

Final Evaluation Template

Special Education 440 & 750 Final Evaluation

Overview: This *Special Education 440 & 750 Final Evaluation* Rubric was developed by a Rubric Writing Team made up of faculty representatives across programs (i.e., early childhood, elementary, middle, secondary, K-12 specialties, special education), who regularly supervise students in Field Experience settings. This rubric is to be used over the course of the Early Field Experience and Student Teaching to guide and scaffold the students' efforts and professional development. The *Special Education 440 & 750 Final Evaluation* Rubric is used by cooperating teachers and university supervisors to rate teacher candidates and student teachers on *Special Education 440 & 750 Final Evaluation* evaluation categories based upon and tagged with InTASC standards as well as the respective SPA standards when applicable.

Ratings and Basis for Judgement: The rubrics differentiate between four levels of performance – *unsatisfactory, emerging, satisfactory, and proficient*. The performance indicators are based upon criteria and language found in the InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013).¹ This release stipulates that the InTASC standards no longer apply to only “beginning” teachers, but are instead intended as “professional practice standards” (p. 6). Therefore, these standards and the associated learning progressions describe a teacher’s professional development throughout his or her career. We would not expect to see a large number of proficient ratings in early field experience. Rather, we, and our respective accrediting agencies and SPAs, would expect to see development across experiences with students earning more “emerging” ratings in earlier phases and progressing toward “satisfactory” or “proficient” in later phases. Furthermore, these ratings are based upon expectations for student teachers who are still in our programs and not for classroom teachers who have experience. Based upon this assumption, a Satisfactory rating is relatively high and one that most of our student teachers are expected to achieve by the completion of their student teaching. Ratings of Proficient should only be awarded to the few students who can consistently and independently demonstrate exemplary classroom performance per the rubric evaluation categories.

The rating levels *DO NOT translate into A – F grades*. Instead, the rubrics are designed to generate data that will reveal patterns of student performance at various stages of development across the learning progressions. These data are intended to guide continual improvement of our preparation of teachers. All candidates perform differently. However, it is expected that on most indicators, those in *early field experience typically would be rated at the Emerging level and progress to the Satisfactory level by the end of their student teaching experience*. *To reiterate*, ratings of Proficient should only be awarded for exemplary performance.

Validity and Reliability: This instrument was designed by the Rubric Writing Team, formed in Fall of 2014 to develop key assessments to be used across the teacher education programs, as required by our accrediting body, the Council for Accreditation of Educator Preparation (CAEP). This team consists of an interdisciplinary faculty members within the School of Teacher Education and Leadership (STEL) and the Music Department, and three A&P Faculty members in the Dean’s Office. The Rubric Writing Team conducted exercises to establish validity and inter-rater reliability on all the instruments designed during this process. During the 2015-2016 Academic Year, these instruments were piloted. During the 2016-2017 Academic Year, the Lawshe method will be used to establish Content Validity and Internal Consistency Reliability (e.g., Cronbach’s alpha) analyses will be used to determine the reliability coefficient for each instrument. The results of this intended analysis and data will be used to inform revisions and administration of the instruments in the 2017-2018 Academic Year. The validity and reliability processes will be guided by the CAEP Instrument Rubric² and the CAEP Evidence Guide.

¹ http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

² <http://caepnet.org/~media/Files/caep/accreditation-resources/caep-assessment-rubric-june2016.pdf?la=en>

**Special Education 440 & 750 Final Evaluation
Rubric**

Note/Instruction: Use the following scale to rate the performance of each intern/student teacher in each assessment item.

P= Proficient: Does indicator for MOST children or REGULARLY demonstrates indicator. Meets expectations for student teaching. (See detail in table below.)

S= Satisfactory: Does indicator for SOME children or SOMETIMES demonstrates indicator. Meets expectations for early field experience.

E= Emerging: Does indicator for FEW children or RARELY demonstrates indicator.

U= Unsatisfactory: Does NOT do the indicator for any children.

NA= Not Observed or Not Applicable

Category # I: Content Knowledge (CEC #3)*				
	Proficient	Satisfactory	Emerging	Unsatisfactory
Demonstrates knowledge of state and local curricula standards, such as Foundation Blocks CEC 3.3 ISCI 3 K3 <input type="checkbox"/> N/A				
Identifies and prioritizes areas of the general curriculum and differentiates instruction for individuals with exceptionalities CEC 3.1 ISCI 3 S1 <input type="checkbox"/> N/A				
Integrates personal-social, self-help, and motor skills with cognitive and communication				

instruction CEC 3.2 ISCI 3 S2 <input type="checkbox"/> N/A				
Demonstrates understanding of typical and atypical child growth and development <input type="checkbox"/> N/A				
Category # 2: Content Pedagogy (CEC #5)*				
	Proficient	Satisfactory	Emerging	Unsatisfactory
Applies differentiated instruction to individualize for children <input type="checkbox"/> N/A				
Develops clearly structured instructional plans with objectives and data collection <input type="checkbox"/> N/A				
States objectives in clear, measurable terms <input type="checkbox"/> N/A				
Aligns instruction with state and national standards, and IFSPs /IEPs				

<input type="checkbox"/> N/A				
<p>Plans and implements a variety of effective instructional strategies based on content and on development and differences of each child, that encourage critical thinking, problem-solving, and performance skills</p> <input type="checkbox"/> N/A				
<p>Uses clear directions, explanations, steps, procedures, demonstrations, questions, etc.</p> <input type="checkbox"/> N/A				
<p>Maintains accurate records of children's progress</p> <input type="checkbox"/> N/A				
<p>Employs positive, effective, and developmentally responsive guidance and management techniques</p> <input type="checkbox"/> N/A				
<p>Category # 3: Learner Development and Differences (CEC #1)*</p>				
	<p>Proficient</p>	<p>Satisfactory</p>	<p>Emerging</p>	<p>Unsatisfactory</p>

<p>Considers diversity of ability, language, culture and family background and their influence on development and learning when planning lessons and working with families. CEC ISCI 1 K8, K12, K13</p> <p><input type="checkbox"/> N/A</p>				
<p>Uses knowledge of typical and atypical development and individual differences (including sensory, medical, psychological, physical, social) in developing and matching learning experiences to children's needs. CEC ISCI K1, K2, K8</p> <p><input type="checkbox"/> N/A</p>				
<p>Uses a variety of research-based instructional strategies in learning situations. CEC 1</p> <p><input type="checkbox"/> N/A</p>				
<p>Supports children's communication for self-advocacy and recognizes that diverse cultures have ways of communicating and</p>				

<p>behaving that may lead to misunderstanding. CEC ISCI 1 K15</p> <p><input type="checkbox"/> N/A</p>				
<p>Facilitates family and child relationships by supporting the responsiveness of caregivers to children’s cues and preferences, establishing consistent routines and other important family contexts for development and learning. CEC 1</p> <p><input type="checkbox"/> N/A</p>				
<p>Category # 4: Culture for Learning (CEC #2)*</p>				
	<p>Proficient</p>	<p>Satisfactory</p>	<p>Emerging</p>	<p>Unsatisfactory</p>
<p>Creates a safe, equitable, caring, respectful, and productive learning environment CEC 2.1 ISCI 2 S1</p> <p><input type="checkbox"/> N/A</p>				
<p>Establishes and continually reinforces realistic expectations for personal and social behavior in various settings CEC 2.2 ISCI 2 S2</p> <p><input type="checkbox"/> N/A</p>				

<p>Identifies supports needed for integration into various program placements, as well as settings within a school CEC 2.3 ISCI 2 S3 <input type="checkbox"/> N/A</p>				
<p>Encourages active participation in individual and group activities CEC 2.4 ISCI 2 S4 <input type="checkbox"/> N/A</p>				
<p>Modifies the learning environment to manage behaviors CEC 2.5 ISCI 2 S5 <input type="checkbox"/> N/A</p>				
<p>Category # 5: Planning and Implementing Instruction (CEC #5)*</p>				
	<p>Proficient</p>	<p>Satisfactory</p>	<p>Emerging</p>	<p>Unsatisfactory</p>
<p>Designs, implements, and evaluates for all children developmentally appropriate, comprehensive curriculum, instruction, and learning outcomes aligned with program, school, district, state, and/or federal goals.</p>				

<p>CEC 5.1 ISCI 5 S3, S11</p> <p><input type="checkbox"/> N/A</p>				
<p>Uses formal and informal assessments (including continual observation) results to inform planning for individual and group instruction</p> <p>CEC 5.1 ISCI 5 S3, S4, S11</p> <p><input type="checkbox"/> N/A</p>				
<p>Plans and implements developmentally appropriate and activity- based instruction and adaptations based on knowledge of individual children, the family (including priorities and concerns), and the community.</p> <p>CEC 5.5 ISCI 5 S1</p> <p><input type="checkbox"/> N/A</p>				
<p>Designs, implements and evaluates intervention plans incorporating knowledge and strategies from multiple disciplines and families.</p> <p>CEC 5.5 ISCI 5 S9, S11</p> <p><input type="checkbox"/> N/A</p>				

<p>Implements and evaluates preventative and reductive strategies to address challenging behaviors. CEC 5.4 ISCI 5 S8</p> <p><input type="checkbox"/> N/A</p>				
<p>Designs and implements instructional and assistive technology, into the educational program. CEC 5.2 ISCI 5 S7</p> <p><input type="checkbox"/> N/A</p>				
<p>Plans and implements developmentally and individually appropriate curriculum and instructional strategies and adaptations that meet the individual needs of each child, including communication and augmentative communication, for all children, including those from diverse backgrounds. CEC 5.3 ISCI 5 S10, S20</p> <p><input type="checkbox"/> N/A</p>				
<p>Engages children in a variety of child-initiated and teacher-facilitated developmentally</p>				

<p>and functionally appropriate activities using a variety of formats based on systematic instruction. CEC 5.6 ISCI 5 S15</p> <p><input type="checkbox"/> N/A</p>				
<p>Provides individual and group guidance and problem-solving techniques to develop supportive relationships with and among children to foster self-management and learning. CEC 5.6 ISCI 5 S 17</p> <p><input type="checkbox"/> N/A</p>				
<p>Implements culturally responsive learning experiences to support children's independent functioning and their families in their natural environments. CEC 5.1 ISCI 5 S6, S16</p> <p><input type="checkbox"/> N/A</p>				
<p>Uses research-based strategies to teach communication, social skills and conflict resolution. CEC 5.7 ISCI 5 S17, S 18, S19</p>				

<input type="checkbox"/> N/A				
Category # 6: Assessment for Student Learning (CEC #4)*				
	Proficient	Satisfactory	Emerging	Unsatisfactory
Administers nonbiased formal and informal assessments CEC ISCI 4 S2 CEC 4.2 <input type="checkbox"/> N/A				
Develops or modifies individualized assessment strategies to maintain the interest of infants and young children in the assessment process CEC ISCI 4 S4 <input type="checkbox"/> N/A				
Interprets information from formal and informal assessments, using the information to make decisions about infants and young children's development and learning CEC ISCI 4 S5 <input type="checkbox"/> N/A				
Uses assessment information in making eligibility, program, for individuals with exceptionalities, including those from culturally and/or				

<p>linguistically diverse backgrounds CEC ISCI 4 S6 <input type="checkbox"/> N/A</p>				
<p>Evaluates instruction and monitors progress of individuals with exceptionalities CEC ISCI 4 S8 <input type="checkbox"/> N/A</p>				
<p>Creates and maintains records CEC ISCI 4 S9 <input type="checkbox"/> N/A</p>				
<p>Category # 7: Professionalism (CEC #6)*</p>				
	<p>Proficient</p>	<p>Satisfactory</p>	<p>Emerging</p>	<p>Unsatisfactory</p>
<p>Demonstrates professional ethical principles of CEC and other standards of the profession, including recognizing signs of emotional distress, neglect, and abuse, and follows reporting procedures. CEC 6.1 ISCI 6 S1 <input type="checkbox"/> N/A</p>				
<p>Demonstrates knowledge of the theories, including family systems theories and principles; models; and research methods that form</p>				

<p>the basis for early childhood special education practice and trends and issues in early childhood education, early childhood special education and early intervention. CEC 6.2 ISCI 6 K1 <input type="checkbox"/> N/A</p>				
<p>Demonstrates sensitivity for the family, culture, language, religion, gender, disability, socioeconomic status and sexual orientation of others and applies evidence-based and recommended practices for infants and young children including those from diverse backgrounds. CEC 6.3 ISCI 6 S6 <input type="checkbox"/> N/A</p>				
<p>Respects family choices and goals, and supports and advocates for children, families, programs, and schools. CEC 6.5 ISCI 6 K4, S12 <input type="checkbox"/> N/A</p>				
<p>Evaluates own practice for improvement, works within own skill set, and obtains assistance when needed. CEC 6.4 ICSI 6 S7, S9, S11</p>				

<input type="checkbox"/> N/A				
Behaves with competence and integrity, and displays effective work habits (punctual, dependable, carries out responsibilities, etc.) CEC 6.1 ISCI 6 S2 <input type="checkbox"/> N/A				
Participates in professional organizations and activities relevant to early childhood special education and early intervention that benefit children, families and colleagues. CEC 6.4 ISCI 6 S12 <input type="checkbox"/> N/A				
Provides appropriate training and guidance for paraprofessionals, tutors and volunteers. CEC 6.6 ISCI 6 S12 <input type="checkbox"/> N/A				
Category # 8: Communication and Collaboration (CEC #7)*				
	Proficient	Satisfactory	Emerging	Unsatisfactory
Participates as an effective team member and demonstrates appropriate interpersonal skills to support children's development and learning (including inclusion) in early childhood settings.				

<p>CEC 7.1 ISCI 7 S6, S9 <input type="checkbox"/> N/A</p>				
<p>Demonstrates effective methods of communication that value the role, skills, input, and expertise of diverse families, colleagues, and others. CEC 7.3 ISCI 7 S3, S4 <input type="checkbox"/> N/A</p>				
<p>Collaborates with families and supports families' choices and priorities to promote child development and transition through information sharing, joint decision making, problem solving, and program planning, including IEP/IFSP development. CEC 7.3 ISCI 7 S4 <input type="checkbox"/> N/A</p>				
<p>Collaborates/consults with team members to promote child development and transition through gathering and sharing information, joint decision making, problem solving, and program planning, including IEP/IFSP development. CEC 7.3 ISCI 7 S2 <input type="checkbox"/> N/A</p>				

<p>Uses adult learning principles in training team members and families and provides ongoing, constructive feedback to team members on professional practices. CEC 7.2 ISCI 7 S8, S11 <input type="checkbox"/> N/A</p>				
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