

**Assessment 4 (required): Pedagogical and Professional Knowledge, Skills, and Dispositions:
Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied
effectively in practice**

Section IV – Evidence for Meeting Standards

Special Education Internship: Field Work Evaluation

1. Description of the assessment and use in the program

The *Special Education Internship: Field Work Evaluation* tool is used to developmentally assess candidate progress and performance during the Internship I and II field experiences. This is a comprehensive assessment that has been refined to descriptively connect to CEC skill related standards. The tool is organized by CEC Content Standards rather than the Danielson Framework so that candidates can clearly see the connection between the standards and their internship work. The KSC Education Department uses Charlotte Danielson's *Framework for Teaching* as a foundation for all teacher education courses. Thus, the connection to the Danielson Framework is articulated for each component on the assessment tool.

The Cooperating Professional in the field rates a candidate's performance and the candidate also self-assesses their performance at various critical junctures during Internship I and II (midterm and at the end of each internship). The KSC Site Supervisor assigns an overall rating based on an integration of the Cooperating Professionals ratings, the candidate's self assessment and their own perspective to determine the final ratings on individual components of the field work evaluation. The overall rating for each component and the assessment is used for candidate evaluation and for the purpose of program assessment.

Candidates who experience low ratings on specific components of the internship develop a plan with the KSC Site Supervisor to address concerns. Various components of the assessment may not be addressed during Internship I and in this case a N/A is recorded. It is important to note that many of the candidates in this program are working on their certification while employed as special educators under NH Alternative IV certification (critical shortage certification, temporary). Therefore, candidates range dramatically in the skills that they bring to the internship, and it is very important to use the same tool throughout the internship to gauge initial skills and document the development of skills as a special educator as they progress during the internship. Candidates who do not show adequate progress during Internship I are not allowed to continue into Internship II.

A final assessment of a candidate's skills will take place at the end of Internship II. Candidates must minimally "meet expectations" on each of the 10 dimensions of the assessment tool in order to successfully meet the requirements at the end of Internship II. For program assessment purposes, the data reported here is from the end of Internship II (see attached data from 06-07 and 07-08).

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III

The assessment has been redesigned to focus on fewer standards as recommended by NCATE/CEC. The emphasis is now on Standards 4-10. Standards 1-3 are addressed, but minimally. The assessment was also written in a rubric fashion to more descriptively and specifically align with standards. The assessment component related to Standard 10: Collaboration, was also redesigned during the revision of this assessment, and the descriptors will help us to more clearly assess observed collaborative behaviors.

(See original report for descriptions about how this assessment aligns with standards).

3. A brief analysis of data findings

Findings from Assessment 4, *Special Education Internship: Field Work Evaluation* include 2006-2007 and 2007-2008 data and are organized by each component of the assessment including an overall assessment score for both years. Final averages are provided for the component data. Data reported here reflect the final rating from the KSC Supervisor collected at the end of the Internship II experience.

Findings from Assessment 4, show that 100% of PB SPED candidates met or exceeded expectations on all 10 components of this assessment over the past two years of formal data collection. The lowest ratings appeared to be related to Standard 6 (Language) although candidates did appear to meet expectations related to these skills assessed in the field. All other components of the assessment were extremely positive with over 50% of candidates “exceeded expectations”. The individual component data and overall data revealed improvement in scores from 06-07 to 07-08. In 06-07 50% of the candidates exceeded expectations on this assessment and this improved to 62% in 07-08. (See attached data tables for Assessment 4).

4. Interpretation of how data provide evidence for meeting standards

This assessment was refined and implemented in 2006-2007 and has been used in the PB SPED program since its inception. The data provided here provides strong evidence of candidate success in addressing various skill components identified in the CEC Standards targeted by this assessment. In this case, the skill components related to Standards 4-10 are targeted. Other aspects of Standards 1-3 are addressed by this tool but the emphasis of this assessment is on how well students meet aspects of Standards 4-10.

This evaluation tool is used while candidates progress through Internships I and II. Candidates who do not show sufficient evidence of progress related to their work in the internships are provided with an improvement plan. If candidates do not address concerns as reflected by scores on this tool, they are not allowed to continue in the program. As reported here in the final ratings of candidates’ performance, in the vast majority of cases candidates have met or exceeded expectations on various aspects of the internship experience.

While the data here is positive, anecdotal information and lower overall scores for certain components will inform how we will improve the internship experience so that candidates can continue to successfully meet CEC standards. The PB SPED field experience is a partnership between the KSC Supervisor, the candidate, and the Cooperating Professional. Feedback about the field experience and this assessment tool will be essential to future improvements. We have significantly refined this tool in recent years as it is highly descriptive to improve its reliability. As we amass future data related to this key assessment of our field experience, we look forward to how this will improve our program and candidate success. The aggregate data provided here will help us to examine ways to improve how we conduct our PB SPED Internship experience as we move to develop this program into an M.Ed. option.

Assessment Documentation

ATTACHMENT A

Assessment Tool or Description of the Assignment

Special Education Internship: Field Work Evaluation

Instructions for Candidates and Cooperating Teachers

KEENE STATE COLLEGE
SPECIAL EDUCATION PROGRAMS

**POST-BACCALAUREATE SPECIAL EDUCATION INTERNSHIP:
FIELD WORK EVALUATION FORM**

CHECK ONE:

- ☐ Internship I
☐ Internship II

OVERVIEW FOR THE RATER

The Cooperating Professional and KSC Site Supervisor individually rate candidate performance on skills organized by the Council for Exceptional Children (CEC) Content Standard areas. Candidates will also be asked to self-assess their performance during both Internship I and II. The KSC Site Supervisor will take into account these perspectives to make a rating of candidates performance during the internship. The first formal assessment of the internship will be conducted at the end of Internship I and feedback to the candidate in relation to progress during internship I will be shared at the midterm. At this time, some areas will not be rated until Internship II because there may not have been an opportunity to observe performance in all areas. This will vary per candidate depending on their background and experiences. A final assessment of an candidate's skills will take place at the end of Internship II.

The Internship Field Work Evaluation is organized by each CEC standard area. Within each standard area elements are identified and candidates are rated on each element. Taking into consideration each individual element, an overall rating for each CEC standard is then given. Candidates who receive a majority of "1" scores for a standard area will receive an overall score of "1" for that standard area. Candidates overall score can range from 0-30 points on the field work evaluation. A minimum score of "20" is necessary for all candidates in order to successfully complete Internship II with no "Needs Improvement" identified in the overall scores for each area of the assessment.

During Internship I, candidates will likely receive some "needs improvement" scores. It is important to review individual element performance so that supports can be targeted as a student progresses through the internship experience. If the candidate receives a majority of "needs improvement" scores, the KSC Supervisor, Cooperating Professional, and Candidate will work together to determine if the Candidate is allowed to continue in the Internship II.

See below for the rating scale used for this assessment as well as implications for supports based on each numerical rating. A detail rubric is then provided to assist the rater to accurately assess skill development.

RATING SCALE

1 = Needs Improvement (NI)

Through observation of internship activities and tasks, the candidate shows overall below average performance. The candidate needs to focus more energy on bringing this aspect of teaching to a basic level. The observer should provide resources and specific suggestions for improvement in any such areas. It is expected that candidates will have many areas that need improvement initially, but that with focused and supportive supervision, they will be able to improve in most of these areas.

2 = Meeting Expectations (ME)

Through observation of internship activities and tasks, the candidate shows overall average performance. The candidate's skill development shows that she/he has the ability to begin as a special educator. Remember that it is not appropriate to compare candidate's work to that of an experienced teacher. The observer should provide suggestions and next steps for the candidate so she/he can continue to improve and strengthen his/her performance. The general expectation is that many candidates fall within this level of performance.

3 = Exceeding Expectations (EE)

Through observation of internship activities and tasks, the candidate shows overall above average performance. The candidate's skill development shows an excellent application and generalization of skills and the ability to be a special educator. Criteria where the candidate is exceeding expectations are considered strengths of the candidate, and should be noted as such in comments and in the final narrative. The general expectation is that fewer candidates fall within this level of performance.

NA = Not Applicable or Not Observed

Any item on the form that does not apply or was not observed during that specific observation should be marked NA. In some cases the items will be N/A for Internship I since certain experiences are not required but will be for Internship II. The rater should make every effort to observe at varied times during the school day and week in order to observe the range of teacher behaviors outlined in the rubric.

ATTACHMENT B

Scoring Guide for Assessment

Special Education Internship: Field Work Evaluation

KEENE STATE COLLEGE
POST-BACCALAUREATE SPECIAL EDUCATION PROGRAM
POST-BACCALAUREATE SPECIAL EDUCATION INTERNSHIP: FIELD WORK EVALUATION

DIRECTIONS: EXAMINE AND RATE EACH INDIVIDUAL ELEMENT FOR EACH CEC STANDARD AREA (1, 2, 3, OR N/A) AND THEN PROVIDE AN OVERALL RATING FOR EACH OF THE 10 CEC STANDARD AREAS USING THE SAME RATING.

STANDARD 1: FOUNDATIONS

ELEMENTS FOR CEC STANDARD 1: FOUNDATIONS	1 NEEDS IMPROVEMENT	2 MEETS EXPECTATIONS	3 EXCEEDS EXPECTATIONS
Danielson reference: I, II, III	Through observation of internship activities and tasks, the candidate shows overall <u>below average</u> performance. Candidate performance does not provide convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall <u>average</u> performance. Candidate performance provides convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall <u>above average</u> performance. Candidate performance provides convincing and overwhelming evidence of candidate mastery of the following elements of the standard:
Applies evidence-based principles and theories to special education practice	<input type="checkbox"/> Candidate shows minimal use of evidence based principles and theories integrated into instructional and collaborative environments.	<input type="checkbox"/> Candidate shows some use of evidence based principles and theories which are integrated into various instructional and collaborative environments.	<input type="checkbox"/> Candidate shows consistent use of evidence based principles and theories which are clearly integrated into all instructional and collaborative environments.
Knowledge of the laws and policies that apply to special education practice	<input type="checkbox"/> Minimal evidence of the knowledge and application of Laws and policies related to special education practice.	<input type="checkbox"/> Some evidence of the knowledge and application of laws and policies related to special education practice.	<input type="checkbox"/> Strong evidence of knowledge and application of laws and policies related to special education practice.
Impact of human diversity on special education practice	<input type="checkbox"/> Candidate demonstrates minimal understanding of the impact of human diversity on special education practice.	<input type="checkbox"/> Candidate demonstrates an adequate understanding of the impact of human diversity on special education practice.	<input type="checkbox"/> Candidate demonstrates a thorough understanding of the impact of human diversity on special education practice by diversifying curriculum in response to individual student needs.
Understanding of how organizations and agencies support special education including transition planning practices	<input type="checkbox"/> Candidate shows limited understanding of how organizations and agencies support students in special education including transition planning practices.	<input type="checkbox"/> Candidate exhibits sufficient understanding of how organizations and agencies support students in special education including transition planning practices.	<input type="checkbox"/> Candidate exhibits a clear understanding of how organizations and agencies support students in special education including transition planning practices.

Score: _____

COMMENTS:

STANDARD 2: DEVELOPMENT AND CHARACTERISTICS OF LEARNERS

ELEMENTS FOR CEC STANDARD 2: DEVELOPMENT AND CHARACTERISTICS OF LEARNERS	1 NEEDS IMPROVEMENT	2 MEETS EXPECTATIONS	3 EXCEEDS EXPECTATIONS
Danielson reference: I, II, III	Through observation of internship activities and tasks, the candidate shows overall <u>below average</u> performance. Candidate performance does not provide convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall <u>average</u> performance. Candidate performance provides convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall <u>above average</u> performance. Candidate performance provides convincing and overwhelming evidence of candidate mastery of the following elements of the standard:
Respect for students and their unique strengths and limitations	<input type="checkbox"/> Candidate shows limited respect for and understanding of students' and their unique strengths and limitations.	<input type="checkbox"/> Candidate shows respect for and an understanding of students' unique strengths and limitations.	<input type="checkbox"/> Candidate exhibits a high level of respect for and understanding of students' unique strengths and limitations.
Applies knowledge of development and disability to respond to the varying abilities and behaviors of individuals with disabilities	<input type="checkbox"/> Candidate shows limited knowledge of development and disability when responding to the varying abilities and behaviors of individuals with disabilities.	<input type="checkbox"/> Candidate accurately applies knowledge of development and disability when responding to the varying abilities and behaviors of individuals with disabilities.	<input type="checkbox"/> Candidate thoroughly applies knowledge of development and disability when responding to the varying abilities and behaviors of individuals with disabilities.

Score: _____

COMMENTS:

STANDARD 3: INDIVIDUAL LEARNING DIFFERENCES

ELEMENTS FOR CEC STANDARD 3: INDIVIDUAL LEARNING DIFFERENCES	1 NEEDS IMPROVEMENT	2 MEETS EXPECTATIONS	3 EXCEEDS EXPECTATIONS
Danielson reference: I, II, III	Through observation of internship activities and tasks, the candidate shows overall <u>below average</u> performance. Candidate performance does not provide convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall <u>average</u> performance. Candidate performance provides convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall <u>above average</u> performance. Candidate performance provides convincing and overwhelming evidence of candidate mastery of the following elements of the standard:
Understands planning and instruction the impact of disability on an individuals learning both socially and academically	<input type="checkbox"/> Candidate shows limited understanding of planning and instruction and the impact of disability on an individual's learning both socially and academically.	<input type="checkbox"/> Candidate shows adequate understanding of planning and instruction and the impact of disability on an individual's learning both socially and academically.	<input type="checkbox"/> Candidate shows full and complete understanding of planning and instruction and the impact of disability on an individual's learning both socially and academically.
Sensitivity toward and an understanding of how primary language, culture, and family background interact with an individual's disability	<input type="checkbox"/> Candidate shows minimal understanding of how primary language, culture, and family background interact with an individual's disability.	<input type="checkbox"/> Candidate shows sufficient understanding of how primary language, culture, and family background interact with an individual's disability.	<input type="checkbox"/> Candidate shows exceptional understanding of how primary language, culture, and family background interact with an individual's disability.

Score: _____

COMMENTS:

STANDARD 4: INSTRUCTIONAL STRATEGIES

ELEMENTS FOR CEC STANDARD 4: INSTRUCTIONAL STRATEGIES	1 NEEDS IMPROVEMENT	2 MEETS EXPECTATIONS	3 EXCEEDS EXPECTATIONS
Danielson reference: III	Through observation of internship activities and tasks, the candidate shows overall <u>below average</u> performance. Candidate performance does not provide convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall <u>average</u> performance. Candidate performance provides convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall <u>above average</u> performance. Candidate performance provides convincing and overwhelming evidence of candidate mastery of the following elements of the standard:
Repertoire of evidenced-based instructional strategies in order to individualize instruction	<input type="checkbox"/> Candidate demonstrates a limited repertoire of evidenced-based instructional strategies in order to individualize instruction.	<input type="checkbox"/> Candidate demonstrates an adequate repertoire of evidenced-based instructional strategies in order to individualize instruction in K-12 settings.	<input type="checkbox"/> Candidate consistently demonstrates a comprehensive repertoire of evidenced-based instructional strategies in order to individualize instruction in K-12 settings.
Select, adapt, and use instructional strategies to promote positive learning results in general and special curricula including the use of inclusive practices	<input type="checkbox"/> Candidate demonstrates limited ability to select, adapt, and use instructional strategies to promote positive learning results in general and special curricula including the use of inclusive practices.	<input type="checkbox"/> Candidate demonstrates a sufficient ability to select, adapt, and use instructional strategies to promote positive learning results in general and special curricula including the use of inclusive practices.	<input type="checkbox"/> Candidate demonstrates an outstanding ability to select, adapt, and use instructional strategies to promote positive learning results in general and special curricula including the use of inclusive practices.
Shows evidence of infusing critical thinking and problem solving into instruction	<input type="checkbox"/> Candidate shows little evidence of infusing critical thinking and problem solving into instruction.	<input type="checkbox"/> Candidate shows evidence of infusing critical thinking and problem solving into instruction.	<input type="checkbox"/> Candidate consistently shows strong evidence of infusing critical thinking and problem solving into instruction.
Shows evidence of emphasizing development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span	<input type="checkbox"/> Candidate does not show evidence of emphasizing development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.	<input type="checkbox"/> Candidate often shows evidence of emphasizing development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.	<input type="checkbox"/> Candidate consistently shows evidence of emphasizing development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.

STANDARD 4 (CONT)

INSTRUCTIONAL STRATEGIES			
Provides appropriate positive feedback to students and uses a correction procedure that leads to success	<input type="checkbox"/> Candidate seldom provides appropriate positive feedback to students and inconsistently uses a correction procedure that leads to success.	<input type="checkbox"/> Candidate frequently provides appropriate positive feedback to students and often uses a correction procedure that leads to success.	<input type="checkbox"/> Candidate continuously provides clear, appropriate positive feedback to students and consistently uses a correction procedure that leads to success.
Uses an appropriate lesson structure which begins with gaining the student's attention and ends with transition to a new activity	<input type="checkbox"/> Candidate inconsistently follows a lesson structure which begins with gaining the student's attention and ends with transition to a new activity	<input type="checkbox"/> Candidate, in most cases, uses an appropriate lesson structure which begins with gaining the student's attention and ends with transition to a new activity.	<input type="checkbox"/> Candidate's lesson structure is exceptional. Consistently begins with gaining the student's attention and ends with transition to a new activity consistently.
Ability to keep students' attention by having materials ready, eliciting frequent responses and maintaining an appropriate pace during instruction	<input type="checkbox"/> Candidate struggles and is inconsistent in his/her ability to keep students' attention, have materials ready, elicit frequent responses and maintain an appropriate pace during instruction.	<input type="checkbox"/> Candidate, in most cases, demonstrates the ability to keep students' attention by having materials ready, eliciting frequent responses and frequently maintains an appropriate pace during instruction.	<input type="checkbox"/> Candidate clearly and consistently demonstrates the ability to keep students' attention by having materials ready, eliciting frequent responses and consistently maintains an appropriate pace during instruction.
Provides instruction using a variety of appropriate instructional techniques including modeling and demonstration, guided and independent practice activities to achieve planned objectives, including cueing and prompting strategies	<input type="checkbox"/> Candidate rarely varies instructional techniques that include modeling and demonstration, guided and independent practice activities to achieve planned objectives, including cueing and prompting strategies.	<input type="checkbox"/> Candidate often provides instruction using a variety of appropriate instructional techniques including modeling and demonstration, guided and independent practice activities to achieve planned objectives, including cueing and prompting strategies.	<input type="checkbox"/> Candidate regularly provides excellent instruction using a wide variety of appropriate instructional techniques including modeling and demonstration, guided and independent practice activities to achieve planned objectives, including cueing and prompting strategies.
Provides appropriate positive feedback and correction procedures that lead to student success.	<input type="checkbox"/> Candidate provides limited appropriate positive feedback and correction procedures that lead to student success	<input type="checkbox"/> Candidate frequently provides appropriate positive feedback and correction procedures that lead to student success in a variety of K-12 educational settings.	<input type="checkbox"/> Candidate continuously provides appropriate positive feedback and correction procedures that lead to student success in a variety of K-12 educational settings

Score: _____

COMMENTS:

STANDARD 5: LEARNING ENVIRONMENTS

ELEMENTS FOR CEC STANDARD 5: LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS	1 NEEDS IMPROVEMENT	2 MEETS EXPECTATIONS	3 EXCEEDS EXPECTATIONS
Danielson reference: II	Through observation of internship activities and tasks, the candidate shows overall <u>below average</u> performance. Candidate performance does not provide convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall <u>average</u> performance. Candidate performance provides convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall <u>above average</u> performance. Candidate performance provides convincing and overwhelming evidence of candidate mastery of the following elements of the standard:
Creates caring learning environments that foster cultural understanding, safety, and emotional well-being and value of diversity in learning	<input type="checkbox"/> Candidate seldom creates caring learning environments that foster cultural understanding, safety, and emotional well-being and value of diversity in learning.	<input type="checkbox"/> Candidate creates caring learning environments that foster cultural understanding, safety, and emotional well-being and value of diversity in learning	<input type="checkbox"/> Candidate clearly and consistently creates caring learning environments that foster cultural understanding, safety, and emotional well-being and value of diversity in learning.
Creates learning environments that encourage independence, self-direction, personal empowerment, and self-determination	<input type="checkbox"/> Candidate has limited opportunities for or does not emphasize independence, self-direction, personal empowerment, and self-determination in learning environments.	<input type="checkbox"/> Candidate, a majority of learning environments, creates learning environments that encourage independence, self-direction, personal empowerment, and self-determination.	<input type="checkbox"/> Candidate clearly creates learning environments that consistently encourage independence, self-direction, personal empowerment, and self-determination.
Collaborates with general educators to meaningfully integrate students with disabilities into general education environments	<input type="checkbox"/> Candidate is not effective in the collaboration with general educators to meaningfully integrate students with disabilities into general education environments.	<input type="checkbox"/> Candidate collaborates often and effectively with general educators to meaningfully integrate students with disabilities into general education environments.	<input type="checkbox"/> Candidate shows excellent collaborative skills in the context of their work collaborates with general educators to meaningfully integrate students with disabilities into general education environments.
Provides direct, positive and motivational interventions for students requiring behavioral supports in educational settings	<input type="checkbox"/> Candidate provides limited direct, positive and motivational interventions for students requiring behavioral supports in educational settings.	<input type="checkbox"/> Candidate provides frequent direct, positive and motivational interventions for students requiring behavioral supports in educational settings.	<input type="checkbox"/> Candidate provides clear and consistent direct, positive and motivational interventions for students requiring behavioral supports in educational settings.

STANDARD 5 (CONT)

Elements for CEC Standard 5: learning environments and social interactions (cont)	1 Needs Improvement	2 Meets Expectations	3 Exceeds Expectations
	Through observation of internship activities and tasks, the candidate shows overall below average performance. Candidate performance does not provide convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall average performance. Candidate performance provides convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall above average performance. Candidate performance provides convincing and overwhelming evidence of candidate mastery of the following elements of the standard:
Ability to adjust the physical learning environment to enhance student participation and completion of tasks	<input type="checkbox"/> Candidate rarely considers and shows the ability to adjust the physical learning environment to enhance student participation and completion of tasks.	<input type="checkbox"/> Candidate, in a majority of learning environments, adjusts the physical learning environment to enhance student participation and completion of tasks.	<input type="checkbox"/> Candidate consistently adjusts the physical learning environment to enhance student participation and completion of tasks.
Ability to safely intervene with individuals with disabilities who are in crisis	<input type="checkbox"/> Candidate does not effectively show the ability to safely intervene with individuals with disabilities who are in crisis.	<input type="checkbox"/> Candidate clearly shows the ability to safely intervene with individuals with disabilities who are in crisis.	<input type="checkbox"/> Candidate consistently demonstrates the ability to safely intervene with individuals with disabilities who are in crisis in a variety of educational settings.
Ability to provide guidance and direction to paraeducators, tutors, and volunteers	<input type="checkbox"/> Candidate rarely shows the ability to provide guidance and direction to paraeducators, tutors, and volunteers.	<input type="checkbox"/> Candidate emerging as an effective guide to paraeducators, tutors, and volunteers.	<input type="checkbox"/> Candidate consistently and systematically provides guidance and direction to paraeducators, tutors, and volunteers.

Score: _____

COMMENTS:

STANDARD 6: LANGUAGE

ELEMENTS FOR CEC STANDARD 6: LANGUAGE	1 NEEDS IMPROVEMENT	2 MEETS EXPECTATIONS	3 EXCEEDS EXPECTATIONS
Danielson reference I, III	Through observation of internship activities and tasks, the candidate shows overall <u>below average</u> performance. Candidate performance does not provide convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall <u>average</u> performance. Candidate performance provides convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall <u>above average</u> performance. Candidate performance provides convincing and overwhelming evidence of candidate mastery of the following elements of the standard:
Infuses the teaching of communication skills in lessons taught	<input type="checkbox"/> Candidate inconsistently infuses the teaching of communication skills in lessons taught.	<input type="checkbox"/> Candidate infuses the teaching of communication skills in most instruction settings at a basic level.	<input type="checkbox"/> Candidate consistently and methodically infuses the teaching of communication skills across a multitude of different settings.
Incorporates augmentative, alternative, and assistive technologies to meet the unique learning and social needs of students, when appropriate	<input type="checkbox"/> Candidate rarely consider or incorporates augmentative, alternative, and assistive technologies into instruction and settings in order to meet the unique learning and social needs of students	<input type="checkbox"/> Candidate considers and in most cases incorporates augmentative, alternative, and assistive technologies into instruction and settings in order to meet the unique learning and social needs of students	<input type="checkbox"/> Candidate demonstrates a high level of understanding of and incorporates augmentative, alternative, and assistive technologies into instruction and settings in order to meet the unique learning and social needs of students.
Understanding of subject matter for students whose primary language is not English and is sensitive to the impact of culture on language development (if opportunity arises)	<input type="checkbox"/> Candidate infrequently demonstrate the ability to facilitate the understanding of subject matter for students whose primary language is not English and is sensitive to the impact of culture on language development.	<input type="checkbox"/> Candidate shows a basic understanding and ability to facilitate the understanding of subject matter for students whose primary language is not English and is sensitive to the impact of culture on language development.	<input type="checkbox"/> Candidate shows a high level of ability to facilitate the understanding of subject matter for students whose primary language is not English and is sensitive to the impact of culture on language development in a variety of subject areas
Understanding of typical and atypical language development	<input type="checkbox"/> Candidate demonstrates a limited understanding of typical and atypical language development.	<input type="checkbox"/> Candidate frequently demonstrates an understanding of typical and atypical language development which is evident in their instructional planning which is based on individual student needs.	<input type="checkbox"/> Candidate shows a solid understanding of typical and atypical language development which is evident in their instructional planning which is based on individual student needs.

Score: _____

COMMENTS:

STANDARD 7: INSTRUCTIONAL PLANNING

ELEMENTS FOR CEC STANDARD 7: INSTRUCTIONAL PLANNING	1 NEEDS IMPROVEMENT	2 MEETS EXPECTATIONS	3 EXCEEDS EXPECTATIONS
Danielson reference: I	Through observation of internship activities and tasks, the candidate shows overall <u>below average</u> performance. Candidate performance does not provide convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall <u>average</u> performance. Candidate performance provides convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall <u>above average</u> performance. Candidate performance provides convincing and overwhelming evidence of candidate mastery of the following elements of the standard:
Develops long-range instructional plans anchored in both general and special education curricula	<input type="checkbox"/> Candidate inconsistently anchors long-range instructional plans in both general and special education curricula or fails to consistently consider the general education environment in lessons developed.	<input type="checkbox"/> Candidate develops long-range instructional plans anchored in both general and special education curricula designed to meet individual student needs.	<input type="checkbox"/> Candidate systematically develops clear long-range instructional plans anchored in both general and special education curricula designed to meet individual student needs.
Emphasizes explicit modeling and efficient guided practice in lesson plans	<input type="checkbox"/> Candidate's lesson plans lack explicit modeling and efficient guided practice.	<input type="checkbox"/> Candidate lesson plans emphasize explicit modeling and efficient guided practice.	<input type="checkbox"/> Candidate's lesson plans clearly and consistently emphasize concise explicit modeling and efficient guided practice.
Modifies lessons based on analysis of the individual's learning progress	<input type="checkbox"/> Candidate demonstrates limited ability to modify lessons based on analysis of the individuals learning progress.	<input type="checkbox"/> Candidate demonstrates the ability to modify lessons based on analysis of the individuals learning progress.	<input type="checkbox"/> Candidate clearly and consistently demonstrates the ability to modify lessons based on analysis of the individual's learning progress.
Facilitates instructional planning in a collaborative way with all stakeholders in the student's life (e.g., the student, parents, general educators, agency personnel)	<input type="checkbox"/> Candidate inconsistently and rarely shows a collaborative approach to instructional planning through the IEP process with all stakeholders in the student's life (e.g., the student, parents, general educators, agency personnel).	<input type="checkbox"/> Candidate demonstrates sufficient skills in facilitating instructional planning in a collaborative way through the IEP process with all stakeholders in the student's life (e.g., the student, parents, general educators, agency personnel).	<input type="checkbox"/> Candidate demonstrates solid skills in facilitating instructional planning through the IEP Process in a collaborative way with all stakeholders in the student's life (e.g., the student, parents, general educators, agency personnel).
Includes appropriate technologies to support instructional planning	<input type="checkbox"/> Candidate demonstrates limited understanding of and the ability to include appropriate technologies to support instructional planning.	<input type="checkbox"/> Candidate demonstrates an understanding of and incorporates appropriate technologies to support instructional planning in many learning situations.	<input type="checkbox"/> Candidate demonstrates a solid understanding of and consistently includes appropriate technologies to support instructional planning in all learning situations.

STANDARD 7 (CONT)

Instructional Planning (IEP Development)	1 Needs Improvement	2 Meets Expectations	3 Exceeds Expectations
	Through observation of internship activities and tasks, the candidate shows overall below average performance. Candidate performance does not provide convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall average performance. Candidate performance provides convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall <u>above average</u> performance. Candidate performance provides convincing and overwhelming evidence of candidate mastery of the following elements of the standard:
Knows and complies with procedural safeguards in the IEP process	<input type="checkbox"/> Candidate show limited understanding of and compliance with the procedural safeguards in the IEP process and in the paperwork generated about a student.	<input type="checkbox"/> Candidate demonstrates an adequate understanding of and complies with the procedural safeguards included in the IEP process.	<input type="checkbox"/> Candidate demonstrates a comprehensive understanding of and consistently complies with the procedural safeguards included in the IEP process.
ability to apply the principle of LRE in choosing instructional setting(s)	<input type="checkbox"/> Candidate does effectively articulate in IEP documents the ability to apply the principle of LRE in choosing instructional setting(s).	<input type="checkbox"/> Candidate demonstrates the ability to apply the principle of LRE in choosing instructional setting(s) when determining the instructional setting(s) for delivery of goals and objectives as shown on IEP documents.	<input type="checkbox"/> Candidate demonstrates a solid ability to apply the principle of LRE when determining the instructional setting(s) for delivery of goals and objectives on IEP documents.
Uses initial assessment data to write present levels of performance (PLoPs) for IEPs	<input type="checkbox"/> Candidate provides limited reference to initial assessment data in a present levels of performance (PLoPs).	<input type="checkbox"/> Candidate frequently and effectively references initial assessment data to write present levels of performance (PLoPs) for IEP's.	<input type="checkbox"/> Candidate shows a thorough understanding and strong ability to use initial assessment data to reinforce all appropriate statements in the present levels of performance (PLoP's.)
Develops measurable annual goals and short term objectives with required elements IEP goals and objectives reference NH Curriculum Frameworks	<input type="checkbox"/> Candidate demonstrates limited ability to write, measureable annual goals and objectives that include all required elements. They do not reference the NH Curriculum Frameworks.	<input type="checkbox"/> Candidate demonstrates, in a majority of cases, the ability to write, measureable annual goals and objectives that include all required elements and reference the NH Curriculum Frameworks.	<input type="checkbox"/> Candidate always writes clear and comprehensive measureable annual goals and objectives that include all required elements and reference the NH Curriculum Frameworks.
Addresses transition planning in IEPs for students > 14 yrs or when determined by IEP team	<input type="checkbox"/> IEP written by candidate does not adequately address transition planning requirements (MPSG, age appropriate assessments, transition services) for students > 14yrs or when determined by the IEP team.	<input type="checkbox"/> IEP written by candidate shows transition planning requirements completed (MPSG, age appropriate assessments, transition services) for students > 14yrs or when determined by the IEP team.	<input type="checkbox"/> IEP written by candidate consistently addresses transition planning which show effective coordination across all elements of the IEP (MPSG, age appropriate assessments, transition services) for students > 14yrs or when determined by the IEP team.

Score: _____

COMMENTS:

STANDARD 8: ASSESSMENT

ELEMENTS FOR CEC STANDARD 8: ASSESSMENT	1 NEEDS IMPROVEMENT	2 MEETS EXPECTATIONS	3 EXCEEDS EXPECTATIONS
Danielson reference: 	Through observation of internship activities and tasks, the candidate shows overall <u>below average</u> performance. Candidate performance does not provide convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall <u>average</u> performance. Candidate performance provides convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall <u>above average</u> performance. Candidate performance provides convincing and overwhelming evidence of candidate mastery of the following elements of the standard:
Administers multiple types of assessment tools and information for decision making that are nonbiased and meaningful	<input type="checkbox"/> Candidate demonstrates a limited understanding of and ability to administer multiple (including formal and informal) types of assessment tools and information for nonbiased and meaningful decision making.	<input type="checkbox"/> Candidate demonstrates an adequate understanding of and ability to administer multiple (including formal and informal) types of assessment tools and information for nonbiased and meaningful decision making.	<input type="checkbox"/> Candidate demonstrates a solid understanding of and ability to administer multiple (including formal and informal) types of assessment tools and information for nonbiased and meaningful decision making.
Applies legal policies and ethical principles of measurement and assessment	<input type="checkbox"/> Candidate is infrequent in their application of legal policies and ethical principles of measurement and assessment.	<input type="checkbox"/> Candidate applies legal policies and ethical principles of measurement and assessment appropriately in most cases.	<input type="checkbox"/> Candidate consistently applies legal policies and ethical principles of measurement and assessment in all situations where they apply.
Interprets, analyzes, and uses assessment information to identify supports and adaptations	<input type="checkbox"/> Candidate demonstrates limited ability to interpret, analyze and use assessment information to identify supports and adaptations.	<input type="checkbox"/> Candidate is effective in their approach to interpretation and analysis of assessment information for identifying and designing supports and adaptations.	<input type="checkbox"/> Candidate demonstrates a solid understanding of and an excellent ability to interpret, analyze, and use assessment information to identify supports and adaptations across all situations which necessitate the use of assessment information.
Selects, adapts, and modifies assessments to accommodate individual needs	<input type="checkbox"/> Candidate shows a limited ability to select, adapt, and modify assessments to accommodate individual needs.	<input type="checkbox"/> Candidate is emerging in their ability to select, adapt, and modify assessments to accommodate individual needs and does this effectively in most situations.	<input type="checkbox"/> Candidate is adept at selecting, adapting, and modifying assessments to accommodate individual needs and does this in all situations.

STANDARD 8 (CONT)

ELEMENTS FOR CEC STANDARD 8: ASSESSMENT	1 Needs Improvement	2 Meets Expectations	3 Exceeds Expectations
	Through observation of internship activities and tasks, the candidate shows overall below average performance. Candidate performance does not provide convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall average performance. Candidate performance provides convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall <u>above average</u> performance. Candidate performance provides convincing and overwhelming evidence of candidate mastery of the following elements of the standard:
MONITORING AND EVALUATING STUDENT PROGRESS			
Uses a variety of instruments and other assessment procedures (tests, observation, student and parent interviews, etc.) to evaluate student progress and frequently record data on student performance	<input type="checkbox"/> Candidate is inconsistent in their ability to use a variety of instruments and other assessment procedures (tests, observation, student and parent interviews, etc.) to evaluate student progress and frequently record data on student performance.	<input type="checkbox"/> Candidate is emerging to consistently use a variety of instruments and other assessment procedures (tests, observation, student and parent interviews, etc.) to evaluate student progress and frequently record data on student performance.	<input type="checkbox"/> Candidate is skillful and consistent at using a variety of instruments and other assessment procedures (tests, observation, student and parent interviews, etc.) to evaluate student progress and frequently record data on student performance.
Makes changes when advancements or alterations are reflected in assessment results	<input type="checkbox"/> Candidate infrequently uses data (advancements or alterations in student performance) to inform and modify instructional approaches.	<input type="checkbox"/> Candidate can respond to data (advancements or alterations in student performance), in most learning situations, by modifying instructional approaches if appropriate.	<input type="checkbox"/> Candidate demonstrates strong skills in the ability to respond to data (advancements or alterations in student performance) by modifying instructional approaches if appropriate. Assessment data is central to all instructional decisions made by the candidate.

Score: _____

COMMENTS:

STANDARD 9: PROFESSIONAL AND ETHICAL PRACTICE

ELEMENTS FOR CEC STANDARD 9: PROFESSIONAL AND ETHICAL PRACTICE	1 NEEDS IMPROVEMENT	2 MEETS EXPECTATIONS	3 EXCEEDS EXPECTATIONS
	Through observation of internship activities and tasks, the candidate shows overall <u>below average</u> performance. Candidate performance does not provide convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall <u>average</u> performance. Candidate performance provides convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall <u>above average</u> performance. Candidate performance provides convincing and overwhelming evidence of candidate mastery of the following elements of the standard:
Applies ethical standards to special education practice	<input type="checkbox"/> Candidate does not consistently consider or in some cases show ethical standards in his/her special education practice.	<input type="checkbox"/> Candidate shows evidence of applying ethical standards to special education practice.	<input type="checkbox"/> Candidate consistently applies ethical standards to special education practice and is a model for other educators.
Reflects on growth as a practicing special educator and presents self with assurance and poise indicating an awareness of own professional strengths and areas in need of improvement	<input type="checkbox"/> Candidate rarely and ineffectively reflects on own growth, seldom demonstrates an awareness of own professional strengths and weaknesses as a practicing special educator and areas in need of improvement. Does not present self professionally with assurance or poise.	<input type="checkbox"/> Candidate reflects on own growth, demonstrates an awareness of own professional strengths and weaknesses as a practicing special educator and areas in need of improvement. Consistently presents self professionally with assurance and poise in most professional interactions.	<input type="checkbox"/> Candidate continually reflects on own growth, demonstrates a strong awareness of own professional strengths and weaknesses as a practicing special educator and areas in need of improvement. Consistently presents self professionally with assurance and poise in all professional interactions.
Is responsible by following through on assigned responsibilities including arriving when scheduled and being prepared (reports absences to site supervisor and cooperating teacher)	<input type="checkbox"/> Candidate inconsistently takes responsibility for internship work. Does not always follow through on assigned responsibilities, is sometimes late and unprepared (does not consistently report absences to site supervisor and cooperating teacher).	<input type="checkbox"/> Candidate demonstrates responsibility by following through on assigned responsibilities including arriving when scheduled and prepared (reports absences to site supervisor and cooperating teacher).	<input type="checkbox"/> Candidate is highly reliable and responsible. Always follows through on assigned responsibilities including arriving when scheduled and prepared (reports absences to site supervisor and cooperating teacher).
Responds appropriately to feedback and makes changes when specified by cooperating professional and KSC supervisor	<input type="checkbox"/> Candidate struggles to effectively respond appropriately to feedback, does not consistently make changes when specified by mentor and supervisors.	<input type="checkbox"/> Candidate responds appropriately to feedback and in almost all situations strives to make changes specified by mentor and supervisors.	<input type="checkbox"/> Candidate seeks and responds positively to feedback by making changes when specified by mentor and supervisors and often goes beyond the recommendations made by supervisors.

STANDARD 9 (CONT)

Elements for CEC Standard 9: professional and ethical practice	1 Needs Improvement	2 Meets Expectations	3 Exceeds Expectations
Danielson reference: IV	Through observation of internship activities and tasks, the candidate shows overall below average performance. Candidate performance does not provide convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall average performance. Candidate performance provides convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall <u>above average</u> performance. Candidate performance provides convincing and overwhelming evidence of candidate mastery of the following elements of the standard:
Takes initiative in assuming responsibilities, finding materials and resources, and improving own teaching	<input type="checkbox"/> Candidate seldom takes initiative in assuming responsibilities, finding materials and resources, and improving own teaching.	<input type="checkbox"/> Candidate often takes initiative in assuming responsibilities, finding materials and resources, and improving own teaching.	<input type="checkbox"/> Candidate regularly and consistently takes initiative in assuming responsibilities, finding and creating materials and resources and striving to improve own teaching.
Follows rules and policies of class, school, and district including discussing issues pertaining to students discretely and in a confidential manner	<input type="checkbox"/> Candidate infrequently follows rules and policies of class, school, and district including discussing issues pertaining to students discretely and in a confidential manner.	<input type="checkbox"/> Candidate follows rules and policies of class, school, and district including discussing issues pertaining to students discretely and in a confidential manner.	<input type="checkbox"/> Candidate consistently and systematically follows rules and policies of class, school, and district including discussing issues pertaining to students respectfully, discretely and in a confidential manner.
Participates professionally in meetings, parent conferences, and consultations with colleagues	<input type="checkbox"/> Candidate attends but does not actively participate professionally in meetings, parent conferences, and does not consult regularly with colleagues.	<input type="checkbox"/> Candidate participates professionally in meetings, parent conferences, and consultations with colleagues by contributing relevant information.	<input type="checkbox"/> Candidate is an active participant professionally in meetings, parent conferences, and consults with and provides support to colleagues on an ongoing basis and in some cases takes on a leadership role.
Manages and organizes the multiple tasks and responsibilities of a special education teacher	<input type="checkbox"/> Candidate demonstrates limited organizational skills and the ability to perform the multiple tasks and responsibilities of a special education teacher.	<input type="checkbox"/> Candidate demonstrates solid organizational skills and the ability to perform the multiple tasks and responsibilities of a special education teacher.	<input type="checkbox"/> Candidate demonstrates strong organizational skills and an exceptional ability to carry out the multiple tasks and responsibilities of a special education teacher with.
Advocates for individuals with disabilities	<input type="checkbox"/> Candidate shows little evidence of being an advocate for individuals with disabilities and does not show this in day-to-day interactions with students.	<input type="checkbox"/> Candidate shows evidence of being an advocate for individuals with disabilities in most professional situations.	<input type="checkbox"/> Candidate shows evidence of being a strong advocate for individuals with disabilities.

Score: _____

COMMENTS:

STANDARD 10: COLLABORATION

ELEMENTS FOR CEC STANDARD 10: COLLABORATION	1 NEEDS IMPROVEMENT	2 MEETS EXPECTATIONS	3 EXCEEDS EXPECTATIONS
Danielson reference: IV	Through observation of internship activities and tasks, the candidate shows overall <u>below average</u> performance. Candidate performance does not provide convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall <u>average</u> performance. Candidate performance provides convincing evidence of candidate mastery of the following elements of the standard:	Through observation of internship activities and tasks, the candidate shows overall <u>above average</u> performance. Candidate performance provides convincing overwhelming evidence of candidate mastery of the following elements of the standard:
Communicates effectively to school personnel and families about the characteristics, strengths, interests, and needs of students	<input type="checkbox"/> Candidate demonstrates limited ability to communicate effectively with school personnel and families about the characteristics, strengths, interests, and needs of students.	<input type="checkbox"/> Candidate demonstrates sufficient ability to communicate effectively with school personnel and families about the characteristics, strengths, interests, and needs of students.	<input type="checkbox"/> Candidate clearly and consistently demonstrates an outstanding ability to communicate effectively with school personnel and families about the characteristics, strengths, interests, and needs of students.
Collaborates with team members to plan transition to adulthood that encourages full community participation	<input type="checkbox"/> Candidate shows little evidence of collaboration with team members to plan transition to adulthood that encourages full community participation.	<input type="checkbox"/> Candidate shows evidence of collaboration by communicating regularly with team members to plan transition to adulthood that encourages full community participation.	<input type="checkbox"/> Candidate shows strong evidence of collaboration by communicating regularly with team members to plan transition to adulthood that encourages full community participation.
Uses community (local, state, and national) resources to assist in programming for individuals with disabilities	<input type="checkbox"/> Candidate does not demonstrate full knowledge of community (local, state, and national) resources to assist in programming for individuals with disabilities.	<input type="checkbox"/> Candidate shows a baseline knowledge of and uses community (local, state, and national) resources to assist in programming for individuals with disabilities.	<input type="checkbox"/> Candidate demonstrates complete knowledge of and consistently uses community (local, state, and national) resources to assist in programming for individuals with disabilities.
Fosters respectful and beneficial relationships between families and professionals in the context of being an advocate for the needs of individuals with disabilities	<input type="checkbox"/> Candidate shows little evidence of fostering and maintaining respectful and beneficial relationships between families and professionals in the context of being an advocate for the needs of individuals with disabilities and does not seem to understand the importance of fostering these relationships.	<input type="checkbox"/> Candidate shows solid evidence of fostering respectful and beneficial relationships between families and professionals in the context of being an advocate for the needs of individuals with disabilities.	<input type="checkbox"/> Candidate shows strong evidence of fostering and maintaining respectful and beneficial relationships between families and professionals in the context of being an advocate for the needs of individuals with disabilities.
Collaborate with paraeducators to meet the instructional and social needs of students	<input type="checkbox"/> Candidate shows little evidence of collaboration with paraeducators in order to meet the instructional and social needs of students.	<input type="checkbox"/> Candidate shows evidence of collaboration by communicating with paraeducators in order to meet the instructional and social needs of students.	<input type="checkbox"/> Candidate shows strong evidence of collaboration by communicating regularly with paraeducators in order to meet the instructional and social needs of students.

Score: _____

COMMENTS:

KEENE STATE COLLEGE
SPECIAL EDUCATION PROGRAMS
POST-BACCALAUREATE SPECIAL EDUCATION INTERNSHIP:
FIELD WORK EVALUATION FORM SUMMARY OF OVERALL COMPONENT SCORES

CANDIDATE: _____

OVERALL RATING OF INTERNSHIP PERFORMANCE IN EACH CEC CONTENT AREA	NEEDS IMPROVEMENT (1)	MEETS EXPECTATIONS (2)	EXCEEDS EXPECTATIONS (3)
CEC STANDARD ONE: FOUNDATIONS			
CEC STANDARD TWO: DEVELOPMENT AND CHARACTERISTICS OF LEARNERS			
CEC STANDARD THREE: INDIVIDUAL LEARNING DIFFERENCES			
CEC STANDARD FOUR: INSTRUCTIONAL STRATEGIES			
CEC STANDARD FIVE: LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS			
CEC STANDARD SIX: LANGUAGE			
CEC STANDARD SEVEN: INSTRUCTIONAL PLANNING			
CEC STANDARD EIGHT: ASSESSMENT			
CEC STANDARD NINE: PROFESSIONAL AND ETHICAL PRACTICE			
CEC STANDARD TEN: COLLABORATION			

Total Score: _____

SUMMATIVE EVALUATION COMMENTS: (USE BACK OF THIS FORM IF NECESSARY)

SUMMARIZE CANDIDATE'S STRENGTHS/HIGHLIGHTS

RECOMMENDATIONS

OTHER COMMENTS

INTERNSHIP GRADE (KSC SUPERVISOR ONLY):_____

Data for Assessment 4: Field Work Evaluation**ATTACHMENT C****2006-2007; 2007-2008****Number of Candidates Who Completed Assessment 4**

2006-2007 Candidates, N=	8
2007-2008 Candidates, N=	8
Total Candidates	16

Assessment 4: Field Work Evaluation

For each component of the assessment, scores are reported by number of candidates and corresponding percentages.

For each year an average is provided for each component.

Component of Assessment	Needs Improvement (1)				Meets Expectations (2)				Exceeds Expectations (3)				Average	Average
	06-07		07-08		06-07		07-08		06-07		07-08		06-07	07-08
Standard 1 Foundations	0	0%	0	0%	4	50%	3	38%	4	50%	5	62%	2.50	2.63
Standard 2 Development and Characteristics of Learners	0	0%	0	0%	1	13%	2	25%	7	87%	6	75%	2.88	2.75
Standard 3 Individual Learning Differences	0	0%	0	0%	4	50%	1	13%	4	50%	7	87%	2.50	2.88
Standard 4 Instructional Strategies	0	0%	0	0%	4	50%	3	38%	4	50%	5	62%	2.50	2.63
Standard 5 Learning Environments and Social Interactions	0	0%	0	0%	4	50%	3	38%	4	50%	5	62%	2.50	2.63
Standard 6 Language	0	0%	0	0%	7	88%	4	50%	1	12%	4	50%	2.13	2.50
Standard 7 Instructional Planning	0	0%	0	0%	4	50%	3	38%	4	50%	5	62%	2.50	2.63
Standard 8 Assessment	0	0%	0	0%	5	63%	7	88%	3	37%	1	12%	2.38	2.13
Standard 9 Professional and Ethical Practice	0	0%	0	0%	2	25%	2	25%	6	75%	6	75%	2.75	2.75
Standard 10 Collaboration	0	0%	0	0%	5	63%	3	38%	3	37%	5	62%	2.38	2.63

Summary of Overall Assessment 4 Scores

A minimum overall score of 20 is a passing score for Assessment 4. Candidates can range from 0-30 points on their overall score for the work sample. Overall scores are reported in the following ranges by percentage and number of candidates in each of the three categories.

Year	0-19		20-25		26-30	
	Needs Improvement (1)		Meets Expectations (2)		Exceeds Expectations (3)	
2006-2007	0	0%	4	50%	4	50%
2007-2008	0	0%	3	38%	5	62%
Total	0	0%	7	44%	9	56%

