

**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

This assessment, *The Special Education Internship: Field Work Evaluation*, is used to assess intern performance during the Internship I and II field experiences. The assessment has been refined since the start of the Post-Bac Special Education Certification program three years ago, and the tool as submitted below has been updated for use during the 2006-2007 academic year. This tool is now organized by CEC Content Standards rather than the Danielson Framework so that interns 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 on the evaluation form).

The Mentor/Cooperating Teacher and the KSC Site Supervisor individually rate intern performance on skills organized by the Council for Exceptional Children (CEC) Content Standard areas. Interns also self-assess their performance during both Internship I and II using this tool. A preliminary assessment of the internship will be conducted at the end of Internship I. 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 intern depending on their background and experiences. At this juncture, intern performance strengths and targets for Internship II are noted, and an Action Plan created to address performance limitations is designed. A final assessment of an intern's skills will take place at the end of Internship II. Interns 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 (see 5a, overview for the rater).

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

The emphasis in this assessment is on the measuring of performance in the application of knowledge and the development of skills identified in the CEC Content Standards and Knowledge and Skills statements. Although this is a comprehensive assessment in all standard areas, the standards with more of a skill focus are emphasized, **Standards 4-10**. Below are specifics related to elements addressed for each standard.

Standard 1: *Foundations*

Interns are assessed on their ability to apply theory to practice including demonstrating knowledge of special education laws, the understanding and impact of diversity, and the understanding of how organizations and agencies support special education.

Standard 2: *Development and Characteristics of Learners*

Interns are assessed on their ability to apply theory to practice including being respectful to students and their unique strengths and limitations. Another area assessed is an intern's application of knowledge they have learned about child and adolescent development and about the construct of disability including characteristics of learners.

Standard 3: *Individual Learning Differences*

Interns are assessed on their ability to show in their planning and instruction, the impact of disability on learning in social and academic realms. Also, interns need to show an understanding of how primary language, culture, and family background interact with an individual's disability.

Standard 4: Instructional Strategies

This section includes a subsection identified as instructional skills. Interns are assessed on their ability to select, adapt and use instructional strategies and approaches to promote positive learning results. An intern's ability to infuse critical thinking and problem solving and an emphasis on the development, maintenance, and generalization on knowledge taught to students is assessed. Specific direct instruction skills are assessed including their ability to use correction procedures effectively, follow a logical sequence when teaching using modeling, demonstration, guided practice, and independent practice.

Standard 5 Learning Environments and Social Interactions

Interns are assessed on their ability create caring learning environments that foster cultural understanding, safety, and emotional well-being and where diversity is valued. Their ability to create environments that encourage interdependence, self-direction, personal empowerment, and self-determination is also assessed. The ability to provide effective behavioral supports and interventions is assessed including their ability to employ Functional Behavioral Assessment techniques and develop effective behavior plans. Providing guidance and direction to paraeducators, tutors, and volunteers to promote positive learning environments is also stressed.

Standard 6 Language

Interns are assessed on their ability integrate their understanding of language development in their planning and instruction of students. Interns are rated on their ability to infuse communication skill development in their planning and instruction and also consider augmentative, alternative, and assistive technologies to meet the unique learning and social needs of students. An intern's understanding of the impact of culture on language is also assessed.

Standard 7 Instructional Planning

Interns are assessed on their ability to plan instruction which builds on their knowledge of teaching in general education that they have demonstrated through previous coursework and job experience. This area includes a sub-area, IEP Process. Interns demonstrate competence in their ability to develop both short and long range instructional plans that emphasize direct instruction techniques. Instructional planning in special education is a collaborative process and interns are evaluated on their ability to work together with others to create effective plans. Considering assistive technology accommodations and options for students is assessed. Specific assessment takes place related to IEP development. The entire IEP process is assessed including writing effective goals/objectives, performance levels, least restrictive environment, participating in IEP meetings, addressing transition planning components on the IEP, and connecting the IEP to NH Curriculum Frameworks.

Standard 8 Assessment

Interns are assessed on their ability to use a range of assessment tools and practices that are both formal and informal. Legal procedures in assessment in the context of selecting, analyzing, and accommodating individual needs during the assessment process are evaluated. A sub-area of evaluation includes an intern's ability to monitor and evaluate instruction. Interns are specifically assessed about their use of frequently recorded data from a variety of assessment approaches to evaluate student day-to-day progress. Using this data to make instructional decisions and alternations in both special education and inclusive environments is assessed.

Standard 9 Professional and Ethical Practice

Interns are assessed on their ability to apply ethical standards to professional practice and their ability to be an advocate for individuals with disabilities in their role as a practicing special educator. They also are assessed on their ability to reflect on their professional growth and apply feedback from supervisors to improve skills. Taking initiative in assuming responsibilities including following through on assigned tasks for the internship is another key assessment element in this standard area. Additionally, their ability to manage and organize multiple tasks during the internship experience is assessed.

Standard 10 Collaboration

Interns are assessed on their ability to communicate effectively to school personnel and families about the strengths and needs of students. Collaboration takes place in both informal and formal arrangements during the internship and observing an intern's skill development in this area is an important aspect of the internship. Their ability to foster respectful and beneficial relationships between families and professionals is critical to their future success as special educators. Interns are also assessed about how they embrace their role as advocate for individuals with disabilities. Using local resources and paraprofessional resources effectively is also assessed.

3. A brief analysis of data findings

4. Interpretation of how data provide evidence for meeting standards

Data will be collected during the 2006-2007 academic year and reported in June 2007

5. Assessment Documentation

5a. Assessment Tool or Description of the Assignment

Special Education Internship: Field Work Evaluation

Instructions for Candidates and Mentors/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 Mentor/Cooperating Teacher and the KSC Site Supervisor individually rate intern performance on skills organized by the Council for Exceptional Children (CEC) Content Standard areas. Interns will also be asked to self-assess their performance during both Internship I and II. A preliminary assessment of the internship will be conducted at the end of Internship I. 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 intern depending on their background and experiences. A final assessment of an intern's skills will take place at the end of Internship II.

Rate each individual item according to the scale below and enter in the appropriate number on the chart. During the Internship Orientation you will be guided through the evaluation process to enhance reliability of your ratings. Rate all individual items. The electronic form will calculate the overall rating in each content area (e.g., Foundations, Assessment, etc.). If you do not use the electronic form, please calculate the average score of the individual items in each area. An intern will successfully meet requirements for the internship when an overall rating in each of the 10 content areas is a "Meeting Expectations" or "Exceeding Expectations" (a score of 2 or better). At the end of the rating tool you will have an important opportunity to add summative evaluation comments. Please attach the *Final Evaluation Narrative* to this evaluation after your final rating. Guidelines for this written evaluation will be provided to you.

RATING SCALE

1 = Needs Improvement (NI)

Through observation of internship performance and tasks, the intern shows an overall low level of performance and applies knowledge and skills inconsistently and unsystematically which reveals incomplete mastery of knowledge and skills. The intern 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 interns 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 performance and tasks, the intern shows an overall basic level of performance and applies knowledge and skills consistently and systematically which reveals mastery of knowledge and skills. The intern's skill development shows that she/he has the ability to begin as a special educator. Remember that it is not appropriate to compare intern's work to that of an experienced teacher. The observer should provide suggestions and next steps for the intern so she/he can continue to improve and strengthen his/her performance. The general expectation is that many interns fall within this level of performance.

3 = Exceeding Expectations (EE)

Through observation of internship performance and tasks, the intern shows an overall high level of performance and applies knowledge skills consistently and systematically which reveals an impressive intern mastery of knowledge and skills. The intern's skill development shows an excellent application and generalization of skills and the ability to be a special educator. Criteria where the intern is exceeding expectations are considered strengths of the intern, and should be noted as such in comments and in the final narrative. The general expectation is that fewer interns 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.

5b. Scoring Guide for the Assessment

Special Education Internship: Field Work Evaluation

POST-BACCALAUREATE SPECIAL EDUCATION INTERNSHIP: FIELD WORK EVALUATION FORM

CEC Standard	Rating	Comments
1. Foundations (Danielson reference: I, II, III)		
Overall rating _____		
Applies evidence-based principles and theories to special education practice		
Demonstrates knowledge of the laws and policies that apply to special education practice		
Demonstrates an understanding of the impact of human diversity on special education practice		
Demonstrates an understanding of how organizations and agencies support special education including transition planning practices (specific to secondary field experiences)		
2. Development and Characteristics of Learners (Danielson reference: I, II, III)		
Overall rating _____		
Demonstrates respect for students and their unique strengths and limitations		
Applies knowledge of development and disability to respond to the varying abilities and behaviors of individuals with disabilities		
3. Individual Learning Differences (Danielson reference: I, II, III)		
Overall rating _____		
Demonstrates in planning and instruction the impact of disability on an individuals learning both socially and academically		
Demonstrates sensitivity toward and an understanding of how primary language, culture, and family background interact with an individual's disability		
4. Instructional Strategies (Danielson reference: III)		
Overall rating _____		
Selects, adapts, and uses instructional strategies to promote positive learning results in general and special curricula including the use of inclusive practices (e.g., Universal Design for Instruction, differentiated instruction)		
Infuses critical thinking and problem solving into instruction		
Emphasizes development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span		

CEC Standard	Rating	Comments
4a. Instructional Skills		
Provides appropriate positive feedback to students and 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		
Keeps student attention by having materials ready, eliciting frequent responses and maintaining an appropriate pace		
Provides instruction using a variety of appropriate instructional techniques to achieve planned objectives, including cueing and prompting strategies		
Uses modeling and demonstration effectively in lessons		
In groups, gives all students equal opportunities to respond		
Provides appropriate positive feedback to students		
Uses a correction procedure that leads to success		
Provides appropriate guided and independent practice activities		
5. Learning Environments and Social Interactions (Danielson reference II)		
Overall rating: _____		
Creates caring learning environments that foster cultural understanding, safety, and emotional well-being		
Creates learning environments where diversity of learning is valued		
Creates learning environments that encourage interdependence, self-direction, personal empowerment, and self-determination		
Assists general educators to meaningfully integrate students with disabilities into general education environments		
Provides direct, positive and motivational interventions for students requiring behavioral supports		
Adjusts the physical learning environment to enhance student participation and completion of tasks		
Structures ways for students to get help, deal with wait time, make transitions from one task to the next, and use materials		
Communicates clearly and comprehensibly with students, using language consistent with their level		
Employs Functional Behavioral Assessment (FBA) techniques appropriately		
Develops effective Behavior Intervention Plans (BIP) for individual students		
Safely intervenes with individuals with disabilities in crisis		
Provides guidance and direction to paraeducators, tutors, and volunteers		
6. Language (Danielson reference I, III)		
Overall rating: _____		
Infuses the teaching of communication skills in lessons taught		
Incorporates augmentative, alternative, and assistive technologies to meet the unique learning and social needs of students, when appropriate		

CEC Standard	Rating	Comments
Facilitates the 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)		
7. Instructional Planning (Danielson reference I)		
Overall rating: _____		
Develops long-range instructional plans anchored in both general and special education curricula		
Emphasizes explicit modeling and efficient guided practice in lesson plans		
Modifies 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)		
Includes appropriate technologies to support instructional planning		
7a. IEP Process		
Assists students and families to be active participants in the special education process including IEP development		
Knows and complies with procedural safeguards in the IEP process		
Participates effectively as a multidisciplinary team facilitator and member in the IEP process		
Demonstrates the ability to apply the principle of LRE in choosing instructional setting(s)		
Uses initial assessment data to write present levels of performance (PLoPs) for IEPs		
Develops measurable annual goals and short term objectives with required elements		
References IEP goals and objectives to NH Curriculum Frameworks		
Addresses transition planning in IEPs for students > 14 yrs or when determined by IEP team		
8. Assessment (Danielson reference I)		
Overall rating: _____		
Administers multiple types of assessment tools and information for decision making that are nonbiased and meaningful		
Applies legal policies and ethical principles of measurement and assessment		
Interprets, analyzes, and uses assessment information to identify supports and adaptations		
Selects, adapts, and modifies assessments to accommodate individual needs		
8a 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		
Makes changes when advancements or alterations are reflected in assessment results		
Evaluates the progress of students in inclusive settings		

CEC Standard	Rating	Comments
9. Professional and Ethical Practice (Danielson reference IV)		
<i>Overall rating:</i> _____		
Applies ethical standards to special education practice		
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		
Is responsible by following through on assigned responsibilities including arriving when scheduled and being prepared (reports absences to site supervisor and cooperating teacher)		
Responds appropriately to feedback and makes changes when specified by mentor and supervisors		
Takes initiative in assuming responsibilities, finding materials and resources, and improving own teaching		
Follows rules and policies of class, school, and district including discusses issues pertaining to students discretely and in a confidential manner		
Participates professionally in meetings, parent conferences, and consultations with colleagues		
Manages and organizes the multiple tasks and responsibilities of a special education teacher		
Advocates for individuals with disabilities		
10. Collaboration (Danielson reference IV)		
<i>Overall rating:</i> _____		
Communicates effectively to 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		
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		
Collaborates with paraeducators to meet the instructional and social needs of students		

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

SUMMARIZE INTERN'S STRENGTHS

FIELD EXPERIENCE HIGHLIGHTS FOR INTERN

RECOMMENDATIONS

5c. Data Derived from Assessment

Special Education Internship: Field Work Evaluation

Data will be collected during the 2006-2007 academic year and reported in June 2007

Proposed Data Tables for 2006-2007:

The percentage and number of candidates will be reported for each overall rating in the following CEC Content Standards. This data will be used to examine the program as it relates to candidate performance during the Internship.

OVERALL RATING OF INTERNSHIP PERFORMANCE IN EACH CEC CONTENT AREA N =	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
CEC STANDARD ONE: FOUNDATIONS	(#) % of Total N	(#) % of Total N	(#) % of Total N
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			

Candidates can range from 0-30 points on their overall score for the Internship. A minimum score of “20” is a passing score for the Internship with no “Needs Improvement” identified in the overall score. Overall scores will be reported in the following ranges by percentage and number of candidates.

	Overall Internship Score		
Year	0-19	20-25	25-30
2006 -2007	(#) % of Total N and the range of scores received	(#) % of Total N and the range of scores received	(#) % of Total N and the range of scores received