

**DETAILED ANALYSIS OF TEACHER CANDIDATE PROGRESS AND DEVELOPMENT
DIVISION OF SPECIAL EDUCATION**

EARLY CHILDHOOD SPECIAL EDUCATION

Name _____ Date _____
 School/Program _____ Grade/Classes Taught: _____
 Cooperating Teacher _____
 College Supervisor _____
 Practicum _____ Student Teaching _____

Directions: Circle the number that best matches the current developmental level of this teacher candidate on each of the sub-competencies.

- Proficient* level of performance *as a teacher candidate* and is ready to work independently as a teacher beginning a professional career (6-8)
- Basic* level of performance *as a teacher candidate* and will need modest assistance and practice in order to grow to full professional competence (3-5)
- Unsatisfactory* level of performance *as a teacher candidate* and will require major growth and practice before being placed in charge of a classroom (0-2)

The following competencies include the CEC, NCATE approved, standards for special educators. Standards from the Common Core (CC) and the specialization in Early Childhood (EC). Each competency is identified by the curriculum from which it is taken (CC, CG, or II), the INTASC standard (S1 - S10), and the number of skill (1-x, depending on the number of skills related to each competency area. Additional information related to these competencies can be found on the CEC website. The competencies can be found at <http://www.cec.sped.org/ps/ps-entry.html>. (October 2002 version)

Standard 1 - Philosophical, Historical, and Legal Foundations of Special Education										
The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.										
Skills:										
CCS1S1 Articulates personal philosophy of special education. <i>- Letter to Cooperating Teacher</i>	Unsatisfactory		Basic			Proficient				
	0	1	2	3	4	5	6	7	8	
CCS1S2 Conducts instructional and other professional activities consistent with the requirements of law, rules and regulations, and local district policies and procedures. <i>- Copies/notes on District policies</i>	Unsatisfactory		Basic			Proficient				
	0	1	2	3	4	5	6	7	8	

Standard 1 continued									
Comments:									
Standard 2 - Characteristics of Learners									
The teacher candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.									
Skills:									
CCS2S1 Accesses information on various cognitive, communication, physical, cultural, social, and emotional conditions of individuals with exceptional learning needs. <i>- 2 Syndrome/Condition Reports</i>	Unsatisfactory		Basic		Proficient				
	0	1	2	3	4	5	6	7	8
Comments:									
Standard 3 - Assessment, Diagnosis, and Evaluation									
The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.									
Skills:									
CCS3S1 Collaborates with families and other professionals involved in the assessment of individuals with exceptional learning needs. <i>- 2 Syndrome/Condition Reports</i>	Unsatisfactory		Basic		Proficient				
	0	1	2	3	4	5	6	7	8
CCS3S2 Create and maintain records. <i>- Individual student files/notes - 2 Syndrome/Condition Reports</i>	Unsatisfactory		Basic		Proficient				
	0	1	2	3	4	5	6	7	8
CCS3S3 Gathers background information regarding academic, medical, and family history. <i>- Individual student files/notes</i>	Unsatisfactory		Basic		Proficient				
	0	1	2	3	4	5	6	7	8
CCS3S4 Uses various types of assessment procedures appropriately. <i>- Observation of student</i>	Unsatisfactory		Basic		Proficient				
	0	1	2	3	4	5	6	7	8
CCS3S5 Interprets information from formal and informal assessment instruments and procedures. <i>- Assessment notes/files/reports</i>	Unsatisfactory		Basic		Proficient				
	0	1	2	3	4	5	6	7	8

Standard 3 continued												
<p>CCS3S6 Reports assessment results to individuals with exceptional learning needs, parents, administrators, and other professionals using appropriate communication skills.</p> <ul style="list-style-type: none"> - <i>Observation of student</i> - <i>Assessment notes/files/reports</i> 	Unsatisfactory	0	1	2	3	Basic	4	5	Proficient	6	7	8
<p>CCS3S7 Uses performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments.</p> <ul style="list-style-type: none"> - <i>Data-based notes, graphs, summary reports, case studies</i> 	Unsatisfactory	0	1	2	3	Basic	4	5	Proficient	6	7	8
<p>CCS3S8 Develops individualized assessment strategies for instruction.</p> <ul style="list-style-type: none"> - <i>Instructional plans</i> 	Unsatisfactory	0	1	2	3	Basic	4	5	Proficient	6	7	8
<p>CCS3S9 Uses assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.</p> <ul style="list-style-type: none"> - <i>Instructional plans</i> - <i>Data-based notes, graphs, summary reports, case studies</i> 	Unsatisfactory	0	1	2	3	Basic	4	5	Proficient	6	7	8
<p>CCS3S10 Evaluates the results of instruction.</p> <ul style="list-style-type: none"> - <i>Data-based notes, graphs, summary reports, case studies</i> 	Unsatisfactory	0	1	2	3	Basic	4	5	Proficient	6	7	8
<p>CCS3S11 Evaluates supports needed for integration into various program placements.</p> <ul style="list-style-type: none"> - <i>Instructional plans</i> - <i>Assessment notes/files/reports</i> 	Unsatisfactory	0	1	2	3	Basic	4	5	Proficient	6	7	8
<p>ECS3S1 Uses intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.</p> <ul style="list-style-type: none"> - <i>Observation of student</i> 	Unsatisfactory	0	1	2	3	Basic	4	5	Proficient	6	7	8
<p>Comments:</p>												

Standard 4 - Instructional Content and Practice

The teacher candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Skills:

CCS4S1 Uses strategies to facilitate integration into various settings. <i>- Activity Plans (DAP, ECO, Home Visits)</i> <i>- Instructional Plans</i>	Unsatisfactory 0 1 2 3 4 5 6 7 8
CCS4S2 Teaches individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs. <i>- Coaching Plans</i>	Unsatisfactory 0 1 2 3 4 5 6 7 8
CCS4S3 Selects, adapts, and uses instructional strategies and materials according to characteristics of the individual with exceptional learning needs. <i>- Observation of student</i> <i>- Instructional Plans</i>	Unsatisfactory 0 1 2 3 4 5 6 7 8
CCS4S4 Uses strategies to facilitate maintenance and generalization of skills across learning environments. <i>- Observation of student</i> <i>- Instructional Plans</i>	Unsatisfactory 0 1 2 3 4 5 6 7 8
CCS4S5 Uses procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem. <i>- Observation of student</i>	Unsatisfactory 0 1 2 3 4 5 6 7 8
CCS4S6 Uses strategies that promote successful transitions for individuals with exceptional learning needs. <i>- Transition Plans</i>	Unsatisfactory 0 1 2 3 4 5 6 7 8
ECS4S1 Uses instructional practices based on knowledge of the child, family, community, and the curriculum. <i>- Instructional Plans</i> <i>- Self-evals (DAP Critique, Home Visiting)</i>	Unsatisfactory 0 1 2 3 4 5 6 7 8
ECS4S2 Uses knowledge of future educational settings to develop learning experiences and select instructional strategies for young children. <i>- Transition Plans</i>	Unsatisfactory 0 1 2 3 4 5 6 7 8
ECS4S3 Prepares young children for successful transitions. <i>- Instructional Plans</i> <i>- Activity Plans (DAP, ECO, Home Visits)</i> <i>- Transition Plans</i>	Unsatisfactory 0 1 2 3 4 5 6 7 8

Standard 4 continued									
Comments:									
Standard 5 - Planning and Managing the Teaching and Learning Environment									
The teacher candidate uses an understanding of individual and group motivation and classroom management techniques to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.									
Skills:									
CCS5S1 Creates a safe, equitable, positive, and supportive learning environment in which diversities are valued. <i>- Environmental Assessment Report</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS5S2 Identifies realistic expectations for personal and social behavior in various settings. <i>- Instructional Plans</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS5S3 Identifies supports needed for integration into various program placements. <i>- Instructional Plans</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS5S4 Designs learning environments that encourage active participation in individual and group activities. <i>- Activity Plans (DAP, ECO, Home Visits)</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS5S5 Modifies the learning environment to manage behaviors. <i>- Observation of student</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS5S6 Uses performance data and information from all stakeholders to make or suggest modifications in learning environments. <i>- Environmental Assessment Report</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS5S7 Establishes and maintains rapport with individuals with and without learning needs. <i>- Observation of student</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS5S8 Teaches self-advocacy. <i>- Observation of student</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS5S9 Creates an environment that encourages self-advocacy and increased independence. <i>- Observation of student</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8

Standard 5 continued									
CCS5S10 Uses effective and varied behavior management strategies. <i>- Instructional Plans</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS5S11 Uses the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs. <i>- Instructional Plans</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS5S12 Designs and manage daily routines. <i>- Lesson Plan book</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS5S13 Organizes, develops, and sustains learning environments that support positive intracultural and intercultural experiences. <i>- Observation of student</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS5S14 Mediates controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person. <i>- Observation of student</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS5S15 Structures, directs, and supports the activities of paraeducators, volunteers, and tutors. <i>- Coaching Plans</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS5S16 Uses universal precautions. <i>- Observation of student</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
ECS5S1 Implements nutrition plans and feeding strategies. <i>- Instructional Plans</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
ECS5S2 Uses health appraisal procedures and make referrals as needed. <i>- Copies/notes on District Policies</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
ECS5S3 Designs, implements, and evaluates environments to assure developmental and functional appropriateness. <i>- Observation of student</i> <i>- Environmental Assessment Report</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
ECS5S4 Provides a stimuli-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology. <i>- Observation of student</i> <i>- Environmental Assessment Report</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
ECS5S5 Maximizes young children's progress in group and home settings through organization of the physical, temporal, and social environments. <i>- Instructional Plans</i> <i>- Activity Plans (DAP, ECO, Home Visits)</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8

Standard 5 continued										
Comments:										
Standard 6 – Language										
The teacher candidate uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.										
Skills:										
CCS6S1 Uses strategies to support and enhance communication skills of individuals with exceptional learning needs. <i>- Instructional Plans</i>	Unsatisfactory		Basic		Proficient					
	0	1	2	3	4	5	6	7	8	
CCS6S2 Uses communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language. <i>- Observation of student</i> <i>- Instructional Plans</i>	Unsatisfactory		Basic		Proficient					
	0	1	2	3	4	5	6	7	8	
ECS6S1 Supports and facilitates family and child interactions as primary contexts for learning and development. <i>- Activity Plans (DAP, ECO, Home Visits)</i> <i>- Family Communication System</i>	Unsatisfactory		Basic		Proficient					
	0	1	2	3	4	5	6	7	8	
Comments:										

Standard 7 - Instructional Planning									
The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.									
Skills:									
CCS7S1 Identifies and prioritizes areas of the general curriculum and accommodations for individuals with exceptional learning needs <i>- Observation of student</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS7S2 Develops and implements comprehensive, longitudinal individualized programs in collaboration with team members. <i>- IEP/IFSP Meeting notes, drafts</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS7S3 Involves the individual and family in setting instructional goals and monitoring progress. <i>- IEP/IFSP Meeting notes, drafts</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS7S4 Uses functional assessments to develop intervention plans. <i>- Assessment notes/files/reports - Instructional Plans</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS7S5 Uses task analysis. <i>- Assessment notes/files/reports - Instructional Plans</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS7S6 Sequences, implements, and evaluates individualized learning objectives. <i>- IEP/IFSP Progress Reports</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS7S7 Integrates affective, social, and life skills with academic curricula. <i>- Observation of student</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS7S8 Develops and selects instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences. <i>- Observation of student</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS7S9 Incorporates and implements instructional and assistive technology into the educational program. <i>- Instructional Plans - IEP/IFSP Meeting notes, draft</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS7S10 Prepares lesson plans. <i>- Activity Plans (DAP, ECO, Home Visits)</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS7S11 Prepares and organize materials to implement daily lesson plans. <i>- Observation of student</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS7S12 Uses instructional time effectively. <i>- Observation of student</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS7S13 Makes responsive adjustments to instruction based on continual observations. <i>- Data-based notes, graphs, summary reports, case studies</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS7S14 Prepares individuals to exhibit self-enhancing behavior in response to societal attitudes and actions. <i>- Observation of student</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8

Standard 7 continued									
ECS7S1 Implements, monitors and evaluates individualized family service plans and individualized education plans. <i>- IEP/IFSP Progress Reports</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
ECS7S2 Plans and implements developmentally and individually appropriate curriculum. <i>- Observation of student</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
ECS7S3 Designs intervention strategies incorporating information from multiple disciplines. <i>- Reflection on Team Work, Team meetings - Requests for Consultation</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
ECS7S4 Implements developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction. <i>- Observation of student - Activity Plans (DAP, ECO, Home Visits)</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
Comments:									
Standard 8 – Assessment									
The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.									
Skills:									
CCS8S1 Gathers relevant background information. <i>- Observation of student - Assessment notes/files/reports</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS8S2 Administers nonbiased formal and informal assessments. <i>- Observation of student</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS8S3 Uses technology to conduct assessments. <i>- Observation of student</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS8S4 Develops or modifies individualized assessment strategies. <i>- Observation of student</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
CCS8S5 Interprets information from formal and informal assessments. <i>- Assessment notes/files/reports</i>	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8

Standard 8 continued									
<p>CCS8S6 Uses assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.</p> <ul style="list-style-type: none"> - Assessment notes/files/reports - Instructional Plans - IEP/IFSP Meeting notes, drafts - IEP/IFSP Progress Reports 	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
<p>CCS8S7 Reports assessment results to all stakeholders using effective communication skills.</p> <ul style="list-style-type: none"> - Observation of student 	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
<p>CCS8S8 Evaluates instruction and monitor progress of individuals with exceptional learning needs.</p> <ul style="list-style-type: none"> - Data-based notes, graphs, summary reports, case studies - IEP/IFSP Progress Reports 	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
<p>CCS8S9 Develops or modifies individualized assessment strategies.</p> <ul style="list-style-type: none"> - Observation of student - IEP/IFSP Progress Reports 	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
<p>CCS8S10 Creates and maintains records.</p> <ul style="list-style-type: none"> - Observation of student - Individual student files/notes 	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
<p>ECS8S1 Assess the development and learning of young children.</p> <ul style="list-style-type: none"> - IEP/IFSP Progress Reports 	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
<p>ECS8S2 Selects, adapts and uses specialized formal and informal assessments for infants, young children and their families.</p> <ul style="list-style-type: none"> - Observation of student - Assessment notes/files/reports 	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
<p>ECS8S3 Participates as a team member to integrate assessment results in the development and implementation of individualized family service plans and individualized education plans.</p> <ul style="list-style-type: none"> - IEP/IFSP Meeting notes, drafts - Reflection on Team Work, Team meetings 	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
<p>ECS8S4 Assists families in identifying their concerns, resources, and priorities.</p> <ul style="list-style-type: none"> - Family Interviews - Parent Reports of Dev/progress 	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
<p>ECS8S5 Participates and collaborates as a team member with other professionals in conducting family-centered assessments.</p> <ul style="list-style-type: none"> - Family Interviews - Parent Reports of Dev/progress - Reflection on Team Work, Team meetings 	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8
<p>ECS8S6 Evaluates services with families.</p> <ul style="list-style-type: none"> - Family Interviews - IEP/IFSP Progress Reports 	Unsatisfactory					Basic			Proficient
	0	1	2	3	4	5	6	7	8

Standard 8 continued									
Comments:									
Standard 9 - Professional and Ethical Practice									
The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.									
Skills:									
CCS9S1 Practices within the CEC Code of Ethics and other standards of the profession. <i>- Observation of student</i>	Unsatisfactory				Basic			Proficient	
	0	1	2	3	4	5	6	7	8
CCS9S2 Upholds high standards of competence and integrity and exercise sound judgment in the practice of the profession. <i>- Observation of student</i>	Unsatisfactory				Basic			Proficient	
	0	1	2	3	4	5	6	7	8
CCS9S3 Acts ethically in advocating for appropriate services. <i>- Observation of student</i>	Unsatisfactory				Basic			Proficient	
	0	1	2	3	4	5	6	7	8
CCS9S4 Conducts professional activities in compliance with applicable laws and policies. <i>- Observation of student</i>	Unsatisfactory				Basic			Proficient	
	0	1	2	3	4	5	6	7	8
CCS9S5 Demonstrates commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs. <i>- Observation of student</i>	Unsatisfactory				Basic			Proficient	
	0	1	2	3	4	5	6	7	8
CCS9S6 Demonstrates sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals. <i>- Observation of student</i>	Unsatisfactory				Basic			Proficient	
	0	1	2	3	4	5	6	7	8
CCS9S7 Practices within one's skill limit and obtain assistance as needed. <i>- Requests for Consultation</i>	Unsatisfactory				Basic			Proficient	
	0	1	2	3	4	5	6	7	8
CCS9S8 Uses verbal, nonverbal, and written language effectively. <i>- Observation of student</i>	Unsatisfactory				Basic			Proficient	
	0	1	2	3	4	5	6	7	8
CCS9S9 Conducts self-evaluation of instruction. <i>- Self-evals (DAP Critique, Home Visiting)</i>	Unsatisfactory				Basic			Proficient	
	0	1	2	3	4	5	6	7	8
CCS9S10 Accesses information on exceptionalities. <i>- 2 Syndrome/Condition Reports</i>	Unsatisfactory				Basic			Proficient	
	0	1	2	3	4	5	6	7	8

Standard 9 continued									
<p>CCS9S11 Reflects on one's practice to improve instruction and guide professional growth. <i>- Daily Journal of student teaching experiences</i></p>	Unsatisfactory		3	Basic		Proficient			
	0	1	2	3	4	5	6	7	8
<p>CCS9S12 Engages in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues. <i>- Daily Journal of student teaching experiences</i></p>	Unsatisfactory		3	Basic		Proficient			
	0	1	2	3	4	5	6	7	8
<p>ECS9S1 Recognizes signs of child abuse and neglect in young children and follow reporting procedures. <i>- Copies/notes on District Policies</i></p>	Unsatisfactory		3	Basic		Proficient			
	0	1	2	3	4	5	6	7	8
<p>ECS9S2 Uses family theories and principles to guide professional practice. <i>- Observation of student</i></p>	Unsatisfactory		3	Basic		Proficient			
	0	1	2	3	4	5	6	7	8
<p>ECS9S3 Respects family choices and goals. <i>- Observation of student</i> <i>- Self-evals (DAP Critique, Home Visiting)</i></p>	Unsatisfactory		3	Basic		Proficient			
	0	1	2	3	4	5	6	7	8
<p>ECS9S4 Applies models of team process in early childhood. <i>- Activity Plans (DAP, ECO, Home Visits)</i> <i>- Reflection on Team Work, Team meetings</i></p>	Unsatisfactory		3	Basic		Proficient			
	0	1	2	3	4	5	6	7	8
<p>ECS9S5 Advocates for enhanced professional status and working conditions for early childhood service providers. <i>- Observation of student</i></p>	Unsatisfactory		3	Basic		Proficient			
	0	1	2	3	4	5	6	7	8
<p>ECS9S6 Participates in activities of professional organizations relevant to the field of early childhood special education. <i>- Daily Journal of student teaching experiences</i> <i>- CEC/DEC membership</i></p>	Unsatisfactory		3	Basic		Proficient			
	0	1	2	3	4	5	6	7	8
<p>ECS9S7 Applies research and effective practices critically in early childhood settings. <i>- Instructional Plans</i> <i>- Activity Plans (DAP, ECO, Home Visits)</i></p>	Unsatisfactory		3	Basic		Proficient			
	0	1	2	3	4	5	6	7	8
<p>ECS9S8 Develops, implements and evaluates a professional development plan relevant to one's work with young children. <i>- Professional Develop. Plan</i></p>	Unsatisfactory		3	Basic		Proficient			
	0	1	2	3	4	5	6	7	8
Comments:									

Standard 10 – Collaboration									
The teacher candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.									
Skills:									
CCS10S1 Maintains confidential communication about individuals with exceptional learning needs. <i>- Observation of student</i>	Unsatisfactory		Basic		Proficient				
	0	1	2	3	4	5	6	7	8
CCS10S2 Collaborates with families and others in assessment of individuals with exceptional learning needs. <i>- Observation of student</i> <i>- Parent Reports of Dev/progress</i>	Unsatisfactory		Basic		Proficient				
	0	1	2	3	4	5	6	7	8
CCS10S3 Fosters respectful and beneficial relationships between families and professionals. <i>- Observation of student</i> <i>- Daily Journal of student teaching experiences</i>	Unsatisfactory		Basic		Proficient				
	0	1	2	3	4	5	6	7	8
CCS10S4 Assists individuals with exceptional learning needs and their families in becoming active participants in the educational team. <i>- Activity Plans (DAP, ECO, Home Visits)</i> <i>- IEP/IFSP Meeting notes, drafts</i>	Unsatisfactory		Basic		Proficient				
	0	1	2	3	4	5	6	7	8
CCS10S5 Plans and conducts collaborative conferences with individuals with exceptional learning needs and their families. <i>- Observation of student</i>	Unsatisfactory		Basic		Proficient				
	0	1	2	3	4	5	6	7	8
CCS10S6 Collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings. <i>- Reflection on Team Work, Team meetings</i>	Unsatisfactory		Basic		Proficient				
	0	1	2	3	4	5	6	7	8
CCS10S7 Uses group problem solving skills to develop, implement and evaluate collaborative activities. <i>- Observation of student</i> <i>- Activity Plans (DAP, ECO, Home Visits)</i> <i>- Coaching Plans</i>	Unsatisfactory		Basic		Proficient				
	0	1	2	3	4	5	6	7	8
CCS10S8 Models techniques and coaches others in the use of instructional methods and accommodations. <i>- Coaching Plans</i>	Unsatisfactory		Basic		Proficient				
	0	1	2	3	4	5	6	7	8
CCS10S9 Communicates with school personnel about the characteristics and needs of individuals with exceptional learning needs. <i>- Reflection on Team Work, Team meetings</i>	Unsatisfactory		Basic		Proficient				
	0	1	2	3	4	5	6	7	8
CCS10S10 Communicates effectively with families of individuals with exceptional learning needs from diverse backgrounds. <i>- Observation of student</i>	Unsatisfactory		Basic		Proficient				
	0	1	2	3	4	5	6	7	8
CCS10S11 Observes, evaluates and provides feedback to paraeducators. <i>- Coaching Plans</i>	Unsatisfactory		Basic		Proficient				
	0	1	2	3	4	5	6	7	8

Standard 10 continued												
ECS10S1 Assists the family in planning for transitions. - <i>Observation of student</i> - <i>Parent Reports of Dev/progress</i> - <i>Transition Plans</i>	Unsatisfactory	0	1	2	3	Basic	4	5	Proficient	6	7	8
ECS10S2 Communicates effectively with families about curriculum and their child's progress. - <i>Observation of student</i>	Unsatisfactory	0	1	2	3	Basic	4	5	Proficient	6	7	8
ECS10S3 Applies models of team process in early childhood settings. - <i>Reflection on Team Work, Team meetings</i>	Unsatisfactory	0	1	2	3	Basic	4	5	Proficient	6	7	8
ECS10S4 Applies various models of consultation in early childhood settings. - <i>Reflection on Team Work, Team meetings</i>	Unsatisfactory	0	1	2	3	Basic	4	5	Proficient	6	7	8
ECS10S5 Establishes and maintain positive collaborative relationships with families. - <i>Observation of student</i> - <i>Coaching Plans</i>	Unsatisfactory	0	1	2	3	Basic	4	5	Proficient	6	7	8
ECS10S6 Provides consultation and instruction specific to services for children and families. - <i>Requests for Consultation</i> - <i>Coaching Plans</i>	Unsatisfactory	0	1	2	3	Basic	4	5	Proficient	6	7	8
Comments:												

Additional comments: