Assessment 2 - CONTENT KNOWLEDGE: Assessment of content knowledge in special education. - Reflective Student Profile

1) Description: This assessment is a narrative description of a selected student and their instructional needs from a fairly intensive four week field experience in collaboration with the local LEA. Candidates are assigned to one of a number of possibilities (e.g. summer of 2009, they worked in two different summer school/EYS settings). The detailed case study allows the candidate to demonstrate knowledge of characteristics of students with disabilities and their learning differences as required in the CEC Knowledge and Skill based on **IGC reflects the CEC Individualized General Curriculum standards and IIC stands for CEC Individualized Independence Curriculum.** The candidates develop and implement instructional strategies in a **Secondary Classroom** for students who have **Developmental Disabilities (MR) or Behavior Issues**.

2) The purpose of the **Reflective Student Profile (**Case Study) is to provide candidates the opportunities to connect aspects of an individual case to the professional literature, text, class lectures, their own personal content knowledge, and discussions with peers and supervisors in the area of instruction for students with special needs.

Candidates will demonstrate understand of typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of **language**. They should demonstrate an understanding of the field of special educating and how it is constantly evolving and changing. They understand the philosophies of this discipline based on evidence-based principles and theories, relevant laws and policies, and human issues that have historically influenced and continue to influence the field.

Candidates demonstrate understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies.

Candidates can use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education. Candidates should provide understand of the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs and how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN.

Candidates will submit four sub-assignments toward a complete analysis using the notes and reflections they have collected in their field placement during the current and previous semester. Each practicum candidate will discuss a student's overall experience, performance, struggles, needs, and the value of the educational experience in which they observed and participated. Guidelines for constructing Reflective Student Profile are supplied but practicum students are not limited by them. Candidates are required to address and many of the CEC Knowledge and Skill based on IGC and IIC standards as possible.

Reflective Student Profile

Select one student, from your field assignment, with whom you have worked and write a DETAILED STUDY of this child. Use the general format provided below but you may incorporate information from others who have also worked with this child. This final exam must be typed and presented in a professional manner and submitted to Bb and place a copy in your notebook. This assignment will typically be a minimum of 4 pages but there is no total page limit. Please make sure the paper uses Times New Roman 12 point fonts and is double spaced. Has a cover page and reference page. It is due AT OR BEFORE 5:00 pm Wednesday _____.

The purpose of the Case Study is to provide students opportunities to connect aspects of an individual case to the professional literature, text, and class lectures and discussions in the area of instruction for student with special needs. Students will submit four sub-assignments toward a complete analysis. Using the notes and reflections you have collected in your field placement this semester, please discuss the student's overall experience, performance, struggles, needs, and the value of the educational experience in which you observed and participated. Please use the following guidelines for constructing Reflective Student Profile but do not be limited by them. **Standards addressed include Standard I, Standard II, Standard IV, and Standard VI**

WHAT: In your case study tell us what the case is about.
- Provide the reader with introductory information about the student's physical, cognitive, and language issues or struggles.
- Provide the reader with information that helps with understanding the relationship of the special education program to the organizations and functions of schools, school systems, and other agencies.
- Include issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society.
- Discuss how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN.
- Include a description of the setting, lessons to be taught, and types of data that has been collected to measure student's performance.
- Include information about the legal issues or supporting documentation that concern this child's struggles (IDEA, 504, IEP, BMP, etc).

CEC - ICC1K1, ICC1K2, ICC1K3, ICC1K4, ICC1K5, IGC1K1, IGC1K2, IGC1K3, IGC1K4, IGC1K5, ICC2K2, ICC2K3, ICC2K6, ICC7K3, ICC7K5, IIC1K1, IIC1K2, IIC1K3, IIC1K4, IIC1K5, ICC1K10, ICC2K1, ICC2K2 ICC2K5 ICC2K6, ICC3K2, ICC3K2, ICC4K1, ICC4K1, ICC7S11, IIC2K1, IIC2K2, IIC2K3, IIC2K4, IIC2K5

SO WHAT: So what is actually going on in the classroom? In this section of your case study share with us information you have observed.
- Include individualized strategies to enhance language development and academic skills to individuals with special needs.

- Explain how issues of human diversity may have impacted the families, culture, and school, and how these complex human issues interact with issues in the delivery of special education services.
- Discuss the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs.
- Discuss if possible how the experiences of individuals with ELN has impacted the family, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.
- Your observations should contain information from multiple sources & includes qualitative and quantitative data and should note any progress or lack of progress.
- Include information gained for the parents, the student, the administration, and teachers about augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs.
- Take time to reflect on previous course work and text and site these sources in your paper using APA style.

CEC- ICC2K2, ICC2K3, ICC2K4, ICC2K5, ICC2K6, ICC2K7, IGC2K1, IGC2K2, ICC5S12, ICC5S13, ICC5S14, CC5S15, ICC7S11, ICC7S10, ICC7S8, ICC7S13, IIC2K1, IIC2K2, ICC3K2, ICC3K3, ICC3K4, ICC3K5, IIC3K1, IIC3K2, IIC3K3, ICC6K1, ICC6K2, ICC6K3, ICC6K4, IGC6K1, IGC6K2, IGC6K3

NOW WHAT: In this section of your case study share with us information you suggest would best benefit this student in the future.
- Make sure you include information on transition services in your explanation of potential needs.
- Discuss how this experience will influence your professional practice, including assessment, instructional planning, implementation, and program evaluation.
- Explain what you would do in the future to help this student be more successful in the classroom provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter especially for individuals whose primary language is not English; use reliable and professional references to support you judgment.
- Discuss how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

CEC - ICC7K5, ICC7S1, ICC7S4, ICC7S8, ICC7S10, ICC7S8, ICC7S13, ICC7S15, IGC7S1, IGC7S2, IGC7S3, IGC7S4, ICC4K1, IIC4K1, IIC4K2, IIC4K3, IIC4K4, ICC4S1, ICC4S2, ICC4S3, ICC4S4

PERSONAL GROWTH: In this section of your case study share about your personal growth as a special education candidate.
- What new knowledge will you take from this field experience that can be used in your future classroom?
- Are there personal skills or activities you want to advance for use in your future classroom? How will you gain these skills?

	Unacceptable (0) Does not meets standards	Basic (1) Inconsistently meets standards	Proficient (2) Consistently meets standards	Distinguished (3) Consistently exceeds standards
What **Introductory material about student, their struggles, Development & Characteristics & Instructional Strategies** ICC1K1, ICC1K2, ICC1K5, IGC1K1, IGC1K2, IGC1K3, IGC1K4, IGC1K5, ICC2K2, ICC2K3, ICC2K6, ICC7K3, ICC7K5, IIC1K1, IIC1K2, IIC1K3, IIC1K4, IIC1K5,	Pre-service teacher's introduction includes 1. Minimum context through the discussion of e models, theories, philosophies, research that form the basis of educational practices or characteristics of the individuals exceptionalities. 2. The significance of student's struggles is not illustrated by references to the IEP goals or classroom observations. 3. No discussion of social-emotional characteristics of individuals with ELN or the impact of sensory impairments, physical and health are noted. 4. Culturally and linguistically diverse backgrounds of students with ELN are not discussed. 5. No information was provided that discussed the impact of differences in values, languages, and customs that can exist between the home and school.	Pre-service teacher included a limited introduction. 1. The significance of student's struggles is sketchy with limited discussion of the social-emotional characteristics of individuals with ELN or the impact of sensory impairments, physical and health are noted. 2. Limited discussions of models, theories, philosophies, research that form the basis of educational practices are included. 3. No reference to Legal Requirements, IEP goals, classroom observations, or ASU course materials. 4. Culturally and linguistically diverse backgrounds of students with ELN are dimly discussed. 6. Information is provided that discussed the impact of differences in values, languages, and customs that can exist between the home and school.	Pre-service teacher provides sufficient context for the project through: 1. The discussion of models, theories, philosophies, research that form the basis of educational practices and characteristics of the individuals exceptionalities. 2. The significance of student's struggles is illustrated by similarities and differences among individuals with exceptional learning needs 3. The discussion includes the legal requirements, IEP goals, classroom observations, social-emotional characteristics of individuals with ELN 4. The dialogue of the impact of sensory impairments, physical and health exceptional learning needs on individuals, families, and society. 5. Culturally and linguistically diverse backgrounds of students with ELN are discussed. 6. Information is provided that helps with understanding the relationship of the SPED program to the school systems, and explores issues that have historically influenced the field of special education. 7. Discussed of the impact of differences in values, languages, and customs that exist between the home and school.	The introduction provides an adequate context for the project through the discussion of 1. Models, theories, philosophies, research that form the basis of educational practices and characteristics of the individual's exceptionalities. 2. The significance of student's struggles is illustrated by references to the legal requirements, IEP goals, classroom observations, and the social-emotional characteristics of individuals with ELN 3. The impact of sensory impairments, physical and health exceptional learning needs on individuals, families, and society. 4. The culturally and linguistically diverse backgrounds of the student with ELN. 5. Information that helps with understanding the relationship of the special education program to the organizations and school systems 6. Issues that have historically influenced and continue to influence the field of special education. 7. Discussed of the impact of differences in values, languages, and customs that exist between the home and school. 8. Relate levels of support to the needs of the individuals.
Descriptions of the setting, lessons,	The pre-service teacher provided 1. An incomplete or	The narrative contains a bare minimum description of	The narrative contains **adequate** description of 1. The setting, lessons, and	The narrative contains **well-developed** description of 1. The setting, lessons, and

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instructional strategies, learning environments and type of data collected ICC1K10, ICC2K1, ICC2K2 ICC2K5 ICC2K6, ICC3K2, ICC4K1, ICC4K1, ICC7S11, IIC2K1, IIC2K2, IIC2K3, IIC2K4, IIC2K5 ICC4S3, ICC4S4, IGC4S1, IGC4S2	vague description of the setting, lessons, and data collected from the time when the candidate was engaged with struggling student. 2. No discussion of the impact of differences in values, languages, and customs that exists between the home and school. 3. No discussion of typical and atypical human growth and development 4. No discussions that include the similarities and differences of individuals with and without ELN and differences among individuals with ELN. 5. No discussion was provided on the impact of learners' academic and social abilities, attitudes, interests, and values on instruction and/or career. 6. No discussion of selecting, adapting, and using instructional strategies according to characteristics of ELN.	1. The setting, lessons, and data collected from the time when the ASU student was engaged with struggling student. 2. The impact of differences in values, languages, and customs that exists between the home and school. 3. The typical and atypical human growth and development 4. The similarities and differences of individuals with and without ELN and differences among individuals with ELN. 5. The impact of learners' academic and social abilities, attitudes, interests, and values on instruction and/or career. 6. The selecting, adapting, and using instructional strategies according to characteristics of ELN. 7. The use of strategies to facilitate maintenance of skills across learning environments 8. The use of research-supported methods for instruction of students with ELNs.	data collected from the time when the ASU student was engaged with struggling student. 2. The impact of differences in values, languages, and customs that exists between the home and school. 3. The typical and atypical human growth and development 4. The similarities and differences of individuals with and without ELN and differences among individuals with ELN. 5. The impact of learners' academic and social abilities, attitudes, interests, and values on instruction and/or career. 6. The selecting, adapting, and using instructional strategies according to characteristics of ELN. 7. The use of strategies to facilitate maintenance of skills across learning environments 8. The use of research-supported methods for instruction of students with ELNs. 9. A description of the basic classroom management theories and strategies for individuals with exceptional learning needs.	data collected from the time when the ASU student was engaged with struggling student. 2. The impact of differences in values, languages, and customs that exists between the home and school. 3. The typical and atypical human growth and development 4. The similarities and differences of individuals with and without ELN and differences among individuals with ELN. 5. The impact of learners' academic and social abilities, attitudes, interests, and values on instruction and/or career. 6. The selecting, adapting, and using instructional strategies according to characteristics of ELN. 7. The use of strategies to facilitate maintenance of skills across learning environments 8. The use of research-supported methods for instruction of students with ELNs. 9. A description of the basic classroom management theories and strategies for individuals with exceptional learning needs.

	Unacceptable (0) Does not meets standards	Basic (1) Inconsistently meets standards	Proficient (2) Consistently meets standards	Distinguished (3) Consistently exceeds standards
So What **Record of observations contains information from multiple sources & includes qualitative and quantitative data about** how complex human issues interact in the delivery of special education services. ICC5S12, ICC5S13, ICC5S14, CC5S15, ICC7S11, ICC7S10, ICC7S8, ICC7S13, IIC2K1, IGC7S3 IIC2K2, ICC3K2, ICC3K3, ICC3K4, ICC3K5, IIC3K1, IIC3K2, IIC3K3	The pre-service teacher included **NO** 1. Observational information from multiple days or sources, 2. A reference made to appropriate practices supported by current research and theory from the course materials and text. 3. Qualitative or quantitative data (information) about how they designed and managed daily routine 4. Information on how to organize, develop, and sustain learning environments that support positive intercultural experiences 5. Discussion of intercultural issues among individuals with exceptional learning needs within the learning. 6. Plan for implementing age and ability appropriate for Individuals with ELNs.	The pre-service teacher included 1. **Minimum** information from multiple days or sources, 2. A reference made to appropriate practices supported by current research and theory from the course materials and text. 3. Qualitative or quantitative data (information) about how they designed and managed daily routine 4. Information on how to organize, develop, and sustain learning environments that support positive intercultural experiences 5. Discussion of intercultural issues among individuals with exceptional learning needs within the learning. 6. Plan for implementing age and ability appropriate for Individuals with ELNs 7. .	The pre-service teacher included 1. **Adequate** information from observational information from multiple days or sources, 2. A reference made to appropriate practices supported by current research and theory from the course materials and text. 3. Qualitative or quantitative data (information) about how they designed and managed daily routine 4. Information on how to organize, develop, and sustain learning environments that support positive intercultural experiences 5. Discussion of intercultural issues among individuals with exceptional learning needs within the learning. 6. Plan for implementing age and ability appropriate for Individuals with ELNs 7. Plus it includes references to appropriate practice that are supported by current research and theory 8. Discussion of the use a creative environment to encourages self-advocacy and increased independence.	The pre-service teacher included well **developed** 1. Information from observational information on multiple days and multiple sources. 2. Reference made to appropriate practices supported by current research and theory from the course materials and text. 3. Qualitative and quantitative data (information) about how they designed and managed daily routines 4. Information on how to organize, develop, and sustain learning environments that support positive intercultural experiences 5. Discussion of intercultural issues among individuals with exceptional learning needs within the learning. 6. Plan for implementing age and ability appropriate for Individuals with ELNs 7. Plus it includes references to appropriate practice that are supported by current research and theory 8. Discussion of the use a creative environment to encourages self-advocacy and increased independence.
Now What **Progress or lack of**	The pre-service teacher included **NO**	The pre-service teacher included a discussion on	The pre-service teacher included an **adequate**	The pre-service teacher included an **well-developed**

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progress and future implications related to professional practice, including assessment, instructional planning, implementation, and program evaluation. ICC7K5, ICC7S1, ICC7S4, ICC7S5 ICC7S8, ICC7S10, ICC7S8, ICC7S13, ICC7S15, IGC7S1, IGC7S2, IGC7S3, IGC7S4, ICC4K1, ICC4S1, ICC4S2, ICC4S3, ICC4S4	information on 1. The progress or lack of progress via the time spent working with the student 2. Prioritize areas of the general curriculum and accommodations needed for the individuals with ELN 3. Discussion of past or future use of task analysis and its relationship with future implications. 4. The use of functional assessments to develop intervention plans 5. The roles and responsibilities of the paraeducator related to instruction, intervention, and direct service. 6. The use of technology for planning and managing the teaching and learning environment 7. Use of adjustments to instruction based on observations	1. The progress or lack of progress during the time spent working with the student with ELN, 2. Prioritize areas of the general curriculum and accommodations needed for the individuals with ELN 3. Discussion of past or future use of task analysis and its relationship with future implications. 4. The use of functional assessments to develop intervention plans 5. The roles and responsibilities of the paraeducator related to instruction, intervention, and direct service. 6. The use of technology for planning and managing the teaching and learning environment 7. Use of adjustments to instruction based on observations	discussion on 1. The progress or lack of progress during the time spent working with the student with ELN, 2. Prioritize areas of the general curriculum and accommodations needed for the individuals with ELN 3. Discussion of past or future use of task analysis and its relationship with future implications. 4. The use of functional assessments to develop intervention plans 5. The roles and responsibilities of the paraeducator related to instruction, intervention, and direct service. 6. The use of technology for planning and managing the teaching and learning environment 7. Use of adjustments to instruction based on observations 8. The selection, adaption, and use of instructional strategies and materials according to characteristics of the individual with exceptional learning needs 9. Evidence-based practices validated for specific learners.	discussion on 1. The progress or lack of progress during the time spent working with the student with ELN, 2. Prioritize areas of the general curriculum and accommodations needed for the individuals with ELN 3. Discussion of past or future use of task analysis and its relationship with future implications. 4. The use of functional assessments to develop intervention plans 5. The roles and responsibilities of the paraeducator related to instruction, intervention, and direct service. 6. The use of technology for planning and managing the teaching and learning environment 7. Use of adjustments to instruction based on observations 8. The selection, adaption, and use of instructional strategies and materials according to characteristics of the individual with ELN. 9. Evidence-based practices validated for specific learners. 10. Using strategies that promote successful transitions for individuals

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Style **Case Study's clarity, grammar, and style**	**At least three (3) of the following are true:** • The project contains an excessive number of errors in grammar, spelling or mechanics. • The page layout is cluttered and navigation between sections is unclear and no headings are used. • APA format is not used for in-text and bibliographical references to external resources. • Less than 4 or more than 6 pages	**Two (2) of the following are true:** • Contains multiple serious errors in grammar, spelling or mechanics. • Layout is cluttered and sections are unclear and no headings are used. • APA format is not used for in-text and bibliographical references to external resources. • Less than 4 or more than 6 pages	**One (1) of the following is true:** • The project contains multiple errors in grammar, spelling or mechanics. • The page layout is cluttered. Navigation between sections is unclear but Headings are used. • APA format is not used for in-text and bibliographical references to external resources • Does not meet page limit requirements	**All of the following are true:** • The project contains no serious errors in grammar, spelling or mechanics. • The page layout facilitates understanding of the narrative. Navigation between sections is clearly defined by Headings. • APA format is used for in-text and bibliographical references to external resources. • Meets page limit requirements
	8 = 60 9 = 65 10 = 70 11 = 74	12 = 78 13 = 82 14= 86 15 = 90 16 = 92	17 = 94 18 = 96 19 = 98 20 = 100	**Total _____**

A brief analysis of the data findings for Assessment 2; Angelo State University has two years of data available on this assessment generated by 35 candidates with low scores (below2.0) in Standard 8 and 9. Addition of the Assessment Case study has helped improve student performance in both areas.

Interpretation of data: The data suggest that the use of the Reflective Student Profile (a detailed case study report) supports the candidate's ability to understand and utilize obtained content knowledge in instruction that is focused on a student's individually identified goals and objectives. Using these skills, the candidate is able to suggest ways to implement instruction and produce appropriate outcomes in an instructional collaborative setting.

Activity/ CEC Standard	Score Possible	Fall 209 N= 11	Summer 2010 N= 14	Fall 2010 N= 10	Two year Average
Standard 1: Foundations Historical and philosophical foundations of services for individuals both with and without exceptional learning needs. Trends and issues in education and special education. Law, policies, and issues of human diversity impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services	3	2.00	2.14	2.30	2.15
Standard 7: Instructional planning Individualized decision-making and instruction is at the center long-range individualized instructional plans that are anchored in both general and special education curricula. Systematically translate individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.	3	2.00	2.14	2.30	2.15
Standard 5: Learning environments/social interactions - Actively create learning environments for individuals with ELN that active engagement them in the learning process. Shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Help general education colleagues integrate individuals with ELN into meaningful learning experiences. Use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations. Design, implement, and evaluate environments to assure developmental and functional appropriateness.	3	2.00	2.00	2.30	2.10
Standard 8: Assessment - Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators conduct and/or evaluate formal and informal assessments of learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN.	3	2.00	1.92	2.5	2.14
Standard 9. Professional and Ethical Practice Writing presentation	3	1.91	1.85	2.4	2.05

Assessments 2: **Reflective Student Profile**

Year	Unsatisfactory	Basic	Proficient	Distinguished
2010 Fall	2	7	1	0
2010 Summer	1	13	0	0
*2009 Fall	0	11	0	0
2009 Summer	10	6	0	0
2008 Summer	15	10	0	0

	TOTALS	28	47	1	0	

*Reevaluated to updated rubric

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Introductory material about student, their struggles, Development & Characteristics & Instructional Strategies ICC1K1, ICC1K2, ICC1K5, IGC1K1, IGC1K2, IGC1K3, IGC1K4, IGC1K5, ICC2K2, ICC2K3, ICC2K6, ICC7K3, ICC7K5, IIC1K1, IIC1K2, IIC1K3, IIC1K4, IIC1K5, **Standard 1: Foundations**	Fall 2010	0	1	5	4	2.3
	Summer 2010	0	0	12	2	2.14
	Fall 2009	0	0	11	0	2.00
Descriptions of the setting, lessons, instructional strategies, learning environments and type of data collected ICC1K10, ICC2K1, ICC2K2 ICC2K5 ICC2K6, ICC3K2, ICC4K1, ICC4K1, ICC7S11, IIC2K1, IIC2K2, IIC2K3, IIC2K4, IIC2K5 ICC4S3, ICC4S4, IGC4S1, IGC4S2 **Standard 7: Instructional planning**	Fall 2010	0	1	5	4	2.3
	Summer 2010	0	0	12	2	2.14
	Fall 2009	0	0	11	0	2.00
Record of observations contains information from multiple sources & includes qualitative and quantitative data about how complex human issues interact in the delivery of special education services. ICC5S12, ICC5S13, ICC5S14, CC5S15, ICC5S11, ICC7S10, ICC7S8, ICC7S13, IIC2K1, IGC7S3 IIC2K2, ICC3K2, ICC3K3, ICC3K4, ICC3K5, IIC3K1, IIC3K2, IIC3K3 **Standard 5: Learning environments/social interactions**	Fall 2010	0	1	5	4	2.3
	Summer 2010	0	0	14	0	2.00
	Fall 2009	0	0	11	0	2.00
Progress or lack of progress and future implications related to professional practice, including assessment, instructional planning, implementation, and program evaluation. ICC8K5, ICC8S1, ICC8S4, ICC8S5 ICC7S8, ICC7S10, ICC7S8, ICC7S13, ICC7S15, IGC7S1, IGC7S2, IGC7S3, IGC7S4, ICC4K1, ICC4S1, ICC4S2, ICC4S3, ICC4S4 **Standard 8: Assess**	Fall 2010	0	0	5	5	2.5
	Summer 2010	0	1	13	0	1.92
	Fall 2009	0	0	11	0	2.00
Style - Case Study's clarity, grammar, and style -Use of profession's ethical and professional practices as appropriate in written communication. Practice ongoing attention to legal matters along with serious professional and ethical considerations and reflect a lifelong learners view by regularly reflect on and adjust their practice. Aware of how personal attitudes, behaviors, and ways of communicating can influence their practice. **Standard 9. Professional and Ethical Practice**	Fall 2010	0	0	6	4	2.4
	Summer 2010	0	4	8	2	1.85
	Fall 2009	0	2	8	1	1.91

Rubric points - grade % total points
   1.1   - 70.0 %

1.2	- 72.5
1.3	- 74
1.4	- 75.5
1.5	- 77
1.6	- 78.5
1.7	- 80
1.8	- 81.5
1.9	- 83
2.0	- 84.5
2.1	- 86
2.2	- 87.5
2.3	- 89
2.4	-90.5
2.5	- 92
2.6	- 93.5
2.7	- 95
2.8	- 96.5
2.9	- 98
3.0	- 100%