

REFLECTION ON PROFESSIONAL PRACTICE RUBRIC

**Program in Early Intervention
First Review – Level 1**

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
Instructional tools (CEC Standards 4, 5, 7)	Body of work includes fewer than 5 instructional tools or weak/missing evidence of using the tools in a classroom setting	Body of work includes evidence of using a minimum of 5 instructional tools assigned in class	Body of work includes evidence of using instructional tools identified in literature in addition to minimum of 5 instructional tools assigned in class
Instructional impact (CEC Standards 4, 5, 7)	Impact statement included in body of work does not document instructional impact for a child with significant disabilities	Impact statements included in body of work that document instructional impact for at least one child with significant disabilities	Impact statements included in body of work that document instructional impact for multiple children with significant disabilities
Focus on disability groups (CEC Standards 2, 3, 4, 6, 8, 10)	No documentation provided that instruction was provided to children representing one of the following groups: significant cognitive delays, autism, multiple disabilities, deaf-blindness	Instruction provided to children representing one of the following groups: significant cognitive delays, autism, multiple disabilities, deaf-blindness	Instruction provided to children representing two of the following groups: significant cognitive delays, autism, multiple disabilities, deaf blindness
Alignment with professional standards (CEC Standards 1, 9)	Body of work is aligned with fewer than four of the CEC professional standards or is not organized via Live Text	Body of work is aligned with at least four of the CEC professional standards via Live Text	Body of work is aligned with more than four of the CEC professional standards via Live Text
Professional development (CEC Standards 1, 9)	Professional development plan is not clearly delineated and/or does not articulate strategies related to gaining standards-based knowledge and skills.	Professional development plan clearly articulates strategies related to gaining standards-based knowledge and skills that can be implemented in the next phase of the certification program	Professional development plan includes participation in university and district opportunities.
Alignment with conceptual framework	Artifacts selected result from engagement in a single teaching	Artifacts selected result from engaging in two or more teaching	Artifacts selected result from engaging in more than two

(CEC Standards 1, 2, 3, 9)	role or the roles necessary to complete the body of work are not documented in candidate reflections.	roles as documented in candidate reflections.	teaching roles as documented in candidate reflections.
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REFLECTION ON PROFESSIONAL PRACTICE
Program in Early Intervention
Second Review – Level 2

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
Instructional tools (CEC Standards 4, 5, 7)	Body of work includes weak/missing evidence and/or evidence for fewer than 7 instructional tools assigned in class and/or fewer than 3 instructional tools identified from literature	Body of work includes evidence of using a minimum of 7 instructional tools assigned in class and 3 instructional tools identified in literature	Body of work includes evidence of using 4 or more instructional tools identified in literature in addition to minimum of 7 instructional tools assigned in class
Instructional impact (CEC Standards 4, 5, 7)	Impact statement included in body of work document instructional impact for fewer than three young children with disabilities	Impact statements included in body of work that document instructional impact for at least three young children with disabilities	Impact statements included in body of work that document instructional impact for each young children with disabilities
Focus on disability groups (CEC Standards 2, 3, 4, 6, 8, 10)	No documentation provided that instruction was provided to children representing two of the following groups: significant cognitive delays, autism, multiple disabilities, deaf-blindness	Instruction provided to children representing two of the following groups: significant cognitive delays, autism, multiple disabilities, deaf-blindness	Instruction provided to children representing three or more of the following groups: significant cognitive delays, autism, multiple disabilities, deaf blindness
Alignment with professional standards (CEC Standards 1, 9)	Body of work is aligned with fewer than seven of the CEC professional standards or is not organized via Live Text	Body of work is aligned with at least seven of the CEC professional standards via Live Text	Body of work is aligned with more than seven of the CEC professional standards via Live Text
Professional development	Professional development plan is not clearly delineated and/or does	Professional development plan clearly articulates strategies	Professional development plan includes participation in university

(CEC Standards 1, 9)	not articulate strategies related to gaining standards-based knowledge and skills.	related to gaining standards-based knowledge and skills that can be implemented in the next phase of the certification program	and district opportunities.
Alignment with conceptual framework (CEC Standards 1, 2, 3, 9)	Artifacts selected result from engagement in one or two teaching roles or the roles necessary to complete the body of work are not documented in candidate reflections.	Artifacts selected result from engaging in three or more teaching roles as documented in candidate reflections.	Artifacts selected result from engaging in more than three teaching roles as documented in candidate reflections.

REFLECTION ON PROFESSIONAL PRACTICE
Program in Early Intervention
Certification Review – Student Teaching/Capstone Internship

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
Instructional tools (CEC Standards 4, 5, 7)	Body of work includes weak/missing evidence and/or evidence for fewer than 5 additional instructional tools identified from literature	Body of work includes evidence of using a minimum of 5 additional instructional tools identified in literature	Body of work includes evidence of using 6 or more additional instructional tools identified in literature
Instructional impact (CEC Standards 4, 5, 7)	Impact statement included in body of work document instructional impact for fewer than three children with disabilities or from only one perspective (special educator, general educator, parent, administrator)	Impact statements included in body of work that document instructional impact for at least three young children with disabilities from two perspectives (special educator, general educator, parent,, administrator)	Impact statements included in body of work that document instructional impact for at least three children with disabilities from more than two perspectives (special educator, general educator, parent, administrator)
Focus on disability groups (CEC Standards 2, 3, 4, 6, 8, 10)	No documentation provided that instruction was provided to students representing two of the following groups: significant cognitive delays, autism, multiple disabilities, deaf-blindness	Instruction provided to students representing two of the following groups: significant cognitive delays, autism, multiple disabilities, deaf-blindness	Instruction provided to students representing three or more of the following groups: significant cognitive delays, autism, multiple disabilities, deaf blindness

Alignment with professional standards (CEC Standards 1, 9)	Body of work is aligned with fewer than ten CEC professional standards or is not organized via Live Text	Body of work is aligned with all CEC professional standards via Live Text	Same as “acceptable”
Professional development (CEC Standards 1, 9)	Professional development plan is not clearly delineated and/or does not articulate strategies related to gaining standards-based knowledge and skills.	Professional development plan clearly articulates strategies related to gaining standards-based knowledge and skills that can be implemented following certification award	Professional development plan includes participation in university, district and state/national opportunities.
Alignment with conceptual framework (CEC Standards 1, 2, 3, 9)	Artifacts selected result from engagement in fewer than four teaching roles or the roles necessary to complete the body of work are not documented in candidate reflections.	Artifacts selected result from engaging in four or more teaching roles as documented in candidate reflections.	Artifacts selected result from engaging in more than four teaching roles as documented in candidate reflections.