OLD DOMINION UNIVERSITY

Darden College of Education and Professional Studies

Developing Professional Educators

Content Assessment of Teacher Candidate Interns

***Early Childhood Special Education Birth - 5***

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***Early Childhood Special Education Birth - 5***

The purpose of the student teaching “content assessment” is to provide more specific information to the Darden College of Education and Professional Studies faculty regarding teacher candidate skill levels on national and state performance standards.

Please evaluate the teacher candidate on the following professional content items. Place a check in the box next to the item that best represents the teacher candidates routine performance on the item below based on the criteria provided.

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| --- | --- | --- | --- | --- |
| **CEC Standards/Major Elements** | 1. **Professional and Ethical Practice** | | | |
| **Standard 9:** View themselvesas **lifelong learners** and regularly reflect on and adjust their practice; Attention to **legal matters** along with serious professional and **ethical considerations** | EXEMPLARY (2pts)- Special education teacher candidate consistently uses reflective practices to understand he/she has multiple and complex roles to serve students across wide age and developmental ranges. | ACCEPTABLE (1pts)- Special education teacher candidate uses reflective practices to understand he/she has multiple and complex roles to serve students across wide age and developmental ranges. | UNACCEPTABLE (0pts)- Special education teacher candidate does not use reflective practices to understand he/she has multiple and complex roles to serve students across wide age and developmental ranges. | Not Observed (N/O) – Did not have the opportunity to demonstrate skills. |
|  | **2. Professional and Ethical Practice** | | | |
| **Standard 9:** Attention to legal matters along with serious professional and ethical considerations; Engage in **professional activities** and participatein learning communities that benefit individuals with exceptional learning educators; Keep current with evidence-based best practices  **ECSE9S5** Participate in activities of professional organizations relevant to early childhood special education and early intervention | EXEMPLARY (2pts)- Special education teacher candidate consistently updates his/her knowledge of legal matters to ensure their ability to maintain the highest professional and ethical standards to work with students with exceptional learning needs, their families, and other educational constituents. | ACCEPTABLE (1pts)- (1pts)- Special education teacher candidate updates his/her knowledge of legal matters to ensure their ability to maintain the highest professional and ethical standards to work with students with exceptional learning needs, their families, and other educational constituents. | UNACCEPTABLE (0pts)- Special education teacher candidate does not update his/her knowledge of legal matters to ensure their ability to maintain the highest professional and ethical standards to work with students with exceptional learning needs, their families, and other educational constituents. | Not Observed (N/O) – Did not have the opportunity to demonstrate skills. |
|  | **3. Professional and Ethical Practice** | | | |
| **Standard 9:** Engage in professional activities and participate in learning communities that benefit individuals with exceptional learning educators; View themselvesas **lifelong learners** and regularly reflect on and adjust their practice; Keep **current with evidence-based best practices**.  **ECSE9S6** Apply evidence-based and recommended practices for infants and young children including those from diverse backgrounds | EXEMPLARY (2pts)- Special education teacher candidate continuously assesses the effects of their own professional behavior and methods of communication on constituents in the learning community and seek opportunities to grow professionally and remain current with evidence-based best practices. | ACCEPTABLE (1pts)- (1pts)- Special education teacher candidate assesses the effects of their own professional behavior and methods of communication on constituents in the learning community and seek opportunities to grow professionally and remain current with evidence-based best practices.. | UNACCEPTABLE (0pts)- Special education teacher candidate does not assess the effects of their own professional behavior and methods of communication on constituents in the learning community and seek opportunities to grow professionally and remain current with evidence-based best practices.. | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
|  | **4. Curriculum and Instruction** | | | |
| **Standard 2:** Understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs; Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs  **ECSE2K1** Theories of typical and atypical early childhood development  **ECSE2K2** Biological and environmental factors that affect pre-, peri-, and postnatal development and learning  **ECSE2K3** Specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life  **ECSE2K4** Impact of medical conditions and related care on development and learning  **ECSE2K6** Factors that affect the mental health and social-emotional development of infants and young children  **ECSE2K7** Infants and young children develop and learn at varying rates  **Standard 3:** Understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life; understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning  **ECSE3K1** Impact of child’s abilities, needs, and characteristics on development and learning  **ECSE3K2** Impact of social and physical environments on development and learning  **Standard 6:** Understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language; Use individualized strategiesto **enhance language development** and **teach communication skills** to individualswith exceptional learning needs.  **ECSE6K1** Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development  **ECSE6K2** Impact of language delays on behavior | EXEMPLARY (2pts)- Special education teacher candidate consistently recognizes the characteristics between and among students with exceptional learning needs and effectively implements evidenced based strategies to individualize instruction and modify learning environments to enhance learning | ACCEPTABLE (1pts)- (1pts)- Special education teacher candidate sometimes recognizes the characteristics between and among students with exceptional learning needs and effectively implements evidenced based strategies to individualize instruction and modify learning environments to enhance learning | UNACCEPTABLE (0pts)- Special education teacher candidate does not recognize the characteristics between and among students with exceptional learning needs and effectively implements evidenced based strategies to individualize instruction and modify learning environments to enhance learning | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
|  | **5. Curriculum and Instruction** | | | |
| **Standard 4:** Possess a repertoire of evidence-based **instructional strategies to individualize instruction** for individuals with exceptional learning needs; Enhance the **learning of critical thinking, problem-solving, and performance skills** of individuals with exceptional learning needs,and increase their self-awareness, self-management, self-control, self-reliance,and self-esteem.  **ECSE4S1** Plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community  **Standard 6:** Use individualized strategiesto **enhance language development** and **teach communication skills** to individualswith exceptional learning needs.  **ECSE6S3** Establish communication systems for young children that support self-advocacy | EXEMPLARY (2pts)- Special education teacher candidate consistently selects, adapts, and uses the instructional strategies to promote and enhance the learning of self-awareness, self-management, self-control, self-reliance, and self-esteem of the exceptional learner. | ACCEPTABLE (1pts)- (1pts)- Special education teacher candidate sometimes selects, adapts, and uses the instructional strategies to promote and enhance the learning of self-awareness, self-management, self-control, self-reliance, and self esteem of the exceptional learner. | UNACCEPTABLE (0pts)- Special education teacher candidate does not selects, adapts, and uses the instructional strategies to promote and enhance the learning of self-awareness, self-management, self-control, self-reliance, and self esteem of the exceptional learner. | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
|  | **6. Curriculum and Instruction** | | | |
| **Standard 3:** Understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life.  **ECSE3S1** Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families  **Standard 5:** Create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs; Shape **environments to encourage the independence,** self-motivation, self-direction, personal empowerment, andself-advocacy of individuals with exceptional learning needs.  **ECSE5S2** Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments  **ECSE5S3** Embed learning opportunities in everyday routines, relationships, activities, and places  **ECSE5S5** Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and adaptive and assistive technology, responsive to individual differences | EXEMPLARY (2pts)- Special education teacher candidate effectively manages a learning environment to meet the diverse needs of all students and to motivate individuals and groups at the birth - 5 level to become engaged in the learning process, and understands the implication of the students’ exceptional conditions. | ACCEPTABLE (1pts)- (1pts)-. )- Special education teacher candidate moderately manages a learning environment to meet the diverse needs of all students and to motivate individuals and groups at the birth - 5 level to become engaged in the learning process, and understands the implication of the students’ exceptional conditions. | UNACCEPTABLE (0pts)- )- Special education teacher candidate does not manage a learning environment to meet the diverse needs of all students and to motivate individuals and groups at the birth - 5 level to become engaged in the learning process, and understands the implication of the students’ exceptional conditions. | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
|  | **7. Instruction and Assessment** | | | |
| **Standard 7:** Develop long-range individualized instructional plans anchored in both general and special education curricula;Instructional plans are **modified based on ongoing analysis of the individual’s learning progress.**  **ECSE7S1** Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team  **ECSE7S3** Design intervention strategies incorporating information from multiple disciplines  **Standard 8:** Use **multiple types of assessment** information for a variety of educational decisions; Conduct **formal and informal assessments** of behavior,learning, achievement, and environments to design learning experiences  **ECSE8S5** Use informal and formal assessment to make decisions about infants and young children’s development and learning | EXEMPLARY (2pts)- Special education teacher candidate consistently uses formal and informal assessment strategies to plan, evaluate, and modify instruction to promote on-going cognitive, social, emotional, and physical development of the birth - 5 student. Uses the results to develop and implement individualized instructional programs, and adjusts instruction in response to ongoing learning progress. | ACCEPTABLE (1pts)- (1pts)- Special education teacher candidate sometimes uses formal and informal assessment strategies to plan, evaluate, and modify instruction to promote on-going cognitive, social, emotional, and physical development of the birth - 5 student. | UNACCEPTABLE (0pts)- Special education teacher candidate does not uses formal and informal assessment strategies to plan, evaluate, and modify instruction to promote on-going cognitive, social, emotional, and physical development of the birth - 5 student. | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
|  | 1. **Instruction and Assessment** | | | |
| **Standard 7:** Use **appropriate technologies** to support instructional planning and individualized instruction.  **ECSE7S8** Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds  **Standard 8:** Use assessment information to identify supports and adaptations required for individuals with exceptional learning needs to access the general curriculum and to participate in school, system, and statewide assessment programs; Regularly monitor the progress of individuals with exceptional learning needs in general and special curricula.  **ECSE8S11** Conduct ongoing formative child, family, and setting assessments to monitor instructional effectiveness | EXEMPLARY (2pts)- Special education teacher candidate consistently uses the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, and adjusts instruction in response to ongoing learning progress. | ACCEPTABLE (1pts)- (1pts)- Special education teacher candidate sometimes uses the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, and adjusts instruction in response to ongoing learning progress. | UNACCEPTABLE (0pts)- Special education teacher candidate does not uses the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, and adjusts instruction in response to ongoing learning progress. | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
|  | 1. **Collaboration** | | | |
| **Standard 10:** Collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways; A resource to their colleagues in understanding the laws and policies relevant to individuals with exceptional learning needs; Use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services.  **ECSE10S1** Collaborate with caregivers, professionals, and agencies to support children’s development and learning  **ECSE10S2** Support families’ choices and priorities in the development of goals and intervention strategies  **ECSE10S4** Provide consultation in settings serving infants and young children | EXEMPLARY (2pts)- Special education teacher candidate consistently and effectively collaborates with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways to ensure the educational needs of exceptional learners are met. | ACCEPTABLE (1pts)- (1pts)- Special education teacher candidate sometimes collaborates with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways to ensure the educational needs of exceptional learners are met. | UNACCEPTABLE (0pts)- Special education teacher candidate does not collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways to ensure the educational needs of exceptional learners are met. | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **Comments:** | | | | |
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