



Welcome Claire Beatrice Railton-Jones



Program Name: Academic: Teacher, Moderate Disabilities,
PreK-8, Initial, Post-Baccalaureate

Supervising Practitioner: Katelyn Smith

Teacher Candidate: Claire Railton-Jones

Cycle Start Date: 01/21/2026

Professional Practice Goal and Implementation Plan

CAP Professional Practice Goal*: Based on the candidate's Self-Assessment and feedback from the program supervisor and supervising practitioner, the candidate has set the following Professional Practice Goal:

By the end of my special education practicum semester, I will implement and reflect on at least three evidence-based, differentiated instructional strategies to support students with diverse learning needs, including students with IEPs. I will use multiple data sources (e.g., observations, student work, and mentor feedback) to evaluate effectiveness and make instructional adjustments. This goal promotes inclusive, equitable practice by intentionally removing barriers and supporting meaningful participation for all learners.

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Aligned Essential Element(s)*: Identify the element(s) that are the focus of this goal.

- ☒ I-A-1 Subject Matter Knowledge
 - ☒ I-C-2 Adjustments to Practice
 - ☐ II-A-1 High Expectations and Support
 - ☒ II-A-3 Inclusive Instruction
 - ☐ II-B-2 Safe Learning Environment
 - ☐ III-C-1 Collaboration on Student Learning and Well-Being
 - ☒ IV-A-1 Reflective Practice

Implementation Plan*: In support of attaining the Professional Practice Goal, the candidate, program supervisor, and supervising practitioner agree on the following actions:

Action*	Related Evidence/Artifact(s)*	Supports/Resources*	Timeline/Frequency
To work towards this goal, I will plan and implement at least 3 evidence-based, differentiated instructional strategies, collect and analyze data, and reflect on the effectiveness of each strategy. Count: 3803 chars left	lesson plans including the evidence-based, differentiated instructional strategies used for each lesson. Student work samples. student surveys. Count: 3857 chars left	To support me in this goal, my supervisors will observe instruction, provide targeted feedback aligned with practicum expectations, support reflection through coaching conversations, and help guide instructional adjustments by offering professional insight and resources to strengthen inclusive and equitable practice. Count: 3682 chars left	1st strategy implemented in Feb, 2nd strategy implemented in March, 3rd strategy implemented in April Count: 3898 chars left

Measure of Student Learning*: In addition to attaining the Professional Practice Goal, the candidate will be assessed based in part on their impact on student learning. The supervising practitioner, in coordination with the program supervisor and candidate, has set the following measure(s) of student learning, growth, or achievement.

Measure of Student Learning*	Range of Learning, Growth, or Achievement Outcomes	Parameters*
My MSL will measure the growth of 2nd-grade students in foundational literacy using the Wilson Foundations Dictation assessments. Success will be defined by a student's ability to increase their accuracy in applying phonetic rules and high-frequency word spelling by at least one tier (approx. 10-15 percentage points) from the baseline Unit 1 assessment to the summative Unit 5 assessment. Count: 3611 chars left	Higher than Expected	90% – 100% (Demonstrates near-perfect mastery of phonics rules) Count: 190 chars left
	Meets Expectations	80%-85% (Shows steady improvement and consistent application) Count: 194 chars left
	Lower than Expected	Below 80% Count: 245 chars left

Student Feedback*: The supervising practitioner, program supervisor, and candidate have selected the feedback instrument and administration protocol below. Student feedback results and the required candidate reflection form must be submitted as evidence for at least one Essential Element.

Description of Feedback Instrument*	Description of Administration Protocol*
Fundations dictation assessment Count: 3968 chars left	Sounds Dictate 2-3 sounds (e.g., "-ar," "-er"). Students write the letter(s) that make that sound. Review Words Dictate 2-3 words from previous units to check for retention. Current Words Dictate 2-3 words using the current unit's focus (e.g., r-controlled vowels). Trick Words Sentences Dictate 1-2 "Trick Words" (non-phonetic high-frequency words). Dictate 2 sentences. Remind students to "check their capitals and periods" only after the sentence is written. Count: 3520 chars left