, summarize the outcomes assessed in your class or course during the last year. If this is a GenEd class, include the appropriate GenEd objectives.</p>	<p>In the boxes below, summarize the methods used to assess course outcomes during the last year. Include the criterion you'll use to judge whether or not students have achieved the expected outcome.</p>	<p>In the boxes below, summarize the results of your assessment activities during the last year. Include your judgment as to whether or not the criterion for student achievement has been met.</p>	<p>In the boxes below, please reflect on this outcome's results and summarize how you plan to use the results to improve student learning.</p>
<p>Outcome #1:  <b>Standard 1:</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.   <b>Standard 2:</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>Assessment Measure:  <b>Standard 1: Subcategories</b>            1. Cognitive Development            2. Flexible Grouping            3. Differentiates Instruction   <b>Standard 2: Subcategories</b>            1. Accommodates Instruction for identified learners            2. Content Comprehensible            3. Understanding your students             Criterion for achievement: Criterion for achievement: 80% of students will score 80% or higher on each measurement</p>	<p>Results:  <b>Standard 1: Subcategories=4/4=100%</b>            1. Cognitive Development-4            2. Flexible Grouping-4            3. Differentiates Instruction-4   <b>Standard 2: Subcategories=4/4=100%</b>            1. Accommodates Instruction for identified learners-4            2. Content Comprehensible-4            3. Understanding your students-4             Criterion Met: Yes/No            Yes, all the measures met the criterion</p>	<p>1. Results Analysis:            At mid-term the summative rubric is used to assess where a student teacher is at and what standards and subcategories need to have goals set for. With these goals, support from the lead teacher, and guidance from the program supervisor the student teacher was able to set and meet all of her goals for these 2 standards.             2. Action Plan:            A. As the supervisor, I need to make sure that the lead teacher and student teacher really understand the specifics that set each subcategory apart from scoring a 3 or a 4.            B. If there is a particular area of concern, I should offer to model a lesson or support in that area right after the mid-term instead of waiting another week. In this particular situation the lead teacher provided that support.</p>

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<p>Outcome #2:</p> <p><b>Standard 3:</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p> <p><b>Standard 4:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>Assessment Measure:</p> <p><b>Standard 3: Subcategories</b></p> <ol style="list-style-type: none"> <li>1. Expectations</li> <li>2. Procedures and routines</li> <li>3. Management</li> <li>4. Motivation</li> </ol> <p><b>Standard 4: Subcategories</b></p> <ol style="list-style-type: none"> <li>1. Content Language</li> <li>2. Content Knowledge</li> <li>3. Misconceptions</li> </ol> <p>Criterion for achievement: Criterion for achievement: 80% of students will score 80% or higher on each measurement</p>	<p>Results:</p> <p><b>Standard 3: Subcategories=4/4=100%</b></p> <ol style="list-style-type: none"> <li>1. Expectations -4</li> <li>2. Procedures and routines-4</li> <li>3. Management-4</li> <li>4. Motivation-4</li> </ol> <p><b>Standard 4: Subcategories=4/4=100%</b></p> <ol style="list-style-type: none"> <li>1. Content Language-4</li> <li>2. Content Knowledge-4</li> <li>3. Misconceptions-4</li> </ol> <p>Criterion Met: Yes/No Yes, all the measures met the criterion</p>	<p>1. Results Analysis: At mid-term the summative rubric is used to assess where a student teacher is at and what standards and subcategories need to have goals set for. With these goals, support from the lead teacher, and guidance from the program supervisor the student teacher was able to set and meet all of her goals for these 2 standards.</p> <p>2. Action Plan:</p> <ol style="list-style-type: none"> <li>A. Standard 4 needs more explanation to lead teachers and student teachers, because Special Education looks different for Content standards. The content standards tie back to the student's IEP goals.</li> </ol>
<p>Outcome #3:</p> <p><b>Standard 5:</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p><b>Standard 6:</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the</p>	<p>Assessment Measure:</p> <p><b>Standard 5: Subcategories</b></p> <ol style="list-style-type: none"> <li>1. Interdisciplinary connections</li> <li>2. Supporting learner expression</li> <li>3. Inquiry</li> <li>4. Multimedia</li> </ol> <p><b>Standard 6: Subcategories</b></p> <ol style="list-style-type: none"> <li>1. Formative Assessment</li> <li>2. Pre-assessment</li> <li>3. Summative Assessment</li> <li>4. Data Analysis</li> </ol> <p>Criterion for achievement: Criterion for achievement: 80% of students will score 80% or higher on each measurement</p>	<p>Results:</p> <p><b>Standard 5: Subcategories=4/4=100%</b></p> <ol style="list-style-type: none"> <li>1. Interdisciplinary connections-4</li> <li>2. Supporting learner expression-4</li> <li>3. Inquiry-4</li> <li>4. Multimedia-4</li> </ol> <p><b>Standard 6: Subcategories=4/4=100%</b></p> <ol style="list-style-type: none"> <li>1. Formative Assessment-4</li> <li>2. Pre-assessment-4</li> <li>3. Summative Assessment-4</li> <li>4. Data Analysis-4</li> </ol>	<p>1. Results Analysis: At mid-term the summative rubric is used to assess where a student teacher is at and what standards and subcategories need to have goals set for. With these goals, support from the lead teacher, and guidance from the program supervisor the student teacher was able to set and meet all of her goals for these 2 standards.</p> <p>2. Action Plan:</p> <ol style="list-style-type: none"> <li>A. Standard 5 should be supported with materials from Bloom's Taxonomy and DOK. The materials I have been buying to help support these</li> </ol>

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<p>teacher's and learner's decision making.</p>		<p>Criterion Met: Yes/No Yes, all the measures met the criterion</p>	<p>standards, should be ordered from student fees.</p> <p>B. Standard 6 needs more explanation to lead teacher and student teacher that some of this information will come from the IEP process AND day to day lessons.</p> <p>C. As a supervisor, I need to take more time to explain the standards linked to Special Education before the student teacher begins his/her placement.</p>
<p>Outcome #4:</p> <p>Standard 7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>Standard 8: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Assessment Measure:</p> <p><b>Standard 7: Subcategories</b></p> <ol style="list-style-type: none"> <li>1. Global Planning</li> <li>2. Lesson Design</li> <li>3. Lesson Adjustment</li> </ol> <p><b>Standard 8: Subcategories</b></p> <ol style="list-style-type: none"> <li>1. Questioning techniques</li> <li>2. Student Engagement</li> <li>3. Strategies and techniques</li> <li>4. Pacing</li> </ol> <p>Criterion for achievement: Criterion for achievement: 80% of students will score 80% or higher on each measurement</p>	<p>Results:</p> <p><b>Standard 7: Subcategories=3.6/4=92%</b></p> <ol style="list-style-type: none"> <li>1. Global Planning-3.5</li> <li>2. Lesson Design-3.5</li> <li>3. Lesson Adjustment-4</li> </ol> <p><b>Standard 8: Subcategories=4/4=100%</b></p> <ol style="list-style-type: none"> <li>1. Questioning techniques-4</li> <li>2. Student Engagement-4</li> <li>3. Strategies and techniques-4</li> <li>4. Pacing-4</li> </ol> <p>Criterion Met: Yes/No Yes, all the measures met the criterion</p>	<p>1. Results Analysis: At mid-term the summative rubric is used to assess where a student teacher is at and what standards and subcategories need to have goals set for. With these goals, support from the lead teacher, and guidance from the program supervisor the student teacher was able to set and meet all of her goals for these 2 standards.</p> <p>2. Action Plan:</p> <p>A. As the supervisor, I need to take a closer look at the lesson plans that are being submitted weekly and sub plans. The student teacher should receive feedback on lesson design from both the lead teacher and the supervisor more routinely.</p> <p>B. Standard 8 should be supported with materials from Bloom's Taxonomy and DOK. The materials I have been buying to help support these standards, should be ordered from student fees.</p>

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<p>Outcome #5:</p> <p>Standard 9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p>Standard 10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>Assessment Measure:</p> <p><b>Standard 9: Subcategories</b></p> <ol style="list-style-type: none"> <li>1. Response to constructive feedback</li> <li>2. Self-reflection</li> <li>3. Performs in a professional manner</li> </ol> <p><b>Standard 10: Subcategories</b></p> <ol style="list-style-type: none"> <li>1. Communication between lead teacher and intern</li> <li>2. Collaborates with professional colleagues</li> <li>3. Communicates with parents</li> <li>4. Participates within greater school community</li> </ol> <p>Criterion for achievement: Criterion for achievement: 80% of students will score 80% or higher on each measurement</p>	<p>Results:</p> <p><b>Standard 9: Subcategories=4/4=100%</b></p> <ol style="list-style-type: none"> <li>1. Response to constructive feedback-4</li> <li>2. Self-reflection-4</li> <li>3. Performs in a professional manner-4</li> </ol> <p><b>Standard 10: Subcategories=3.75/4=94%</b></p> <ol style="list-style-type: none"> <li>1. Communication between lead teacher and intern-4</li> <li>2. Collaborates with professional colleagues-4</li> <li>3. Communicates with parents-4</li> <li>4. Participates within greater school community-3</li> </ol> <p>Criterion Met: Yes/No Yes, all the measures met the criterion</p>	<p>1. Results Analysis:</p> <p>At mid-term the summative rubric is used to assess where a student teacher is at and what standards and subcategories need to have goals set for. With these goals, support from the lead teacher, and guidance from the program supervisor the student teacher was able to set and meet all of her goals for these 2 standards. Also, feedback was provided from a formal observation that the Principal, Mr. Robert Bischoff completed.</p> <p>2. Action Plan:</p> <ol style="list-style-type: none"> <li>A. Provide students teachers with articles on professionalism so that they know and practice all aspects of professionalism. <a href="#">Professionalism in Teaching - NAfME</a></li> </ol>
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### Notes:

1. For this particular student teacher she needed additional support in transferring what she was doing in her Special Education class to clearly communicating the information with specific details in her written artifacts for EDEL491.
2. The GBC Education Team has decided to change the portfolio expectations for students starting Fall 2022. Students will now participate in an Action Research Project. Part of my job as a Student Teacher Supervisor will be to actively support student teachers as they determine, implement, and analyze their Action Research Projects.

**GBC Class/Course Assessment Report**

I have reviewed this report:

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Department Chair

Date \_\_\_\_\_

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Dean

Date \_\_\_\_\_

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Vice President of Academic Affairs and Student Services

Date \_\_\_\_\_