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| **Mean of Candidate Performance on EI Student Teacher Observation (Birth to 3 setting)****(4 point scale)** |
| 1= Has not developed or used this skill2= Is beginning to incorporate this skill3= Uses this skill appropriately and competently4= Uses this skill consistently with a high degree of competence and confidence | Semester |
| Spring 2014N=2 | Fall 2013N=5 | Spring 2013N=2 | Fall 2012N=3 | Spring 2012N=1 | Fall 2011 |
| **Written Lesson Plans:** Addresses family concerns as reflected in IFSP/IEP | 4 | 4 | 4 | 3.667 | 4 |  |
| Outcomes are clearly written | 4 | 4 | 4 | 4 | 4 |  |
|  Materials and activities selected are developmentally age appropriate | 4 | 4 | 4 | 4 | 4 |  |
| Methods of evaluation are clear and developmentally age appropriate | 3.5 | 3.8 | 4 | 4 | 4 |  |
| Individualization for student’s special needs are noted | 4 | 3.8 | 4 | 4 | 4 |  |
| Includes recommendations for families | 3.5 | 4 | 4 | 4 | 4 |  |
| **Instructional Implementation:** Exhibits knowledge of child development | 4 | 4 | 4 | 4 | 4 |  |
| Effectively interacts with parent/caregiver including soliciting of information | 3 | 4 | 4 | 3.333 | 4 |  |
| Effectively communicates with other professionals and assistants on the Early Intervention team | 3.5 | 4 | 4 | 4 | 4 |  |
| Demonstrates good rapport with child | 4 | 4 | 4 | 4 | 4 |  |
| Uses appropriate behavioral management techniques as needed | 4 | 4 | 4 | 3.667 | 4 |  |
| Encourages parent/caregiver involvement in activities as appropriate | 3 | 4 | 4 | 3.667 | 4 |  |
| Positions child correctly for instructional purposes | 4 | 4 | 4 | 4 | 4 |  |
| Demonstrates initiative and ability to anticipate needs of child and family | 4 | 4 | 4 | 4 | 4 |  |
| Integrates lesson activities into natural environment and play | 4 | 4 | 4 | 4 | 4 |  |
| Demonstrates knowledge of policies and procedures for Early Intervention Program (IDEA) | 3.5 | 4 | 4 | 4 | 4 |  |
| Brings lesson/visit to successful closure | 4 | 4 | 4 | 4 | 4 |  |
| Provides suggestions for parents/caregivers | 3 | 4 | 4 | 3.667 | 4 |  |
| Displays good organizational skills | 4 | 4 | 4 | 3.667 | 4 |  |
| **Professional:** Presents a professional image | 4 | 4 | 4 | 4 | 3 |  |
| Uses voice effectively | 4 | 4 | 4 | 4 | 4 |  |

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| **Mean of Candidate Performance on SPED 608/708 Assessment****(4 point scale)** |
| 0= Unacceptable1= Approaching Expectations2= Meets Expectations3= Exceeds Expectations | Semester |
| Spring 2014N=1 | Fall 2013N=2 | Spring 2013N=1 | Fall 2012N=3 | Spring 2012N=5 | Fall 2011N=1 |
| Demographic Information (CC8, S1; CC10, S1) | 3 | 3 | 3 | 2.33 | 2.8 | 2 |
| Background Information (CC8, S1; CC10, S1) | 3 | 3 | 3 | 2.33 | 2.8 | 2 |
|  Results of Behavior Observations (CC7, S4; GC8, S1) | 3 | 3 | 3 | 2.33 | 2.8 | 3 |
| Testing Behaviors (CC8, S1, GC8, S4) | 3 | 3 | 3 | 2.33 | 2.8 | 3 |
| Description of Tests Administered (CC8, S4, S9; GC8, S2, S3) | 3 | 3 | 3 | 2.33 | 2.8 | 2 |
| Results of Norm-Referenced Tests (CC8, S2, S5, S6, S7 | 3 | 3 | 2 | 2.33 | 2.8 | 2 |
| Results of CBAs and/or CBMs (CC8, S2, S5, S6, S7) | 3 | 3 | 3 | 2.33 | 2.8 | 3 |
| Integrated Summary | 3 | 3 | 2 | 2.33 | 2.8 | 2 |
| Recommendations (CC8, S6, S7) | 3 | 3 | 2 | 2.33 | 2.8 | 3 |
| Written Communication (CC9, S8; CC10, S1) | 3 | 3 | 3 | 2.33 | 2.8 | 3 |

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| **Mean of Candidate Performance on SPED 641/741 Teacher Work Sample****(4 point scale)** |
| 1=Unacceptable2=Approaching Expectations3=Meets Expectations4=Exceeds Expectations | Semester |
| Spring 2014N=1 | Fall 2013N=2 | Spring 2013N=1 | Fall 2012N=3 | Spring 2012N=6 | Fall 2011N=1 |
| **Part I: Learning Environment**Definition of Student Population (CC9, S10; CC10, S1) | 4 | 3.5 | 4 | 3 | 3.333 | 3 |
| Classroom Diversity/Individual Student Differences | 4 | 3.5 | 4 | 3 | 3.333 | 3 |
|  Accommodations and/or adaptations (CC4, S3; CC5, S6; GC4, S7) | 4 | 3.5 | 4 | 3 | 3.333 | 3 |
| Instructional Resources (CC5, S15; CC10, S11) | 4 | 3.5 | 4 | 3 | 3.333 | 3 |
| **Part II: Teacher Work Sample Planning**Development and Relevance of the Unit/Lesson Plan (CC7, S1, S8, S11; GC7, S2) | 4 | 3.5 | 4 | 3 | 3.333 | 3 |
| Assessment Plan (CC8, S4, S8, S9; GC8, S3) | 4 | 3.5 | 4 | 3 | 3.333 | 3 |
| Unit and/or Daily Lesson Plans (GC4, S1, S2; GC7, S2; CC5, S4; CC7, S6, S8, S10, S11) | 4 | 3.5 | 4 | 3 | 3.333 | 3 |
| **Part III: Teacher Work Sample Results**Use of Assessments Results to Modify Lesson Plans (GC4, S12, GC8, S3; CC8, S7, S8, S9) | 4 | 3.5 | 4 | 3 | 3.333 | 3 |
| Analysis of Pro and Post Assessment Results (CC8, S5) | 4 | 3.5 | 4 | 3 | 3.333 | 3 |
| Reflection of the Assessment Process and Results (CC9, S6, S7, S9, S11) | 4 | 3.5 | 3 | 3 | 3.333 | 3 |

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| **Mean of Candidate Performance on SPED 683 Learning Centers****(4 point scale)** |
| 1=Unacceptable2=Approaching Expectations3=Meets Expectations4=Exceeds Expectations | Semester |
| Spring 2014N=3 | Fall 2013N=16 | Spring 2013N=10 | Fall 2012N=28 | Spring 2012N=3 | Fall 2011N=3 |
| Identify/describe overall objective/purpose for each learning center | 3.968 | 3.93 | 3.9 | 4 | 4 | 4 |
| Identify needed materials, equipment and resources for each learning center | 3.952 | 3.93 | 3.8 | 4 | 4 | 4 |
|  Identify specific activities for each learning center | 3.937 | 3.93 | 3.7 | 4 | 4 | 4 |
| Provide adaptations for each center for a child who has a: Visual impairment, hearing impairment, cognitive impairment, fine motor delay, physical disability, and communication delay | 3.952 | 3.93 | 3.8 | 4 | 4 | 4 |

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| **Mean of Candidate Performance on SPED 688 Family Assessment****(4 point scale)** |
| 1=Unacceptable2=Approaching Expectations3=Meets Expectations4=Exceeds Expectations | Semester |
| Spring 2014N=15 | Fall 2013N=10 | Spring 2013N=24 | Fall 2012N=2 | Spring 2012N=2 | Fall 2011N=1 |
| A list of interview questions were developed which assessed family resources, priorities, and concerns | 4 | 3.5 | 3.83 | 4 | 4 | 4 |
| Questions were labeled in order to determine if assessing family resources, concerns, priorities and routines | 4 | 3.4 | 3.83 | 4 | 4 | 4 |
|  Some questions were identified to assess the situation for the implementation of routines based intervention | 4 | 3.5 | 3.83 | 4 | 4 | 4 |
| Assessment and interview results reported and were free of grammatical, punctuation, and spelling errors. | 4 | 3.5 | 3.87 | 4 | 4 | 2 |
| To what extent does the goal/objective emphasizes the child’s participation in a routine (i.e., activity)? | 4 | 3.5 | 3.87 | 3.5 | 4 | 4 |
| To what extent does the goal/objective state specifically (i.e., in an observable and measurable manner) what the child will do? | 4 | 3.5 | 3.83 | 3.5 | 4 | 4 |
| To what extent does the goal/objective address a skill that is either necessary or useful for participation in home, “school,” or community routines? | 4 | 3.5 | 3.91 | 3.5 | 4 | 4 |
| To what extent does the goal/objective state an acquisition criterion (i.e., an indicator of when the child can do the skill)? | 1.933 | 1.9 | 1.91 | 3.5 | 4 | 4 |
| To what extent does the goal/objective have a meaningful acquisition criterion (i.e., one that shows improvement in functional behavior)? | 3.667 | 3.7 | 3.87 | 3.5 | 2.5 | 4 |
| To what extent does the goal/objective have a generalization criterion (i.e., using the skill across routines, people, places, materials, etc.)? | 3.733 | 3.7 | 3.75 | 3.5 | 2.5 | 4 |
| To what extent does the goal/objective have a criterion for the time frame? | 3.667 | 3.7 | 3.79 | 3.5 | 3.5 | 4 |

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| **Mean of Candidate Performance on SPED 767 Disney IFSP****(4 point scale)** |
| 1=Does Not Meet Expectations2=Approaching Expectations3=Meets Expectations4=Exceeds Expectations | Semester |
| Spring 2014N=2 | Fall 2013N=25 | Spring 2013 | Fall 2012 | Spring 2012N=4 | Fall 2011 |
| Knowledge of typical/atypical early childhood development and characteristics and impact of medical conditions on family concerns, priorities, and resources | 4 | 3.56 |  |  | 3.5 |  |
| Knowledge of laws and policies and trends/issues that affect young children, families, and programs for young children | 4 | 3.64 |  |  | 3.5 |  |
| Knowledge of intervention strategies and support/facilitation of interactions of young children and their families that affirm and respect family, cultural, and linguistic diversity. | 4 | 3.52 |  |  | 3.75 |  |
| Knowledge of recommending instructional practices based on knowledge of the child, family, community and the curriculum and the preparing for successful transitions and developing appropriate IFSP goals based on assessment data and services with families | 4 | 3.48 |  |  | 3.75 |  |
| Knowledge of medical care considerations for young children with medical and health concerns | 4 | 3.56 |  |  | 3.5 |  |
| Knowledge of respecting family choices and goals, team process model, advocacy for young children, problem-solving, and building collaborative relationships with families | 4 | 3.76 |  |  | 3.5 |  |
| Development of IFSP based on case study information (Identifies strengths/needs of child and family; plans intervention; includes transition plans, appropriate team model; justified objectives and instructional plans; and is comprehensive and feasible to implement) | 4 | 3.48 |  |  | 4 |  |
| Writing mechanics, style, and depth of responses | 4 | 3.52 |  |  | 3.5 |  |

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| **Mean of Candidate Performance on SPED 770 Capstone Artifact****(4 point scale)** |
| 1=Unsatisfactory2=Approaching Expectations3=Meets Expectations4=Exceeds Expectations | Semester |
| Spring 2014N=4 | Fall 2013N=2 | Spring 2013N=9 | Fall 2012N=6 | Spring 2012 | Fall 2011N=5 |
| Articulation of the issues, concerns, or problems | 3.75 | 4 | 3.444 | 3.5 |  | 3 |
| States purpose of research | 3.75 | 3.5 | 3.444 | 3.333 |  | 3.2 |
|  Rationale for research | 3.75 | 3.5 | 3.444 | 3.333 |  | 3.2 |
| Review of the literature | 3.5 | 3.5 | 3.444 | 3.167 |  | 2.8 |
| Hypothesis | 3.75 | 3.5 | 3.444 | 3 |  | 3.2 |
| Description of participants | 3.75 | 4 | 3.333 | 3.833 |  | 3.2 |
| Description of Instrumentation | 3.75 | 3.5 | 3.444 | 2.667 |  | 3 |
| Description of implementation of procedures | 3.75 | 4 | 3.444 | 2.833 |  | 3.2 |
| Description of results | 3.75 | 3.5 | 3.444 | 3 |  | 3.2 |
| Graph/Chart of Results | 3.75 | 3.5 | 3.444 | 2.333 |  | 3 |
| Discussion of results | 3.75 | 3.5 | 3.222 | 2.667 |  | 3 |
| Implications | 3.75 | 3.5 | 3.333 | 3 |  | 3 |
| APA Writing | 3.5 | 3.5 | 3 | 2.5 |  | 3 |