

# 2017 - 2018 Annual Program Assessment Report

The Office of Academic Program Assessment  
California State University, Sacramento

For more information visit our [website](#)  
or [contact us](#) for more help.

**Please begin by selecting your program name in the drop down.**

If the program name is not listed, please enter it below:

**Cred. Mod/Sev Disabilities**

**OR enter program name:**

## Section 1: Report All of the Program Learning Outcomes Assessed

### Question 1: Program Learning Outcomes

#### Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **did you assess?** [Check all that apply]

- ☐ 1. **Critical Thinking**
- ☐ 2. **Information Literacy**
- ☒ 3. **Written Communication**
- ☒ 4. **Oral Communication**
- ☐ 5. Quantitative Literacy
- ☐ 6. **Inquiry and Analysis**
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. **Intercultural Knowledge, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☒ 20A. Other, specify any assessed PLOs not included above:
  - a. Moderate Severe Education Specialist Standard #4 - (California Teacher Credentialing Commission)
  - b. 4.1 Candidates demonstrate the ability to utilize person-centered/family-centered planning and stren...
  - 4.2- Candidates are able to develop and implement systematic, evidence based instructional strategi...
  - c. 4.3 Candidates are able to utilize assessment data from multiple sources to develop effective progra...
- ☐ 20B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6

(skip Q1.2 to Q5.3.1.)

**Q1.2.**

Please provide more detailed background information about **EACH PLO** you checked above and other information including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

Different than the past two years, we decided to focus this year on written and oral communication as it relates to the following CTC standard for the Moderate/Severe Disabilities Education Specialist Credential:

**Candidate Competency #4: Assessment, program planning and instruction**

4.1 - Candidates demonstrate the ability to utilize person-centered/family-centered planning and strengths-based, functional/ecological assessment across classroom and non-classroom contexts to lead to their students' meaningful participation in core, standards based curriculum, life skills curriculum, wellness curriculum, and progress toward IEP goals and objectives.

4.2- Candidates are able to develop and implement systematic, evidence based instructional strategies to teach skills within school, community and working settings, including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results.

4.3 Candidates are able to utilize assessment data from multiple sources to develop effective programs and guide instruction.

**Q1.2.1.**

Do you have rubrics for your PLOs?

- ☒ 1. Yes, for all PLOs
- ☐ 2. Yes, but for some PLOs
- ☐ 3. No rubrics for PLOs
- ☐ 4. N/A
- ☐ 5. Other, specify:

**Q1.3.**

Are your PLOs closely aligned with the mission of the university?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

**Q1.4.**

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q1.5**)
- ☐ 3. Don't know (skip to **Q1.5**)

**Q1.4.1.**

**If** the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

**Q1.5.**

Did your program use the **Degree Qualification Profile** ("DQP", see <http://degreeprofile.org>) to develop your

PLO(s)?

- ☐ 1. Yes
- ☒ 2. No, but I know what the DQP is
- ☐ 3. No, I don't know what the DQP is
- ☐ 4. Don't know

#### Q1.6.

Did you use action verbs to make each PLO measurable?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

(Remember: **Save your progress**)

## Section 2: Report One Learning Outcome in Detail

### Question 2: Standard of Performance for the Selected PLO

#### Q2.1.

Select **OR** type in **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Select PLO

If your PLO is **not listed, please enter it here:**

Candidate Competency #4: Assessment, program planning and instruction

4.1 - Candidates demonstrate the ability to utilize person-centered/family-centered planning and stre...

4.2- Candidates are able to develop and implement systematic, evidence based instructional strategi...

4.3 Candidates are able to utilize assessment data from multiple sources to develop effective progra...

#### Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

An important part of the professional development for teachers in the area of moderate/severe disabilities, is the development of the ability to assess student progress, utilize input from multiple sources to develop annual goals for students, and develop effective instructional plans to teach a wide range of skills. This PLO comes directly from the program standards developed by the California Commission on Teacher Credentialing.

#### Q2.2.

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

**Q2.3.**

Please **1) provide and/or attach the rubric(s) AND 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

The rubric for the student teaching evaluation is attached. As indicated on the tool, the standard for performance is that teacher candidates are at the "proficient" level in all 11 areas in order to be recommended to the state for their credential. Areas 1-10 have 5 sub-categories and area 11 has 10 sub-categories. This means that teacher candidates are assessed on 60 items. Being proficient in each of the 11 areas, means that the candidate is ranked as "proficient" on 80% of the items in each area (meaning that one sub-category can be in the developing level, but no lower).

Since there are only 2 opportunities to attach documents here, I have created one document with the rubrics for EDSP 209, 208, and 218 with page breaks in between. In the rubric for the EDSP 209 course signature assignment - Augmentative and alternative communication assessments and intervention plans with implementation -- the reader can see in the chart that on a 1-4 scale, candidates are evaluated related to their observational and direct assessment skills, data use and analysis, interpretation, and their written and oral communication skills.

In the rubric for the EDSP 208 course signature assignment candidates are scored on their written assessment reports, as well as their use of both observational and direct assessment data, analysis and interpretation.

In the rubric for the EDSP 218 course signature assignment - Triennial Assessment and IEP development - all components of the PLOs are evaluated related to this assignment. Candidates are required to demonstrate oral communication skills: during the family-centered planning meetings, meetings with related service providers, and at the IEP meeting itself in relating important information to family members and other IEP members. The written assessment report must be written with professional quality. The written assessment comes after the use of both observational and direct assessments, data analysis and interpretation.



2018 EDSP 415 & 421 evaluation tool.docx  
36.96 KB



Rubrics for EDSP 209, 208, 218.docx  
25.18 KB

<b>Q2.4. PLO</b>	<b>Q2.5. Stdrrd</b>	<b>Q2.6. Rubric</b>	Please indicate where you have published the <b>PLO</b> , the <b>standard (stdrrd)</b> of performance, and the <b>rubric</b> that was used to measure the PLO:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

**Question 3: Data Collection Methods and  
Evaluation of Data Quality for the Selected PLO**

**Q3.1.**

Was assessment data/evidence **collected** for the selected PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q6**)
- ☐ 3. Don't know (skip to **Q6**)
- ☐ 4. N/A (skip to **Q6**)

**Q3.1.1.**

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

**Q3.2.**

Was the data **scored/evaluated** for this PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q6**)
- ☐ 3. Don't know (skip to **Q6**)
- ☐ 4. N/A (skip to **Q6**)

**Q3.2.1.**

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

In the EDSP 209 course on augmentative and alternative communication, candidates complete two thorough assessments of two different students' current receptive and expressive communication skills, their current capacities related to cognitive, motor, and sensory functioning, and their communication needs. Students write up this assessment and share it orally as well. Candidates then develop goals and materials for increasing their target student's communication skills using low and/or high tech devices, software, etc. These instructional plans are then implemented over the remainder of the semester. These skills are directly related to Area #8 of the student teaching evaluation rubric: Evaluation, Design, and implementation of Communication systems.

In the EDSP 208 course on Evidence Based Practices, teacher candidates conduct functional assessments of a child with severe challenging behaviors; they write this assessment up, meet with the school team to discuss it; and develop plans for implementation of a Positive behavioral support plan. Data is then monitored for the remainder of the semester. These skills are also directly related to Area #9 of the student teaching evaluation rubric: Positive behavioral supports.

In the EDSP 218 course on Methods for Students with Low Incidence Disabilities, teacher candidates in their final semester conduct a comprehensive, triennial assessment with a focus student. This involves person-centered planning with the child and their family, working with related service professionals, conducting teacher-developed assessments across all areas of development, and writing this up to professional standards, as well as orally presenting the report to the child's family and IEP team. These skills are directly linked to several areas in the Student teaching evaluation rubric. Specifically, area #11 on Program Management and Evaluation.

The projects in the above 3 courses are considered "Signature Assignments" which encompass a wide range of skills. Our focus this year on the Moderate/Severe Education Specialist Standard #4: Assessment, Program Planning, and Instruction, is also directly addressed in the rated items in Area 2 of the rubric: IEP development; and in Area 5 of the rubric: Systematic assessment and instruction.

In the course on Augmentative and Alternative Communication (EDSP 209), the candidates complete 2 full assessments using ongoing data collection in order to develop instructional programs and then collect data on progress over time. The assessments are due the 8<sup>th</sup> week of the semester, and then progress data on implementation of instructional programs are due in the final week of the semester. These skills are directly linked to Area #8 on the student teaching rubric: Evaluation, design, and implementation of AAC systems. Specifically, item #37: "Systematically assesses both the receptive and expressive communication needs of each student," connects to this TPE.

In the course on Evidence-based Practices (EDSP 208), the candidates complete a functional assessment of challenging behavior and design positive behavioral intervention plans based on use of the data from numerous assessments. This assessment and plan are due in the 6<sup>th</sup> week of the semester, and

candidates implement the intervention plan, collect data over time and make adjustments as necessary for the rest of the semester. Progress data is summarized in the final week of the semester. These skills are directly linked to Area #9 on the student teaching evaluation rubric: Positive behavioral support. Specifically, item #43: "Utilizes multiple sources of data to develop and implement individualized behavior support plans," connects to this TPE.

In the course on Methods for Students with Low Incidence Disabilities (EDSP 218), taken in their final semester of our two-year program, the candidates select 2 students for a final progress monitoring project. Candidates ensure that all Individual Educational Plan (IEP) goals are measurable and that systematic instruction is taking place. They monitor progress on all of the students' goals over the entire semester, making adjustments as necessary to the instructional strategies being implemented. Progress on all the student's goals is summarized in the final week of the semester. These skills are directly linked to Area #11 on the student teaching evaluation rubric: Program management, evaluation, and systems change. Specifically, item #58: "Establishes efficient data management systems for progress monitoring. Evaluates IEPs and adjusts programs accordingly," connects to this TPE.

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(Remember: **Save your progress**)

## Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

**Q3.3.**

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q3.7**)
- ☐ 3. Don't know (skip to **Q3.7**)

**Q3.3.1.**

Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used? [**Check all that apply**]

- ☐ 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- ☒ 2. Key assignments from required classes in the program
- ☐ 3. Key assignments from elective classes
- ☐ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- ☐ 5. External performance assessments such as internships or other community-based projects
- ☐ 6. E-Portfolios
- ☐ 7. Other Portfolios
- ☒ 8. Other, specify:

Student teaching evaluation rubrics

**Q3.3.2.**

Please **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN 2) explain here** how it assesses the PLO:

I have described this in the section above.



**2018 EDSP 415 & 421 evaluation tool.docx**  
36.96 KB



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**Q3.4.**

What tool was used to evaluate the data?

- ☐ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- ☐ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- ☒ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- ☐ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- ☐ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- ☐ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- ☐ 7. Used other means (Answer **Q3.4.1.**)

**Q3.4.1.**

If you used other means, which of the following measures was used? [**Check all that apply**]

- ☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- ☐ 4. Other, specify:

(skip to **Q3.4.4.**)

**Q3.4.2.**

Was the **rubric** aligned directly and explicitly **with the PLO**?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

**Q3.4.3.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

**Q3.4.4.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

**Q3.5.**

Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

**Q3.5.1.**

Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

**Q3.5.2.**

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

**Q3.6.**

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?



We review all of the credential candidates for the Moderate/Severe Specialist Credential. It is a small program, so there is no need to randomly sample.

**Q3.6.1.**

How did you **decide** how many samples of student work to review?

All

**Q3.6.2.**

Please enter the number (#) of students that were in the class or program?

11

**Q3.6.3.**

Please enter the number (#) of samples of student work that you evaluated?

11 X 4 = 44

**Q3.6.4.**

Was the sample size of student work for the direct measure adequate?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know

**(Remember: Save your progress)**

### Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

**Q3.7.**

Were indirect measures used to assess the PLO?

- ☐ 1. Yes  
☒ 2. No (skip to **Q3.8**)  
☐ 3. Don't Know (skip to **Q3.8**)

**Q3.7.1.**

Which of the following indirect measures were used? [**Check all that apply**]

- ☐ 1. National student surveys (e.g. NSSE)  
☐ 2. University conducted student surveys (e.g. OIR)  
☐ 3. College/department/program student surveys or focus groups

- ☐ 4. Alumni surveys, focus groups, or interviews
- ☐ 5. Employer surveys, focus groups, or interviews
- ☐ 6. Advisory board surveys, focus groups, or interviews
- ☐ 7. Other, specify:

**Q3.7.1.1.**

Please explain and attach the indirect measure you used to collect data:

 No file attached No file attached**Q3.7.2.**

If surveys were used, how was the sample size **decided**?

**Q3.7.3.**

If surveys were used, how did you **select** your sample:

**Q3.7.4.**

If surveys were used, please enter the response rate:

Question 3C: Other Measures  
(external benchmarking, licensing exams, standardized tests, etc.)

**Q3.8.**

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- ☐ 1. Yes
- ☒ 2. No (skip to **Q3.8.2**)
- ☐ 3. Don't Know (skip to **Q3.8.2**)

**Q3.8.1.**

Which of the following measures was used? [**Check all that apply**]

- ☐ 1. National disciplinary exams or state/professional licensure exams
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- ☐ 4. Other, specify:

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**Q3.8.2.**


Were other measures used to assess the PLO?

- ☐ 1. Yes
- ☒ 2. No (skip to **Q4.1**)
- ☐ 3. Don't know (skip to **Q4.1**)

**Q3.8.3.**

If other measures were used, please specify:

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 No file attached

(Remember: **Save your progress**)

## Question 4: Data, Findings, and Conclusions

**Q4.1.**

Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our [Feedback Packet Example](#)):

As the reader can see in the table attached, all students met expectations on the 4 measures taken and reviewed. For the student teaching evaluation rubric, 100% of the candidates met the standard of: being proficient in each of the 11 areas, which means that the candidate is ranked as "proficient" on 80% of the items in each area (meaning that one sub-category can be in the developing level, but no lower).

For the EDSP 209 course, all candidates met expectations on a 4 point scale in which a rating of 3 is "met with high quality" and a 4 rating is "exceeds expectations." All candidates had a rating of at least 3, and some have a rating of 4. In the EDSP 208 course, all candidates met expectations. For components with a 25 point scale all candidates reached at least a 22; and, for components on a 100 pt scale, all candidates ranked between 82 and 100. For the EDSP 218 course, all candidates met expectations -- grades were between B+ and A level.

To delve in to the data in more detail, we specifically looked at the students who did not exceed expectations (i.e. got a B+ or less in the letter grade, or the equivalent in points, and those who ranked at a 3 on the 4 pt scale, on a signature assignment; or, did not have all 60 items at the level of proficiency on the student teaching evaluation). We found that those students who were "less accomplished" seemed to have more difficulty with written and oral professional communication skills. This is why we chose to focus on those two general PLOs in addition to the Moderate/Severe Education Specialist Credential Standard #4.



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#### Q4.2.

Are students doing well and meeting the program standard? **If not**, how will the program work to improve student performance of the selected PLO?

Yes, the students are doing well and meeting the program standard.



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No file attached

#### Q4.3.

For the selected PLO, the student performance:

- ☐ 1. **Exceeded** expectation/standard
- ☒ 2. **Met** expectation/standard
- ☐ 3. **Partially** met expectation/standard
- ☐ 4. Did not meet expectation/standard
- ☐ 5. No expectation/standard has been specified
- ☐ 6. Don't know

### Question 4A: Alignment and Quality

#### Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

**Q4.5.**

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know

**Question 5: Use of Assessment Data (Closing the Loop)**
**Q5.1.**

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate **making any changes** for your program (e.g. course structure, course content, or modification of PLOs)?

- ☒ 1. Yes  
☐ 2. No (skip to **Q5.2**)  
☐ 3. Don't know (skip to **Q5.2**)

**Q5.1.1.**

Please describe **what changes** you plan to make in your program as a result of your assessment of this PLO.

While all of our students met the expected standards, we are always interested in improving so that every teacher who leaves our credential program is exemplary. We have taken an interest in the students who struggle more with their professional writing and oral communication skills. As such, we have already had two full day meetings with faculty across our 3 special education credential programs (ECSE, Mild/mod, and Mod/Severe) to discuss increasing the level of feedback we provide on writing and oral communication early on in the credential programs.

**Q5.1.2.**

Do you have a plan to assess the **impact of the changes** that you anticipate making?

- ☒ 1. Yes, describe your plan:

Currently, we have an "End of first year review" process which is a half-way marker through our 2 year program. In these meetings we talk with the credential candidates about their current status in both coursework and fieldwork prior to the final year when they will be student teaching. If there are writing or oral communication concerns, or any other concerns, we address them during these meetings. We are planning to make a couple of changes and additions to this. First, we are planning to review the student writing midway and at the end of the first semester by having all faculty who teach the first semester classes, come together and compare written work from the candidates -- exceptionally well done papers and those who the faculty feel are struggling. As we compare and contrast the projects from our classes, we can then take a look at how to support students early on with writing. Similarly, we are going to provide a "Rubric for written and oral professional communication." This is something we are going to develop over the summer of 2018 for implementation in fall, 2018.

- ☐ 2. No  
☐ 3. Don't know

**Q5.2.**

To what extent did you apply **previous assessment results** collected through your program in the following areas?

1.	2.	3.	4.	5.
Very	Quite	Some	Not at	N/A

	Much	a Bit		All	
1. Improving specific courses	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
15. Strategic planning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Other, specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q5.2.1.**

Please provide a detailed example of how you used the assessment data above:

2. Modifying curriculum example: we have re-structured the EDSP 216 course to include additional writing and oral communication; we have developed specific courses which will highlight professional writing and communication: EDSP 235; 206; 221; 292; 217; 209; 208; and, 218.

**Q5.3.**

To what extent did you apply **previous assessment feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Standards of Performance	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alignment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>					

**Q5.3.1.**

Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

In our last Feedback report, we were questioned as to why the same TPEs were proposed for review after being used for 2 years. We decided to change the focus to the Moderate/Severe Education Specialist Standards #4 (CTC) instead, and this provided new analysis.


(Remember: **Save your progress**)


### Section 3: Report Other Assessment Activities

#### Other Assessment Activities

**Q6.**

If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

 No file attached

 No file attached

**Q6.1.**

Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

**Q7.**

What PLO(s) do you plan to assess next year? [**Check all that apply**]

- ☒ 1. **Critical Thinking**
- ☐ 2. **Information Literacy**
- ☒ 3. **Written Communication**
- ☒ 4. **Oral Communication**
- ☐ 5. Quantitative Literacy
- ☒ 6. **Inquiry and Analysis**
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. **Intercultural Knowledge, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. Other, specify any PLOs not included above:

a. Moderate/Severe Education Specialist Education standard #8

b.

c.





**Q8.**

Please explain how this year's assessment activities help you address recommendations from your department's last program review?

Our efforts to take a fresh look at a new PLO followed the recommendations from the last program review.

**Q9.** Please attach any additional files here:



 No file attached No file attached No file attached No file attached**Q9.1.**

If you have attached **any** files to this form, please list **every** attached file here:

Student teaching evaluation rubric; Rubrics for EDSP 209, 208, and 218; Table of Assessment data; Assessment report

## Section 4: Background Information about the Program

### Program Information (**Required**)

**Program:**

(If you typed in your program name at the beginning, please skip to **Q11**)

**Q10.**

Program/Concentration Name: [skip if program name is already selected or appears above]

Cred. Mod/Sev Disabilities

**Q11.**

Report Author(s):

Dr. Kathleen Gee

**Q11.1.**

Department Chair/Program Director:

Dr. Stephanie Biagetti

**Q11.2.**

Assessment Coordinator:

**Q12.**

Department/Division/Program of Academic Unit (select):

Education - Credential

**Q13.**

College:

College of Education

**Q14.**

What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

about 350

**Q15.**

Program Type:

- ☐ 1. Undergraduate baccalaureate major
- ☒ 2. Credential
- ☐ 3. Master's Degree

☐ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)

☐ 5. Other, specify:

**Q16.** Number of **undergraduate degree programs** the academic unit has?

**Q16.1.** List all the names:

**Q16.2.** How many concentrations appear on the diploma for this undergraduate program?

**Q17.** Number of **master's degree programs** the academic unit has?

**Q17.1.** List all the names:

**Q17.2.** How many concentrations appear on the diploma for this master's program?

**Q18.** Number of **credential programs** the academic unit has?

**Q18.1.** List all the names:

Multiple Subject

Single Subject

Special Education: Mild/Moderate

Special Education: Mild/Moderate with Multiple Subject

Special Education: Moderate/Severe

Special Education: Moderate/Severe with Multiple Subject

**Q19.** Number of **doctorate degree programs** the academic unit has?

**Q19.1.** List all the names:

When was your <b>Assessment Plan...</b>	1. Before 2012-13	2. 2013-14	3. 2014-15	4. 2015-16	5. 2016-17	6. 2017-18	7. No Plan	8. Don't know
<b>Q20.</b> Developed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Q20.1.</b> Last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q20.2. (Required)**Please **obtain** and **attach** your latest **assessment plan**:**Assessment plan table for report.docx**  
12.79 KB**Q21.**Has your program developed a **curriculum map**?

- ☐ 1. Yes
- ☒ 2. No
- ☐ 3. Don't know

**Q21.1.**Please **obtain** and **attach** your latest **curriculum map**:

No file attached

**Q22.**Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?

- ☐ 1. Yes
- ☒ 2. No
- ☐ 3. Don't know

**Q23.**

Does your program have a capstone class?

- ☐ 1. Yes, specify:

- ☒ 2. No
- ☐ 3. Don't know

**Q23.1.**

Does your program have a capstone project(s)?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

**(Remember: Save your progress)**

Save When Completed!

ver. 10.**31**.17

**Assessment Data – Moderate/Severe Education Specialist Credential Program**

Student #	EDSP 209 Aug. & Alt. Communication Sig. Assignment 2 <sup>nd</sup> semester (Rubric: 1-4 pt. scale)	EDSP 208: Evidence-based practices. Sig. Assignment 3 <sup>rd</sup> semester (25 and 100 pt scales)	EDSP 218: Methods in Low-Incidence Sig. Assignment 4 <sup>th</sup> semester (Percent out of 100)	Student Teaching Final Evaluation Tool 4 <sup>th</sup> semester
1. G.A.	2.5	22/25; 82/100;	88/100 = B+	Not taken yet
2. M. A.	3	85/100; 85/100		
	4	23.5/25; 95/100;	95/100 = A	Prof. 11/11
	4	95/100; 96/100		
3. T. A.	4	24/25; 86/100;	97/100 = A	Prof. 11/11
	4	92/100; 95/100		
4. A. C.	3.4	22/25; 90/100;	92/100 = A-	Prof. 11/11
	3.5	92/100; 89/100		
5. C. F.	4	23.5/25; 94/100	98/100 = A	Prof. 11/11
	4	96/100; 95/100		
6. E.F.	3	22.5/25; 90/100;	94/100 = A	Prof. 11/11
	3	94/100; 95/100		
7. K.J.	4	23.5/15; 92/100;	97/100 = A	Prof. 11/11
	4	95/100; 95/100		
8. S.O.	3	22/25; 89/100;	92/100 = A-	Prof. 11/11
	3	90/100; 90/100		
9. I.S.	4	23/25; 93/100;	96/100 = A	Prof. 11/11
	4	96/100; 95/100		
10. L.S.	4	24/25; 98/100;	100 = A	Prof. 11/11
	4	100/100; 98/100		
11. M. S.	3.5	23/25; 90/100;	97/100 = A	Prof. 11/11
	4	94/100; 95/100		

### **Moderate/Severe Specialist Credential Program**

#### **Rubric for Signature Assignment in EDSP 209: Augmentative and alternative communication: Assessment and Intervention**

Associated TPEs: 2, 3, 8, 9, 10

CCTC Standards: Common standards 4 & 5; and, Moderate/Severe Specialty Standards 2, 4, & 8

#### **Course objectives:**

1. Demonstrate the ability to work with family members, team members, and peers to determine the current communicative forms, functions, and content that a child demonstrates through interviews, observations, and teacher-designed assessments.
2. Demonstrate the ability to utilize typical language samples, environmental inventories, and interviews to determine the communicative needs of children/youth with disabilities.
3. Gain knowledge and skills related to working with physical and occupational therapists, audiologists, and eye specialists to assist in accurate motor and sensory assessment of their students; and, determine how students' sensory and motor disabilities impact their communication.
4. Gain knowledge in how to work with speech and language professionals to determine next steps for children who are nonverbal or delayed in their communication development.
5. Demonstrate the ability to develop and select augmentative and alternative communication systems in collaboration with transdisciplinary personnel for children who are both nonverbal and partially verbal:
  - \* Understand how high-tech systems work and how to work with vendors to select the most appropriate system if needed.
  - \* Learn to utilize software systems and other materials to develop “low-tech” communication options if needed.
6. Demonstrate the ability to write instructional programs to teach students both receptive and expressive communication skills.
7. Gain knowledge and skills related to working with parents and other school personnel to ensure consistent application of the communication system.
8. Demonstrate the ability to facilitate use of the communication system for conversation and interaction with nondisabled peers, general school personnel, family members, and persons in the community.

**Signature Assignment: (Students complete the project with 2 different students) Assessment, design of interventions, and implementation.**

<b>Components</b>	<b>1 = Does not meet the requirement</b>	<b>2 = Minimally meets the requirement</b>	<b>3 = Assignment completed with high quality</b>	<b>4 = Exemplary – exceeds expectations</b>
Family interviews, staff interviews – tools <TPE 8: Learning About Students>	Did not plan for time with parent and/or staff; and/or did not utilize interview tools appropriately.	Interviewed parent(s) and staff; filled out the interview summary form.	Interviewed parent(s) and staff; included notes from questions asked, filled out the interview summary sheet with clear delineation of parent, staff, and personal observations.	Developed personalized protocol for the parent(s), included questions utilized and notes from the meeting, spent time with each staff person, took notes and utilized data in creative ways.
Use of observational assessment tools <TPE 8: Learning About Students>	Did not complete the number designated and/or did not complete them correctly.	Completed the designated number of observational assessments correctly.	Completed the designated assessments correctly and with high quality.	Utilized the assessment tools to go beyond the required information; and/or created new uses of the tools.
Description of current communicative forms, functions, and content <TPE 8: Learning About Students>	Written summary is not clear, objective, and thorough; and/or did not follow the format for the written summary; and/or summary is not strengths-based.	Provided a written summary which is strengths-based and objective.	Provided a written summary which is strengths-based, objective, and very thorough..	Written summary exceeds expectations. Provides a very professionally written description of current communication forms, functions, and content.
Use of ecological inventories and typical peer language samples <TPE 8: Learning About Students>	Did not complete the designated number of inventories and typical peer language samples.	Conducted the designated number of inventories and typical peer language samples with accuracy.	Conducted the designated number of inventories and typical peer language samples with thorough detail.	Exceeded the designated number of inventories and typical peer language samples and/or creatively added to the information learned.
Description of current communication needs and the Matrix of needs	Description is not clearly written and/or the instructional matrix was	Provided a written summary of communication needs and	Written description and matrix are both very thoroughly completed.	Written summary exceeds expectations. Professionally written

across settings/contexts. <TPE 3: Interpretation and Use of Assessments>	not completed correctly.	filled out the matrix correctly.		description of needs directly tied to use of matrix.
Collaboration with related service personnel (speech therapist, physical therapist, occupational therapist, adaptive technology specialist, etc.) <TPE 3: Interpretation and Use of Assessments>	It is evident that the candidate did not collaborate with appropriate related service personnel	In conducting the capacity assessments, it is evident that the candidate did collaborate with the appropriate related service personnel.	Written description of capacity assessments demonstrates a strong connection with the appropriate related service personnel.	Candidate went above and beyond to seek collaboration with related service personnel, and utilized the information in ways that exceeded expectations.
Capacity assessments - Cognitive - Physical - Sensory <TPE 3: Interpretation and Use of Assessments>	There is no evidence of symbol assessments, auditory, visual, or physical assessments or the assessments were incorrectly completed.	The candidate completed the minimum assessments with accuracy.	The candidate provided clear evidence of symbol assessments, sensory, and physical assessments with linkages to the descriptions of current forms and current needs.	The candidate completed capacity assessments which exceed expectations.
Description of cognitive, sensory, & physical capacities related to communication <TPE 3: Interpretation and Use of Assessments>	Description is not complete, not clearly written, and/or does not provide enough information.	Written description covers all areas required, provides some useful information for program planning.	Written description is strengths-based, thorough, covers all necessary areas, and very clearly and objectively uses data to back up statements.	Written summary exceeds expectations. Professionally written summary of the student's capacities across cognitive, sensory, and physical abilities related to communication.
Intervention	Candidate's ideas for intervention do not appear	The Candidate's ideas for intervention appear to be	The candidate provided a thorough description of	The candidate advanced his/her ideas for



determination <TPE 9: Instructional Planning>	to be based on the data collected, or the ideas are too general evaluate.	based on the data collected and are personalized to the student.	the suggested interventions, using data analysis linked to assessments.	intervention based on the assessment data collected and justified the choices based on evidence-based practices.
2 Written instructional interventions <TPE 9: Instructional Planning>	The candidate's written instructional plans are incomplete or difficult to follow.	All components of the instructional plans are complete.	The candidate developed instructional plans which are not only complete but very easy to follow, thorough, and clearly feasible within the teaching situation.	The candidate developed highly professional instructional plans with easy data management systems, extra creativity, and which show planning and time beyond expectations.
Materials development <TPE 9: Instructional Planning>	The candidate did not take responsibility for developing quality materials for use in the plans.	The candidate developed quality materials for use in the instructional interventions.	The candidate designed and developed materials of very high quality and which are appropriate for continued use in the student's program.	The candidate far exceeded the requirement for materials through creative design, durability, and/or sustainability.
Implementation and progress monitoring <TPE 2: Monitoring Student Learning During Instruction>	The candidate did not carry out the instructional implementation or did so very few times and/or did not collect data for use in progress monitoring.	The candidate carried out the instructional plan for the minimum number of days and collected data for progress monitoring and data-based decision-making.	The candidate carried out the instructional plans beyond the minimum number of days, and collaborated with the school staff to collect data on days when the candidate was not on site, for additional progress monitoring which was then utilized in decision making.	The candidate's instructional plans were implemented far beyond the required number of days, and the candidate showed creativity and persistence in collecting accurate data which was used in making data-based decisions for the student.
Reflection on both the student's progress and the candidate's own performance across the signature assignment.	The candidate does not effectively summarize the data collected in an objective way; and/or does not reflect on her/his own	The candidate minimally reflects on the students' progress data and objectively determines some ways in which	The candidate does a thorough summary of the data collected, and gives evidence of changes which were made and	The candidate far exceeds expectations in conducting a data analysis which is highly professional, giving evidence for changes

<TPE 10: Instructional Planning>	performance.	improvement in the intervention could have been made.	which could be made in the future. The candidate reflects on her/his own performance and ways in which this may or may not have influenced the data.	made and which could be made in the future; and reflects on his/her own performance and possible influences on the data.
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### **Strengths-Based Description of Student, Operational Definition of Target Behaviors of Concern, etc. Assignment**

**Student Name:** \_\_\_\_\_

- Strength-based description of the student whose behavior you are identifying to support to change. Include the student's capacities, skills, interests, etc. as well as his/her challenges and support needs. (5 points)
- Description of the target behavior/behavioral challenges (i.e. the behavioral difficulty, deficit or excess). Include specific examples of the behavior, including what it sounds and feels like. Estimate how often the behavior occurs and how intense or severe the behavior is. (5 points)
- Operational definition of the target behavior (i.e., the behavior you intend to observe and measure) in observable, measurable, and countable terms). (5 points)

- Possible replacement (functionally alternative response) behavior for the challenging one(s). What skills appear to be lacking which possibly leads to the use of the challenging behavior by the student. Identify and positively state any new appropriate/desired behavior(s). (5 points)
- Description of how you are measuring/assessing the target behavior for the functional behavioral assessment. Note the direct measures (e.g., types of observation measures) and note the indirect measures (e.g., interviews, quality of life questionnaire, motivational assessment scale, etc.) that you plan to use, including in what contexts and with whom. (5 points)

## **Functional Assessment of Challenging Behavior, Analysis of Assessment Data, and Initial Hypothesis Statement(s) Assignment Evaluation**

**Student Name:** \_\_\_\_\_

- Definition of the target behavior in objective, measurable and observable terms  
(10 points)
- Description of measures/functional assessment tools used and the data collection process (e.g., who implemented, who interviewed, what observed and for what period of time)—Information gathered thoroughly and from a number of sources  
(15 points)
- Detailed summaries of the findings/outcomes of the functional assessment data collection (30 points)
- Hypotheses generated regarding the function(s) of the target behavior (20 points)

- Description of the process by which the hypothesis will be tested (15 points)
- Clear, concise, thoughtful analysis of the data, objectivity, positive descriptive writing and professional writing level (10 points)

## **Multi-Component Positive Behavioral Support Plan Assignment Evaluation**

**Student Name:** \_\_\_\_\_

- Clear, operational definition of the problem behavior(s) **(5 points)**
  
- Functional assessment summary, including hypotheses generated by data so far.  
**(10 points)**
  
- Intervention/support strategies for each part of the hypothesis statement **(50 points)**
  - Setting event strategies
  
  - Ecological variables – control, predictability, schedule, enhanced interactions
  
  - Immediate predictor strategies/Antecedent modifications
  
  - Instructional procedures/interventions- what skills will be taught and how  
(Include systematic instructional programs that have been developed)
  
  - Reinforcement strategies

- Responses to Problem Behavior(s)/Crisis Plan **(10 points)**
- Life Style Changes and Enhancement/Long Term Supports **(10 points)**
- Monitoring and Evaluation Plan (Include data collection forms) **(15 points)**

EDS 208: Evidence Based Assessment  
& Intervention – Moderate/Severe Disabilities

Fall 2017  
J. Gonsier-Gerdin

### **Individual Positive Behavioral Support Plan Implementation-- Data Collection Summary and Analysis of Progress Assignment Evaluation**

**Student Name:** \_\_\_\_\_

- Brief description of the steps taken to implement the positive behavioral support plan.  
(i.e., how the plan has been implemented, who has been involved, any preparation of staff and/or peers that has been done.) (10 points)



- Brief summary of how data has been collected (on both challenging behaviors and the appropriate behaviors) during implementation of the plan. (15 points)
- Summary and analysis of the actual data collected thus far, including **attempts to graph the outcome data for challenging behaviors as well as for new appropriate behaviors learned. Actual data sheets with data collected attached.** (30 points)
- Comments, concerns, observations, and thoughts regarding the implementation of the behavior plan. Include discussion of any challenges faced with regard to the implementation of the plan, goodness of fit, etc. (20 points)
- Recommendations for future implementation of the plan. Discuss any modifications/ changes that appear to be necessary in the plan and/or the data collection system as well as any additional assessment(s) that might need to be done. (15 points)
- Any other reflections regarding the functional behavioral assessment and positive behavioral support plan development and implementation processes. (10 points)

Dr. Kathy Gee, Instructor  
EDS 218  
Comprehensive/Triennial IEP  
Spring, 2018

### **Outline for Integrated Assessment Report & Grading rubric**

1. Intro paragraph
2. What assessments were conducted.
3. Summary of person-centered planning meeting: a write up of all the notes from start to finish. (This should include a discussion of the student's relationships.)
4. Summary of student's learning styles – things that work well for this person and things that don't work well
5. Based on **all** of your assessments, the student's strengths, abilities, and needs in each academic or basic skill area below (needs can be listed as recommendations):
  - Cognitive and Communication skills (expressive and receptive, based on what you learned in EDS 209)
  - Academics: literacy, numeracy, social studies, science
  - Social/behavioral realm: play skills, social skills; friendships and Social relationships; student's strengths and needs
  - Motor skills: gross and fine motor, mobility
  - Sensory skills: Visual skills, visual-motor skill, Auditory skills
  - Self-determination and self-advocacy: any issues you notice about the individuals' ability and opportunity for choice-making; need for empowerment, etc.
6. Based on all of your assessments, the student's strengths, abilities, and needs in each functional domain area below as appropriate depending on age:
  - participation in general education classes & curriculum
  - participation in the school and the school community
  - self-help and self-management skills

- domestic activities: household chores, cooking, taking care of belongings
- participation in the community outside of school: recreation, faith-based activities, clubs, etc.
- participation in work/jobs

7. A short summary that leads to an action plan for the IEP/ITP.

8. A list of draft IEP/ITP goals and benchmarks.

**Rubric for grading:**

Assignment components	1 = Does not meet the requirement (Below 80%)	2 = Minimally meets the requirements (80-84% = B or B-	3 = Assignment completed with high quality (85% to 94% = B+, A-, or A	4 = Exemplary - Exceeds expectations (98-100% = A+)
Preparation, communication with family and team members, person-centered planning	The candidate did not successfully carry out a family-centered planning meeting and did not communicate well with other team members.	The candidate did carry out the family-centered planning meeting, and did meet with related service professionals, but needed support to do so.	The candidate carried out a high quality family-centered planning meeting and met with all needed related service professionals.	The candidate went above and beyond to work with family members to carry out the meeting, and provided exemplary communication to both related service professionals and family members.
Conduct assessments in all areas; data analysis	The assessments were not fully completed by the candidate, requiring the mentor teacher to complete; and/or the analysis was not fully developed.	Some assessments were done with less than high quality, and interpretation was descriptive but not analytical.	Completed all assessments and did a competent analysis of the data.	Completed all assessments with exemplary quality and used research to analyze the data
Written report: strengths-based student	The written report needed more than one	The written report was of high quality in only	The written report was of professional level quality	The written report was exemplary in all areas.

description, summary of family-centered planning, learning styles description, and assessment report	re-write and assistance from instructor/supervisor in order to meet the standard	some components. Some grammar issues; and, some less than professional writing.	in all parts.	
Written IEP goals	IEP goals needed to be revised with assistance and support.	IEP goals were well written, but needed some revisions and support/additions.	IEP goals were of high quality with all components addressed, and covering all needed areas with just a few edits.	IEP goals were exemplary with no revisions or additions needed.
Support for Focus student to participate in their own IEP	The candidate did not successfully support the focus student to participate in their own IEP meeting and process.	The candidate did have the focus student participate in their own IEP meeting, but not in the development and the summation.	The candidate supported the focus student to participate in the preparation (family meeting), the meeting itself and the summation/understanding of the outcomes.	The candidate went above and beyond to facilitate self-determination in supporting the focus student through all aspects of the process.
Oral presentation and communication at the IEP meeting	The candidate's oral presentation was lacking in several areas (clarity, focus, overall enthusiasm, strengths-based and thorough, and engagement).	The candidate's oral presentation was lacking in a few areas (either clarity, focus, overall enthusiasm, and strengths-based, and engagement).	The candidate's oral presentation and communication with others in the meeting was at a new teacher level.	The candidate's oral presentation of the entire process was professional, clear, and dynamic. The candidate engaged the family and others thoughtfully at the meeting.
Candidate reflection	The candidate's reflection was not very descriptive and lacked thoughtfulness/analysis.	The candidate's reflection was limited in some ways.	The candidate's reflection of the process was meaningful and thorough.	The candidate thoroughly reflected on the whole process at a high level, including relating it to evidence-based practices.

**California State University  
College of Education  
Moderate/Severe Disabilities Specialist Credential**

**EDSP 415/421 Evaluation Tool**

**Student Teacher:** \_\_\_\_\_ **Semester** \_\_\_\_\_

**University Supervisor** \_\_\_\_\_ **Mentor Teacher** \_\_\_\_\_

**School/District/County** \_\_\_\_\_

**Program and/or grade levels:** \_\_\_\_\_

When utilizing this tool, first read what is in the fourth column labeled “Proficient.” This is the skill that the student is working to develop. Columns 1 through 3 are ways for you to indicate how close you feel the student is to being proficient. Column 5 (farthest to the right) is a place to indicate a student’s “exceptional” skills.

By the end of EDS 414, students should be at the level of “developing proficiency” or better in all areas. There can only be exceptions in situations where the opportunities are not available due to the types of students, ages of students, etc. If there is no opportunity to address that set of competencies because of the current placement, then a plan should be made for the final semester to get adequate opportunities. At the end of EDS 414, the supervisor and mentor teacher will determine if the student can pass on to EDS 415. Then, the student will meet with the moderate/severe credential program advisors and develop an individualized plan for EDS 415.

By the end of EDS 415, all areas must be at a “proficient level”. In order to be at a “proficient” level for any one of the 11 areas, 80% of the items in that area need to be at “proficient.” 20% can be at the “developing proficiency” level but no less. At the beginning of the semester the student will meet with the mentor teacher and supervisor to discuss ways to meet the competencies in each area. It is the student’s responsibility to make sure that the supervisor and mentor teacher have the opportunity to observe each area. During the 7<sup>th</sup> or 8<sup>th</sup> week a midterm evaluation will be done and areas of need identified. During finals week, the final evaluation will be done.

Please fill out each item in the evaluation for both the midterm and the final, noting whether you have based your score on the following criteria. You can indicate more than one type in the box.

**O** = observed      **A** = assignment      **I** = interview or discussion

If there was no opportunity or you did not observe, indicate N.O. If the particular skill is inappropriate for the student’s age, put N.A.

### Area 1: Collaboration, Communication, and Professional Attributes and Dispositions

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency	Exceeds Proficiency
<b>1. Collabor— ation &amp; communica- tion</b>	Has trouble communicating and collaborating with others.	Understands the need to develop better communication and collaboration but is having difficulty	Developing collaboration skills but needs more practice.	Develops rapport with faculty & staff; collaborates well with the team.	Is an exceedingly good communicator and collaborator; highly professional.
<b>2. Student focus</b>	Does not show interest in the students beyond his/her requirements.	Is still focused on assignments alone, not seeing the big picture.	Is developing an understanding of the students' needs and beginning to jump in.	Demonstrates care and interest in students beyond assignments.	Demonstrates care and interest in students beyond assignments. Shows an exceptional level of professional understanding.
<b>3. Commit- ment to inclusive lives</b>	Actions and/or words demonstrate a lack of understanding and/or lack of interest in inclusive schooling. Supports separate classes.	Shows some interest and understanding of inclusive schools, but is still more comfortable in segregated settings.	Developing an understanding of inclusive schools, asks questions and shows interest.	Demonstrates enthusiasm and commitment to inclusive schooling through actions and discussion.	Has an exceptional grasp of the negative effects of segregation; and a commitment to ensure inclusive lifestyles for all students.
<b>4. Desire to improve teaching performance</b>	Makes little or no effort to improve teaching performance. No evidence of improvement in teaching performance.	Expresses desire to improve teaching performance, but there is inconsistent evidence that demonstrates improvements.	Is beginning to show positive self-reflection, and use of feedback. Teaching shows improvement.	Demonstrates desire to improve teaching performance. Teaching performance shows clear improvement.	Self- reflects and problem solves; utilizes feedback constructively; seeks out ways to improve; discusses her/his teaching skills professionally.
<b>5. Responsi- bility</b>	Does not meet timelines, initiate, or take responsibility for following through in the classroom and for assignments.	Having difficulty with follow through and initiating, timelines, etc. but understands the need to improve..	Is beginning to initiate, meet timelines, and take responsibility. Has shown some improvement.	Demonstrates ability to initiate, commit, follow-through, meet timelines, and take responsibility.	Demonstrates a high level of professionalism related to personal responsibility; communicates at a high level about timelines and activities.
<b>6. Professional appearance</b>	Rarely dresses appropriately. Supervisor frequently provides direct feedback regarding appearance.	Usually dresses professionally and appropriately. There are days, though limited, when dress does not meet school norms.	Usually dresses professionally and appropriately.	Dresses professionally and appropriately at all times, meeting school norms.	
<b>Comments on #1-6:</b>					

**Area 2: IEP development, program development, ecological assessment, self-determination, and self-advocacy.**

	<b>Unsatisfactory</b>	<b>Emerging</b>	<b>Devel. Proficiency</b>	<b>Proficiency</b>	<b>Exceeds proficiency</b>
<b>7. IEP development</b>	Does not demonstrate an understanding and/or is resistant to the principles of family-centered, collaborative, ecological assessment	Is beginning to understand family-centered, collaborative, ecological assessment but needs more opportunities and practice.	Has had some experience in supporting the mentor teacher in family-centered, collaborative, ecological assessment but needs more practice.	Successfully supports the mentor teacher in family-centered, collaborative, ecological assessment.	Has demonstrated success in taking the lead on family-centered, collaborative assessment and IEP development.
<b>8. Self-determination</b>	Is struggling to understand how to promote self-determination, meaningful skills, and membership.	Is beginning to demonstrate an understanding of the process of developing priorities which reflect self-determination, meaningful skills, and membership.	Is developing the ability to develop priorities for students that reflect self-determination, meaningful skills, and membership. Needs more practice.	Discusses priorities for students that reflect self-determination, meaningful skills, and membership. Develops goals and writes assessments which reflect these principles.	Demonstrates an exceptional level of meaningful, priority development related to students' membership & self-determination.
<b>9. Self-advocacy</b>	Does not understand these principles; or is resistant to the idea of meaningful ways for students to participate in their own IEPs.	Is beginning to demonstrate an understanding of ways for students to participate in their own IEPs but has not had the opportunity to observe this or participate in it.	Is beginning to support the mentor teacher to effectively include students with disabilities in their own IEP development/meetings	Supports the mentor teacher to effectively include students with disabilities in their own IEP development/meetings.	Determines creative and skillful ways for students to participate in their own IEP development/meetings.
<b>10. Written IEPs</b>	Struggles to understand the IEP development process; and how to write meaningful and measurable goals.	Is beginning to demonstrate an understanding of quality IEP development.	Has assisted in writing meaningful IEP documents and measurable goals but needs more practice.	Has successfully written a triennial assessment, and developed meaningful IEP documents and measurable goals.	Has taken the lead on writing high quality meaningful IEPs and measurable goals.
<b>Comments on #7-10: Indicate whether based on: O A I Or, if N.O.</b>					

### Area 3: General Education Core Curriculum and Instruction

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency	Exceeds Proficiency
11.	Struggles to collaborate with general education teachers even with feedback.	Is beginning to understand how to co-teach with general education partners.	Has had some success planning effective lessons for core curriculum in gen ed classes, but needs more practice.	Collaborates with gen ed teachers to plan effective lessons in core curriculum for heterogeneous groups in the General ed classroom	Collaborates with gen ed teachers to plan effective lessons in core curriculum for heterogeneous groups in the General ed classroom beyond requirements
12.	Struggles to understand how to implement core curriculum; has difficulty using feedback.	Needs more work/practice in utilizing core curriculum in both general and special education classes; more opportunities and feedback needed.	Has had some experience implementing core curriculum in: - general ed classes - special ed classes but needs more practice.	Has successfully implemented instruction of some core curriculum in: -general ed classes -special ed classes	Successfully implements instruction of core curriculum in a variety of formats and groupings in both general ed classes and special ed classes
13.	Struggles and/or forgets to facilitate cooperation and partnering.	Understands the need to facilitate cooperation and partnering but is still having difficulty.	Is beginning to facilitate cooperation and partnering in general and special education classes.	Creates opportunities for learners to cooperate and partner in: -General ed classes -Special ed classes	Successfully creates opportunities for learners to cooperate and partner in both General ed classes and Special ed classes
14.	Does not demonstrate an understanding of what it means to be responsive in teaching.	Is not yet able to balance the needs of the whole and the individual.	Is beginning to demonstrate responsiveness. Needs more practice.	Demonstrates some responsiveness and flexibility in instructional delivery.	Demonstrates clear responsiveness and flexibility in instructional delivery; meets the needs of individuals and the whole group.
15.	Struggles to engage and involve all students; does not understand what needs to improve.	Struggles to engage all students in positive ways; but understands the need to improve.	Shows beginning skills in positive engagement and management of student involvement.	Is able to positively engage students and manage student involvement for the majority of the time although teaching.	Is exceptional at positively engaging students and managing students' involvement in learning.
<b>Comments on #11-15: Indicate whether based on: O A I Or, if N.O.</b>					



**Area 4: Access; modifications; adaptations for students with moderate/severe disabilities in the core curriculum in general education core curriculum/classes.**

	<b>Unsatisfactory</b>	<b>Emerging</b>	<b>Devel. Proficiency</b>	<b>Proficiency</b>	<b>Exceeds Proficiency</b>
<b>16.</b>	Does not understand and is resistant to the principles of meaningful inclusion in the core curriculum.	Is beginning to understand but not yet able to articulate these principles and struggles to understand modified outcomes.	Understands why and is working at understanding more clearly the principles of including all students in the core curriculum. Needs more practice..	Demonstrates enthusiasm for and an understanding of the principles of including all students, regardless of the severity of their disabilities, in the general education core curriculum/activities.	Has demonstrated exceptional understanding of meaningful access to core curriculum for students with severe intellectual disabilities.
<b>17.</b>	Does not understand how to modify cognitive outcomes, and is not yet able to modify and adapt.	Collaboration skills with general education teachers are still emerging; does not yet successfully modify outcomes and design adaptations	Understands how to work with general educators to modify cognitive outcomes, but needs more practice.	Works with gen ed teachers to understand units/standards; has successfully modified some cognitive outcomes/goals and designed adaptations as necessary.	Works with gen ed teachers to understand units/standards; successfully modifies cognitive outcomes/goals and designs adaptations as necessary without support.
<b>18.</b>	Struggling to understand how to develop participation and support plans.	Is beginning to understand participation. & support plans, and how to integrate instruction.	Understands how to develop participation and support plans and the need to integrate instructional plans, but needs more practice.	Has successfully developed and implemented some participation and support plans; understands how to integrate systematic instructional plans within support plans.	Successfully and regularly develops and implements participation and support plans; integrates systematic instructional plans within support plans.
<b>19.</b>	Does not seem to understand how to facilitate students' participation in educational activities in the general education classroom.	Is beginning to develop the ability to facilitate students' participation in educational activities within the general education classroom, but needs more coaching and practice.	Has done some successful facilitation of students' participation in educational activities within the general ed classroom, butnNeeds more practice in this area.	Successfully facilitates students' participation in activities within the general education classroom.	Has exceptional skills in facilitation of students' participation in activities within the general education classroom.
<b>20.</b>	Is still struggling to develop participation and support plans. .	Participation and upport plans are still not at the level for sharing and teaching.	Is beginning to be able to articulate clearly the concepts in the participation plans he/she dewvelops, but not yet ready to train others..	Successfully shares information about participation plans and participation strategies; and, instructional plans.	Successfully teaches/coaches others to implement participation plans; instructional plans and social participation.
<b>Comments on #16-20: Indicate whether based on: O A I Or, if N.O.</b>					

### Area 5: Systematic assessment and instruction

	<b>Unsatisfactory</b>	<b>Emerging</b>	<b>Devel. Proficiency</b>	<b>Proficiency</b>	<b>Exceeds Proficiency</b>
<b>21.</b>	Struggling to understand how/why teacher developed baseline assessments are done.	Struggling to understand how to get baseline assessments; but is eager to learn.	Has designed some baseline assessments; needs more practice.	Successfully designs strategies to get baseline assessments of targeted priority skills.	Successfully designs strategies to get baseline assessments of targeted priority skills across a wide range of areas.
<b>22.</b>	Struggles to understand systematic instructional methods.	Has had some success with determining systematic instructional methods, but needs more coaching & practice.	Is developing the ability to determine methods of instruction appropriate for each individual student. Needs more practice.	Uses baseline data to determine methods of systematic instruction.	Has exceptional skills in determining appropriate instructional methods across a wide range of skills.
<b>23.</b>	Does not see the need for this; having trouble understanding how to write instructional plans.	Is trying hard to understand how to write clear systematic instructional plans.	Beginning to develop skills in this area. Needs more practice.	Has demonstrated the ability to write clear systematic instructional plans and set up data sheets.	Writes exceptionally clear systematic instructional plans and sets up data sheets for direct instruction across domains.
<b>24.</b>	Struggles to implement systematic instruction even after coaching and feedback.	Struggling to implement systematic instruction and take data, but has made improvement.	Is developing systematic instructional skills and the ability to take data; needs more practice.	Implements instructional plans consistently and takes data regularly to measure student progress.	Implements instructional plans consistently and takes data regularly to measure student progress; adjusts and makes changes according to data over time.
<b>25.</b>	Is having difficulty with the concepts of systematic instruction. Needs more work.	Still struggling with the concepts and has difficulty clearly articulating systematic plans.	Is gaining confidence in the concepts of systematic instruction, but not ready to teach or coach others.	Is able to articulate and explain written systematic instructional plans and demonstrate how to implement them.	Trains/coaches other staff to implement systematic instruction plans, take data, and utilize data.
<b>Comments on #11-15: Indicate whether based on: O A I Or, if N.O.</b>					

**Area 6: Instruction in non-classroom environments (i.e. community, employment, school activities, etc.)**

	<b>Unsatisfactory</b>	<b>Emerging</b>	<b>Devel. Proficiency</b>	<b>Proficiency</b>	<b>Exceeds Proficiency</b>
<b>26. Non-classroom settings (i.e. playground, hallways, cafeteria, extra-curricular</b>	Does not yet understand how or why students with disabilities should engage with their typical peers.	Is beginning to understand why involvement with typical peers is important, and beginning to find ways to do this.	Is developing good skills for involving students with mod/severe disabilities in age-appropriate activities with their nondisabled peers outside of the classroom.	Develops ways of involving students with mod/severe disabilities in age-appropriate activities with their nondisabled peers outside of the classroom.	Has shown exceptional creativity and energy in the developing ways of involving students with mod/severe disabilities in age-appropriate activities with their nondisabled peers outside of the classroom.
<b>27. High school and transition age</b>	Struggles to understand community-based instruction.	Sees ways to improve community based instruction, but needs help to change.	Community based instruction is beginning to improve, becoming more meaningful, needs practice.	Has implemented community-based instruction successfully.	Develops community-based programs which are meaningful to individual students, & lead to integration and social relationships.
<b>28. Job development - high school &amp; transition</b>	Struggles to understand the concepts of supported employment & job development.	Needs more direct instruction and practice in job development skills.	Has begun to show understanding of job development, needs more practice to be proficient.	Understands how to do job development in the community which results in supported employment - real work for real pay.	Has successfully developed a job (or jobs) in the community resulting in real work for real pay.
<b>29. School and larger community</b>	Struggles with facilitating rapport and interactions between students and other adults; does not utilize feedback to change behavior.	Struggles with facilitating rapport and interactions between students and other adults; but understands the need to improve.	Is beginning to develop skills to facilitate rapport between students and other adults at school and in the community.	Assists other staff at school and community members at large to develop respect and rapport with individuals with mod/severe disabilities	Is exceptionally skilled in the facilitation of interactions between students and other adults at school and in the community at large.
<b>30. High school &amp; transition age</b>	Does not see the need and/or creates barriers to learn how to develop natural supports.	Is still struggling to develop skills in development of natural supports, needs more direct instruction and practice.	Is developing good skills in the area of natural supports.	Understands how to develop natural supports in community, & at work.	Has demonstrated exceptional skills in the development of natural supports in the community and at work.
<b>Comments on #11-15: Indicate whether based on: O A I Or, if N.O.</b>					

**Area 7: Facilitation of social relationships and friendships between students with disabilities and peers without disabilities.**

	<b>Unsatisfactory</b>	<b>Emerging</b>	<b>Devel. Proficiency</b>	<b>Proficiency</b>	<b>Exceeds Proficiency</b>
<b>31.</b>	Does not comprehend the need for social relationships and friendships and does not do things to enhance.	Understands the need for social relationships, but is struggling to put it into practice.	Is developing confidence in facilitating friendships, and has some skills, but needs more practice.	Demonstrates enthusiasm, commitment, and skills in developing social relationships and friendships between children/youth with and without disabilities.	Has exceptional skills in facilitating the development of social relationships and friendships between children/youth with and without disabilities.
<b>32.</b>	Does not show the ability to provide appropriate support, and does not grasp the difference.	Is just beginning to understand how to provide information and support in ways that are sensitive to the individual. Understands that it is an area to work on.	Is developing skills in the area of providing information and support in ways that are sensitive to the individual. Needs more practice.	Provides information and support in ways that are sensitive to the individual. Understands how to fade in and out as necessary and appropriate for a range of children/youth.	Excels in the provision of information and support in ways that are sensitive to the individual. Understands how to fade in and out as necessary and appropriate for a range of children/youth.
<b>33.</b>	Does not understand how to facilitate interactions between peers with and without disabilities.	Is still working on feeling comfortable with this aspect of the job. Is working on these interpersonal skills.	Understands how he/she impacts the situation. Sees the need for facilitation. Needs more practice to be proficient.	Demonstrates sensitivity to his/her own impact on the interactions between peers with and without disabilities. Utilizes good interpersonal skills to enhance relationships.	Has exceptional interpersonal skills and understands how to use these skills to facilitate and enhance relationships.
<b>34.</b>	Struggles to understand how to facilitate the presumption of competence and what this means.	Needs more work and coaching in the area of facilitation of students being perceived as competent, but understands this is an area to work on.	Demonstrates knowledge of facilitation of students being perceived as competent, and the primary receivers of interactions, but needs more practice.	Facilitates students being perceived as competent and the primary receivers of interactions. Assists peers to utilize AAC devices.	Is exceptional at facilitating students being perceived as competent and the primary receivers of interactions. Assists peers to utilize AAC devices.
<b>35.</b>	Struggles to understand the need and is having trouble developing the skill of facilitating relationships and friendships.	Is beginning to understand the need for encouraging friendships and social relationships but is still trying to develop these skills.	Has discussed strategies for encouraging friendships with mentor/supervisor, but needs more practice with implementation.	Has had some success with finding ways to encourage friendships which extend outside of school and/or work.	Successfully finds ways to develop friendships which extend outside of school/work. Sees this as an important aspect of being a special education teacher in the area of mod/severe disabilities.
<b>Comments on #31 - 35: Indicate whether based on: O A I Or, if N.O.</b>					

### Area 8: Evaluation, design, and implementation of AAC systems

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency	Exceeds Proficiency
36.	Does not understand nonsymbolic and symbolic communication.	Is beginning to develop an understanding of nonsymbolic and symbolic communication.	Is beginning to read symbolic and nonsymbolic communication behaviors in all students.	Understands that everyone communicates. Demonstrates the ability to read both the nonsymbolic and symbolic communication behaviors of her/his students.	Understands that everyone communicates. Demonstrates an exceptional ability to read both the nonsymbolic and symbolic communication behaviors of her/his students.
37.	Is struggling to grasp assessment of receptive and expressive communication; and, struggling to generalize feedback.	Is beginning to understand how to assess receptive and expressive communication skills. Needs support and feedback.	Developing skills in assessment of receptive and expressive communication, but needs more practice.	Systematically assesses both the receptive and expressive communication needs of students who are nonverbal or minimally verbal.	Confidently generalizes skills learned in previous semesters related to the assessment of both receptive and expressive communication.
38.	Is struggling to learn how to develop and implement instructional plans for communication skills. Struggles to generalize.	Is beginning to learn how to develop and implement instructional plans for communication skills. Needs support and coaching.	Is beginning to develop more effective instructional plans for communication skills, but needs more practice.	Develops and implements instructional plans to increase communication skills with nonverbal or minimally verbal learners, and monitors progress.	Is able to consistently develop and implement instruction for communication skills, take data, and coach others to do the same.
39.	Is struggling to understand and develop the skill of meaningful vocabulary selection. Does not generalize from feedback.	Is beginning to understand and identify vocabulary for AAC systems; but needs more coaching and feedback.	Is developing the ability to select vocabulary for AAC systems that will empower the learner across varied contexts and create meaningful access to curriculum and activities. Needs more practice.	Selects vocabulary for AAC systems that will empower the learner across varied contexts and creates meaningful access to curriculum and activities.	Has developed exceptional skills in the selection of vocabulary for AAC systems that will empower the learner across varied contexts and creates meaningful access to curriculum and activities.
40.	Is struggling to understand and develop this skill.	Is beginning to understand how to assist students to initiate communication, and facilitate interactions, but needs more direct instruction and coaching.	Is developing the ability to assist students to initiate communication & to facilitate interactions, but needs more practice.	Assists students to initiate communication, not just respond to others. Facilitates social interactions through communication instruction and support.	Is highly effective at assisting students to initiate communication, not just respond to others. Facilitates social interactions through communication instruction and support.
<b>Comments on #36 – 40. Indicate whether based on: O A I Or, if N.O.</b>					

**Area 9: Functional analysis of challenging behavior and the development and implementation of positive behavior intervention and support (PBIS) plans and use of PBIS principles.**

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency	Exceeds Proficiency
41.	Struggling to encourage positive behavior in students; and struggles to demonstrate principles of positive behavioral interventions & support (PBIS).	Is beginning to grasp and implement the principles of positive behavioral interventions & support (PBIS). This is an area that needs more practice and more feedback.	Understands the principles of positive behavioral support, but is not yet consistently demonstrating these principles with her/his own behavior.	Utilizes the principles of positive behavioral interventions and supports (PBIS) generally throughout the day. Shows an awareness of behavior as communication and being connected to quality of life. Encourages positive behavior in all students.	Utilizes the principles of positive behavioral interventions and supports (PBIS) generally throughout the day. Shows an awareness of behavior as communication and being connected to quality of life. Encourages positive behavior in all students, and demonstrates and helps others to do so.
42.	Struggling with her/his own teaching and interactional behaviors; has trouble self-reflecting on own behavior.	Is beginning to develop self-reflection about her/his own teaching and interactional behaviors, needs more coaching on skills and self-reflection.	Is somewhat confident in her/his ability to positively affect changes in behavior, but needs more practice & feedback.	Is confident in her/his ability to positively affect changes in the behaviors of her/his students. Self-reflects regularly on the process. Understands when a challenging behavior requires or does not require further assessment and analysis, and the development of a plan.	Is exceptionally confident and capable in the area of self-reflection and being intentional about positively affecting changes in students. Generalizes skills learned in previous semesters, professionally discusses challenging behavior, and helps others.
43.	Struggles to understand functional assessment of challenging behavior.	Is beginning to understand functional assessment of challenging behavior; discusses and asks questions.	Is developing the ability to collaboratively assess and develop PBIS plans. Needs more practice.	Utilizes multiple sources of assessment data and collaborates with others to assess challenging behavior, and develop subsequent PBIS plans.	Has an exceptional ability to both collaboratively assess challenging behavior and develop PBIS plans.
44.	Struggles to implement PBIS plans consistently; does not respond well to coaching.	Struggles to implement PBIS plans consistently and to take data. Understands the need for improvement.	Is developing the ability to consistently implement PBIS plans. More practice is needed to be proficient.	Successfully and consistently implements individualized, PBIS plans, and takes data consistently.	Successfully and consistently implements individualized, positive behavioral support plans; takes data consistently; trains and coaches others to implement PBIS plans.
45.	The student is having difficulty learning these skills	Is just beginning to learn skills in data analysis; needs more direct instruction.	Is developing skills in data analysis; is using feedback; understands the principles.	Consistently reviews and analyzes data to make ongoing modifications in PBIS plans.	Consistently reviews and analyzes data from all team members to make ongoing changes/modifications. Helps others to understand changes.
<b>Comments on #41 - 45: Indicate whether based on: O A I Or, if N.O.</b>					

**Area 10: Accommodating students with multiple and complex disabilities.**

	<b>Unsatisfactory</b>	<b>Emerging</b>	<b>Devel. Proficiency</b>	<b>Proficiency</b>	<b>Exceeds Proficiency</b>
<b>46.</b>	Is having difficulty understanding the impact of these disabilities.	Is just beginning to get comfortable with students with sensory and physical disabilities. Needs more opportunities and more direct instruction.	Developing an understanding of the impact of physical and sensory disabilities, is confident with the students, but needs more practice and opportunity.	Demonstrates an understanding of the impact of physical and sensory disabilities on the learning and participation of students who also have intellectual disabilities.	Demonstrates an exceptional level of understanding of the impact of physical and sensory disabilities on the learning and participation of students who also have intellectual disabilities.
<b>47.</b>	Is having difficulty understanding how to develop adaptations, teaching strategies, and supports for students with sensory and physical disabilities.	Is beginning to learn skills related to adaptations, teaching strategies, and supports for students with sensory and physical disabilities; but needs more coaching and instruction.	Developing problem solving skills related to adaptations, teaching strategies, and supports for students with sensory and physical disabilities in these areas, but needs more practice.	Demonstrates problem solving skills related to adaptations, teaching strategies, and supports for students with sensory and/or physical disabilities.	Demonstrates exceptional creativity and problem solving skills related to adaptations, teaching strategies, and supports for students with sensory and/or physical disabilities.
<b>48.</b>	Is having difficulty understanding, and/or does not want to engage in this.	Is eager to learn these skills, and beginning to take initiative to adapt, etc.	Developing problem solving in these areas, but needs more practice.	Demonstrates problem solving skills related to positioning, carrying, transferring, and mobilizing students with physical disabilities. Collaborates well with related service professionals.	Demonstrates exceptional problem solving skills related to positioning, carrying, transferring, and mobilizing students with physical disabilities. Has considerable experience in collaboration with related service professionals.
<b>49.</b>	Does not see or understand the teacher's role in this area.	Is just beginning to understand how families may need support & assistance.	Identifies the needs, and discusses with supervisor and mentor.	Understands the need for advocacy for families to gain the services, adaptations, and supports they need to improve their child's quality of life.	Advocates for and assists families in gaining the services, adaptations, and supports they need to improve their child's quality of life.
<b>50.</b>	Does not take an interest in understanding the teacher's role.	Is just beginning to understand what this involves and what the teacher's role is.	Has begun to learn about collaboration in this area. Identifies needs; takes interest in the teacher's role	Understands specialized health care plans, and how to collaborate with nurses for a variety of oral-motor needs and specialized health care needs.	Has developed excellent skills in the use of specialized health care plans, and collaboration with nurses and other professionals. Advocates for students.
<b>Comments on #46-50. Indicate whether based on: O A I Or, if N.O.</b>					



**Area 11: Program management, evaluation, and systems change.**

	<b>Unsatisfactory</b>	<b>Emerging</b>	<b>Devel. Proficiency</b>	<b>Proficiency</b>	<b>Exceeds Proficiency &lt;Indicate how below&gt;</b>
<b>51.</b>	* Is struggling to understand the need for this type of planning.	* Is beginning to understand the need for scheduling which addresses all student and staff needs.	* Is working on developing these skills. The schedule is in the process of development.	Plans and implements a schedule in which all students are engaged in meaningful activities/classes/experiences.. The schedule gives all staff and the teacher a clear set of roles and responsibilities across the day, including who they are working with and when.	
<b>52.</b>	* Has trouble understanding these concepts.	* Is just beginning to understand these concepts.	* Discusses these ideas with supervisor. Has some parts of the day up to standards but needs more consistency across the day.	If the home base is a self-contained classroom, creates a schedule which is instructionally rich, age-appropriate, and activity-based, similar to the schedule of their same-age nondisabled peers.	
<b>53.</b>	* Having difficulty within small and large groups. Does not yet understand differentiation.	* Not yet able to easily differentiate for students within groups but understands the need.	* Developing the ability to differentiate for all; needs more practice.	Demonstrates the ability to differentiate instruction in large and small groups, making sure everyone has a means for participation.	
<b>54.</b>	* Too many skills are needed before recommending that this happen.	* Is not yet ready to take this responsibility on.	* Is beginning to take this responsibility; needs more practice.	Provides coaching and direction to paraprofessionals and other volunteers/staff across the day.	
<b>55.</b>	* Does not demonstrate an understanding of how to respond.	* Not yet confident in this area, but understands what to work on.	* Shows developing skills in this area; takes initiative.	.Effectively responds to unexpected events or issues which arise with flexibility, calm, and problem solving.	
<b>56.</b>	* Has trouble understanding how to do this and has difficulty with the balance.	* Just beginning to get a picture of the whole class/caseload needs and how to balance.	* Developing the ability to balance the needs of the individual and the class/caseload.	Balances the needs of the whole class/caseload while meeting the needs of individual students.	
<b>57.</b>	* Has trouble with staff relationships; does not yet understand this role.	* Beginning to see her/his role but not yet confident or skilled at these relations.	* Developing these skills; has good interpersonal skills.	Successfully facilitates an environment that is positive for learning and working for all students and staff.	
<b>58.</b>	Does not understand these concepts.	Beginning to demonstrate this.	Needs more practice.	Determines a schedule of instruction to meet IEP goals for each child	
<b>59.</b>	* Has difficulty with data and/or does not demonstrate an interest	* Beginning to understand progress monitoring.; is eager to	* These skills are developing but need more practice.	Establishes efficient data management systems for progress monitoring. Evaluates IEPs and adjusts programs	



	in learning.	learn.		accordingly.	
<b>60.</b>	* Tends to let barriers get in the way; does not see the need to problem solve and help create change.	* Has trouble seeing solutions to barriers; but is identifying issues and discussing.	* Developing these reflective skills and problem solving skills. Needs more assistance to problem solve.	Evaluates and reflects on the school system and its impact on program. Problem solves ways to facilitate moving forward . Creates solutions vs. barriers.	
<b>61.</b>	* Is resistant to this.	* Has difficulty doing this; but sees the need.	* Is developing this skill but needs more input.	Self-reflects on how her/his own behavior can have a positive influence in professional situations.	
<b>Comments on #51 – 60: Indicate whether based on: O A I Or, if N.O.</b>					

**Signature page for EDSP 415/421: The supervisor fills this page out with input from the mentor.**

**Date of Midterm:**\_\_\_\_\_

**Summarize areas of strength and make a plan to address areas of need. If there are major areas of concern that need improvement in order to pass EDS 414 with most areas at Developing Proficiency, make a clear plan for what is needed to pass.**

**Signatures:**

**Student:**\_\_\_\_\_ **Mentor Teacher:**\_\_\_\_\_

**(To the student: By signing this page, you are indicating that you have received it but not necessarily your agreement with it.)**

**Supervisor:**\_\_\_\_\_

.....

**Date of Final:**\_\_\_\_\_

**Is it recommended that the student pass on to EDS 415? Yes**\_\_\_\_ **No**\_\_\_\_

**If yes, summarize areas of strength and indicate any areas of need for the EDS 415 phase of student teaching. If no, make a plan for next steps with the student using the COE contract.**

**Signatures:**

**Student:**\_\_\_\_\_ **Mentor Teacher:**\_\_\_\_\_

**(To the student: By signing this page, you are indicating that you have received it but not necessarily your agreement with it.)**

**Supervisor:** \_\_\_\_\_

**Moderate/Severe Specialist Credential Assessment Plan  
4 Semester Program**

<b>Assessment</b>	<b>Guidelines</b>	<b>Evaluation Criteria</b>	<b>When Submitted?</b>	<b>Who scores and/or has access?</b>	<b>Goes into Candidate's portfolio</b>
Two complete augmentative and alternative assessments & intervention plans, with data from implementation	Provided in Assignment descriptions	Provided in Grading rubric	End of 2 <sup>nd</sup> semester	Dr. Kathy Gee with input from University Fieldwork supervisor	Yes
Functional behavioral assessment and positive behavioral support plan with data from implementation	Provided in Assignment descriptions	Provided in grading rubric	End of 3 <sup>rd</sup> Semester	Dr. Jean Gonsier-Gerdin with input from University Student teaching supervisor	Yes
Triennial Assessment and complete IEP development	Provided in Assignment descriptions	Provided in Grading rubric	End of 4 <sup>th</sup> semester	Dr. Kathy Gee with input from mentor teacher and Student teaching supervisor	Yes
Student teaching evaluation	Provided in the Syllabus & on the tool itself (also in task stream)	Provided in Rubric evaluation tool (also on task stream)	End of 3 <sup>rd</sup> semester student teaching, and end of 4 <sup>th</sup> semester student teaching	University supervisor: either Gee, Gonsier-Gerdin, Arata, Kaweski, or Rasmussen; and, mentor teacher	Yes