

NEW PROGRAM PROPOSAL EXECUTIVE SUMMARY

BS Early Childhood and Special Education

Clemson University

WORKFORCE DEVELOPMENT:

Is this program recognized as a PRIORITY OCCUPATION according to the South Carolina Unified State Plan for Education and Workforce Development for 2024-2025? If so, please select the appropriate career cluster.

☒ Yes

☐ No

CAREER CLUSTER:

☐ Agriculture, Food, & Natural Resources

☐ Architecture & Construction

☐ Arts, Audio/Video Technology, & Communications

☐ Business Management

&Administration

☒ Education & Training

☐ Finance

☐ Government & Public Administration

☐ Health Science

☐ Hospitality & Tourism

☐ Human Services

☐ Information Technology

☐ Law, Public Safety, Corrections, & Security

☐ Manufacturing

☐ Marketing

☐ Science, Technology, Engineering, & Mathematics

☐ Transportation, Distribution, & Logistics

A. SUMMARY

Clemson University proposes a new BS Early Childhood and Special Education program. The program is formulated to provides dual teacher certification in two critical needs reach areas: Early Childhood Education (PK-3) and Special Education (PK-12).

The program will require 9 new courses and the hiring of 3 new faculty. There are currently 37 similar programs within the state. Program requirements include a minimum of 124 credits. The program fulfills the REACH Act requirement and received all institutional approval in December 2024.

The program will be delivered in a Traditional /face to face, Online, and Blended Distance Education model and will begin Fall 2026.

B. UNIVERSITY ENROLLMENT

In-state 14,679(63%)	Out-of-State 8,722 (37%)
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*Provisional Enrollment Data Fall 2024

C. ENROLLMENT PROJECTIONS

Projected Enrollment												
Year	Fall Headcount				Spring Headcount				Summer Headcount			
	New	Continuing	Lost	Graduate	New	Continuing	Lost	Graduate	New	Continuing	Lost	Graduate
2026-2027	15	0	0	0	0	15	0	0	0	0	0	0
2027-2028	15	15	0	0	0	30	0	0	0	0	0	0
2028-2029	20	30	0	0	0	50	0	0	0	0	0	0
2029-2030	20	50	0	0	0	70	0	15	0	0	0	0
2030-2031	25	55	0	0	0	80	0	15	0	0	0	0

The enrollment projection itself is based on expecting 15 students in the first year growing to a cohort of about 25 new students each year by year 5. This flexible BS program will allow those paraprofessionals to continue their education even further to obtain a bachelor's degree and teacher certification in both early childhood and special education if they desire.

D. INDUSTRY-RELATED OCCUPATIONAL WAGES AND PROJECTIONS IN SOUTH CAROLINA

Employment Numbers and Projected Change from 2023 to 2033

Occupation	State		National		Data Type and Source
	Expected Number of Jobs (2022)	Employment Projection (2022-2032)	Expected Number of Jobs (2023)	Employment Projection (2023-2033)	
Preschool Teachers, Except Special Education	4,710	17% increase	528,500	4% increase	Career One Stop and BLS
Kindergarten Teachers, Except Special Education	1,960	8% increase	122,700	1% decrease	Career One Stop
Elementary School Teachers, Except Special Education	22,210	9% increase	1,441,000	1% decrease	Career One Stop
Special Education Teachers, Preschool	520	8% increase	25,700	2% increase	Career One Stop
Special Education Teachers, Kindergarten and Elementary School	1,910	7% increase	212,700	1% decrease	Kindergarten- Career One Stop and Elementary- Career One Stop
Special Education Teachers, Middle School	650	8% increase	88,600	1% decrease	Career One Stop
Special Education Teachers, Secondary School	1,580	8% increase	159,500	1% decrease	Career One Stop
Special Education Teachers, All Other	210	10% increase	45,100	2% increase	Career One Stop

E. CHE STAFF STAGES OF CONSIDERATION

Considerations	Date	Comments
Program proposal received	12.16.2024	Original Proposal received via email. Assigned lead reviewer and second reader
Summary of staff comments, responses, and versions	12.19.2024	Revisions: One (1) <ul style="list-style-type: none"> • REACH Act statement needed. • Reference citation requested. • Justification of program need due to large number of programs already present in SC. • Addition of exact number of programs that exist column to the proposal. • Add future faculty hires to the proposal. • Typo • Budget chart clarification. • CAEP clarification. • Program certification fee clarification.
ACAP Considerations	1.9.2025	ACAP questions: N/A Responses: N/A Vote: Approved for CAAL
CAAL Considerations (See attached commissioner questions and responses)	2.20.2025	CAAL questions/comments: Commissioner Zais- Hats off to these special educators. Commissioner Smith – Model proposal. Responses: NA Vote: Approved

CHE Considerations		CHE questions Responses Vote
Submission to IT for addition to inventory		Date completed

F. STAFF, ACAP, CAAL AND CHE RECOMMENDATIONS

a. STAFF RECOMMENDED ACTION

Recommended

b. ACAP RECOMMENDATION

Approved

c. CAAL RECOMMENDATION

Approved

d. CHE RECOMMENDATION

Choose an item.

Additional Comments:

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New Program Proposal Form

Name of Institution: **Clemson University**

Name of Program (include degree designation and all concentrations, options, or tracks):

BS Early Childhood and Special Education

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☒ Yes
☐ No

Proposed Date of Implementation: **Fall 2026**

CIP Code: **13.1015**

Delivery Site(s): **Clemson University Main Campus (50401); Blended Distance Education (85500); Online Degree Program (85750)**

Delivery Mode:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Traditional/face-to-face
*select if less than 25% online | <input checked="" type="checkbox"/> Distance Education
<input checked="" type="checkbox"/> 100% online
<input checked="" type="checkbox"/> Blended/hybrid (50% or more online)
<input checked="" type="checkbox"/> Blended/hybrid (25-49% online)
<input type="checkbox"/> Other distance education (explain if selected) |
|---|---|

Program Contact Information (name, title, telephone number, and email address):

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Dr. Jeremy King, Associate Provost for Institutional Effectiveness, jking2@clemson.edu, 864.934.3554

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Under/Graduate Curriculum Committee: 6 December 2024

Provost: 27 September 2024

Board of Trustees: 18 October 2024

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

Background, Purpose, and Field of Application

Clemson University seeks approval for a new BS in Early Childhood and Special Education that provides dual teacher certification in two critical needs reach areas: Early Childhood Education (PK-3) and Special Education (PK-12). Many program courses would be offered online to provide accessibility to non-traditional students, such as paraprofessionals (teacher assistants) and other non-certified staff across South Carolina who aspire to be teachers but cannot afford to leave their positions to pursue post-secondary education.

The largest school district in the state, Greenville County School District (GCSD), approached the Clemson University College of Education to offer math and literacy courses for their 300+ paraprofessionals in early childhood classrooms. While the College has selected these courses with feedback from GCSD, many districts, especially those in rural communities with the largest teacher shortages, will be interested in an online degree program. Students can complete in-person clinical experiences in their existing districts through field placement hours supervised by Clemson employees on-site, similar to the existing programs within the College of Education for traditional students.

Discussion of Program Structure

The Early Childhood and Special Education program will have specific admission requirements, including South Carolina residency or the intention to be licensed within the state. Non-resident students must sign a waiver acknowledging licensure limitations to South Carolina and will receive semesterly reminders. This will enable Clemson to remain in compliance with State Authorization requirements. The program will be offered in hybrid/online modality to provide flexibility for working paraprofessionals. The program will require 124 credit hours to complete.

Target Audience

The target audience is students seeking certification in both early childhood and special education. The program is targeting non-traditional paraprofessionals or other uncertified staff already working in schools who wish to further their careers in education.

Alignment with Institutional Mission and Strategic Plan

One of the goals under the Transforming Lives pillar of our university strategic plan, Clemson Elevate, is to strengthen the teacher workforce. The Center for Educator Recruitment, Retention, and Advancement (CERRA) reported 1,600 vacant positions at the start of the 2023-2024 academic year¹. Of those vacancies, 560 of them were in the areas of early childhood, elementary, and special education, with special education experiencing some of the highest turnover rates of all certification areas. Nationwide, the data shows similar declining trends in teacher availability.

REACH Act

The South Carolina REACH Act applies to all new first year undergraduate students who enter Clemson University during summer 2021 or afterward and to all new transfer undergraduate students who enter the University spring 2022 or afterward (unless they enrolled at any higher education institution as a degree seeking undergraduate student prior to fall 2021). Successful completion of coursework in compliance with the South Carolina REACH Act is required for graduation.

To satisfy this graduation requirement, all students must pass one course that has been approved as meeting the South Carolina REACH Act requirement. A current list of Clemson courses that meet the requirement is below. Students may select any course that meets the requirement, regardless of catalog year. This course may count as a requirement in any part of the program of study, including the major, minor, general education or as a free elective.

HIST 1010 - History of the United States to 1877 3 Credits (3 Contact Hours)

POSC 1010 - American National Government 3 Credits (3 Contact Hours)

¹ <https://www.cerra.org/supply-and-demand.html>

POSC 1030 - Introduction to Political Theory 3 Credits (3 Contact Hours)

Students in the BS in Early Childhood and Special Education program will satisfy this requirement in spring of their freshman year by taking either POSC 1010 or 1030. This is noted in the curriculum map found on page 11.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

The proposed B.S. in Early Childhood and Special Education seeks to directly address South Carolina's ongoing teacher shortage, particularly in the critical areas of early childhood education and special education. In March 2024, 44% of U.S. public schools reported vacancies in elementary education teaching positions for the upcoming 2024-2025 school year (Table 1 NCES School Pulse Panel). 51% of U.S. public schools reported vacancies in special education for the same time frame. The need to fill positions was even greater for public schools in the South, where the number of schools with vacancies was highest in the nation, with 51% of schools needing teachers in general elementary and 57% of schools needing teachers in special education, more than 6 percentage points higher than the national levels.

Table 1. NCES School Pulse Panel - Percentage of public school that anticipate needing to fill selected teaching positions for the 2024-2025 school year.

Percentage of public schools that anticipate needing to fill selected teaching positions before the start of the next school year by region: June 2022 and March 2024

	June 2022					March 2024				
	All public schools	Northeast	Midwest	South	West	All public schools	Northeast	Midwest	South	West
General Elementary	37% *	39%	33% *	36% *	41%	44%	41%	43%	51%	39%
Special Education	46% *	51%	43%	48% *	43%	51%	56%	50%	57%	42%
English or Language Arts	21% *	21%	16%	29% *	16%	26%	14%	21%	38%	19%
Social Studies	13% *	13%	11%	18% *	9%	16%	9%	15%	25%	11%
Computer Science	6% *	7%!	6%	8%	3%!	8%	5%	9%	11%	7%
Mathematics	22% *	22%	20%	27% *	16%	26%	18%	22%	38%	16%
Biology or life sciences	10% *	10%	7%	14%	7%	13%	11%	12%	15%	12%
Physical sciences	11%	10%	11%	12%	8%	13%	10%	12%	16%	12%
ESL or bilingual education	14%	16%	15%	14%	11%	17%	17%	18%	18%	14%
Foreign languages	8%	10%	8%	9%	7%	9%	9%	9%	10%	7%
Music or arts	15% *	14%	17%	16%	11% *	19%	16%	19%	19%	21%
Career or technical education	9%	9%!	11%	9%	7%	10%	7%	10%	13%	8%
Physical education or health	10% *	17% *	10% *	8% *	7%!	13%	8%	16%	14%	13%

Select a reporting category

● Region

○ School Location

○ School Level

○ School Size

○ Students of Color

○ Poverty

Source: [NCES School Pulse Panel](#)

Significant population growth in the state has the potential to exacerbate the current teacher shortage. South Carolina is the nation's fastest growing state by percent change, and the 5th fastest by absolute increase. The population of the state is projected to increase by close to a million people from its current population by 2040². This anticipated

² [South Carolina Revenue and Fiscal Affairs Office](#)

growth in South Carolina compounds the existing teacher pipeline crisis seen across the country and reinforces the state's need to attract more talented citizens to the teaching profession.

Even as the state experiences this tremendous growth, an ever-smaller percentage of new teachers in the state are graduates of traditional teacher preparation programs. For the 2023-2024 school year, only 17% of all new hires were recent graduates from a South Carolina teacher preparation program, compared to 33% of all new hires a decade earlier, in 2013-2014³. While alternative certification programs remain an important pathway for recruiting and certifying future teachers to meet the high demand, teachers who complete traditional certification programs are more prepared for the classroom and have lower turnover rates. Studies indicate that teachers with traditional certification are 25% more likely to stay in the profession long-term compared to those with alternative certification⁴.

An important audience for the B.S. in Early Childhood and Special Education includes non-traditional students who have strong ties to communities around the state and are unable to stop employment for several years to complete a teaching degree. In South Carolina, specifically, districts are increasingly turning to "Grow Your Own" models, in which paraprofessionals are trained and certified to become fully licensed teachers within their communities. The largest district in the state, the Greenville County School District (GCSD) has been proactive in seeking ways to upskill its workforce, including 300+ paraprofessionals in early childhood classrooms. In our conversations with GCSD, some of these paraprofessionals have expressed strong interest in completing their teaching degrees and earning full certification.

By offering this innovative bachelor's degree program focusing on the critical need areas of early childhood and special education, Clemson will create a way for working paraprofessionals to become certified educators through a flexible and adaptive course of study with the advantages of more traditional teacher preparation program. The hybrid modality with mostly online delivery of coursework and some program components being offered through a callback-to-Clemson model will provide degree accessibility for these students. The necessary field placement hours and in-person clinical experiences can be supervised by Clemson employees on-site in the student's existing districts. This arrangement benefits both students and South Carolina school systems by enabling local residents to stay embedded in their communities while working towards their bachelor's degree and teacher certifications. Please see letters of support for the program from [Charleston County School District](#), [Greenville County Schools](#), and the [School District of Pickens County](#) at the end of the proposal.

Transfer and Articulation

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

N/A

³ [South Carolina Educator Supply and Demand Report](#)

⁴ Carver-Thomas, D., & Darling-Hammond, L. (2017). Teacher turnover: Why it matters and what we can do about it. Palo Alto, CA: Learning Policy Institute. <https://learningpolicyinstitute.org/product/teacher-turnover-report>

Employment Opportunities

Table 2. Employment Numbers and Projected Change from 2023 to 2033

Occupation	State		National		Data Type and Source
	Expected Number of Jobs (2022)	Employment Projection (2022-2032)	Expected Number of Jobs (2023)	Employment Projection (2023-2033)	
Preschool Teachers, Except Special Education	4,710	17% increase	528,500	4% increase	Career One Stop and BLS
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Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

Survey Data

Data collected from 76 public school districts in the South Carolina Annual Educator Supply and Demand survey reported 847.7 vacant teaching positions in full-time equivalents (FTE) at the start of the 2023-2024 school year for early childhood and special education. Only 183.5 FTEs were reported at the beginning of the 2019-2020 school year, an increase of 360% in the number of vacancies in 5 years⁵.

Award Gaps

Degree award gaps can be derived from educational and labor market data; these gaps provide an estimate of the carrying capacity of a new program's annual completions if aligned with market-based need. Table 3 contains these gaps by federally coded occupation (SOCS code) for SC; the gaps are calculated from the most recent IPEDS completion data as well as BLS and proprietary labor market data from Chmura Economics JobsEQ.

Columns 2 and 3 contain the federal coded occupations. Column 3 contains the annual degree completion gap (negative values indicated by parentheses show a deficit in degree completions) in the state of SC for each occupation. That award gap is a difference between annual supply and demand. Annual supply comes from the most recent IPEDS completion data for SC institutions. Demand is calculated as a range and utilizes two values: a) the

⁵ [CERRA SC Annual Supply & Demand Data Tables](#)

anticipated Annual Demand from BLS data, and b) a US Awards Benchmark value for SC that reflects the national completions prorated by the fraction of national employment for that SOCS comprising SC employment. In order to be conservative, we calculate the award gap for each occupation using the minimum of the Target (demand) Range—i.e., the lesser of the BLS annual demand and the prorated SC completions benchmark.

The conservative estimate for the total annual award gap in South Carolina is 47 awards each year for the degree programs that are matched to the early childhood and special education occupations in the [CIP-SOC Crosswalk](#). For this specific group of programs and occupations, the low end of the target range is the US Awards Benchmark. Taken together with data that shows state job growth for these occupations much higher than the national job growth (Table 2 above), it is reasonable to conclude that true award gap is higher than the conservative estimate and possibly as high as 1,447, which is the difference between the number of awards conferred and the top end of the target range (see Table 3).

Table 3. Award Gap Analysis for SOC associated with proposed Early Elementary and Special Education, B.S.

South Carolina, Early Childhood and Special Education, BS, Two-Year Degree or Higher Only						
SOC	Occupation	Award Gap	Awards	Target Range	Annual Demand	US Awards Benchmark
25-2011	Preschool Teachers, Except Special Education	(34)	223	257 - 771	771	257
25-2051	Special Education Teachers, Preschool	(16)	13	28 - 38	38	28
25-2012	Kindergarten Teachers, Except Special Education	(11)	66	77 - 229	229	77
25-2052	Special Education Teachers, Kindergarten and Elementary School	(5)	59	63 - 172	172	63
25-2058	Special Education Teachers, Secondary School	(4)	50	54 - 146	146	54
25-2057	Special Education Teachers, Middle School	(2)	22	24 - 66	66	24
25-2059	Special Education Teachers, All Other	(1)	7	7 - 19	19	7
25-2021	Elementary School Teachers, Except Special Education	0	1,329	1,304 - 1,751	1,751	1,304
	Total	(47)	1,769	1,816 - 3,190	3,190	1,816

Source: [Chmura JobsEQ](#)

Data Notes:

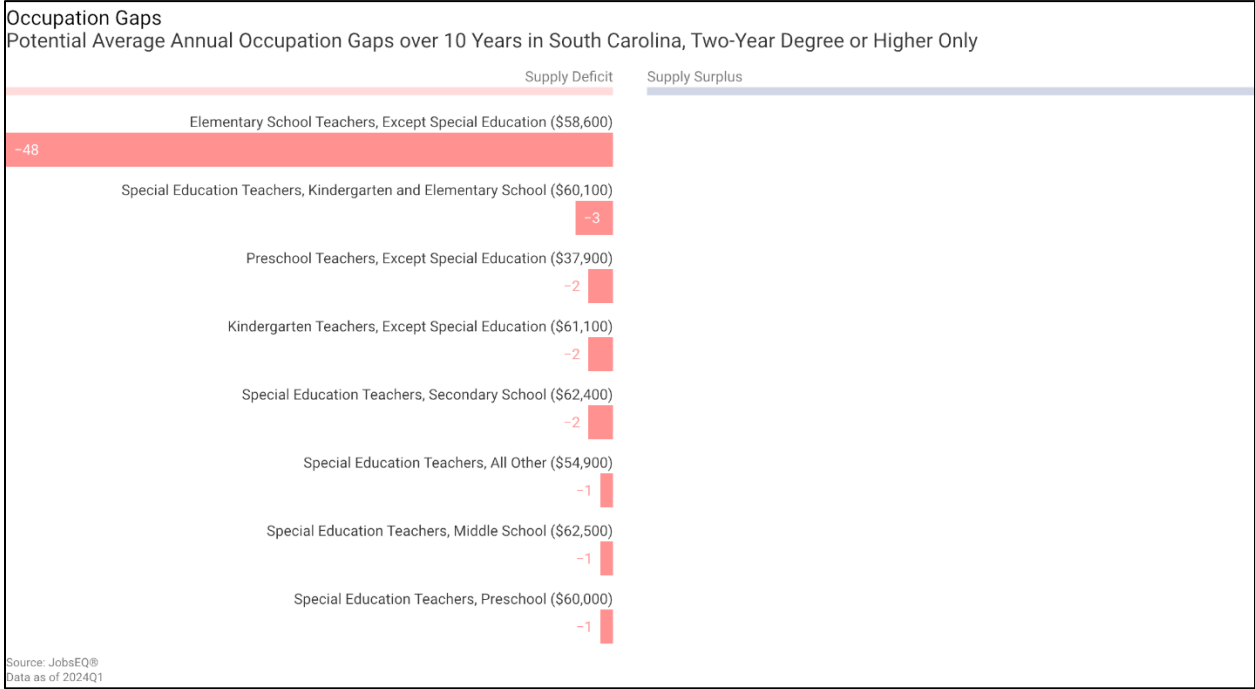
- Data as of 2024Q1
- Awards data are based upon degrees conferred for the academic year **2021-2022** and are provided by the [National Center for Education Statistics](#).
- Note: Figures may not sum due to rounding.
- Data exclude awards from online schools
- **JobsEQ Data Source Notes:** Awards data are based upon degrees conferred for the academic year **2021-2022** and are provided by the [National Center for Education Statistics](#). Occupation employment data are derived from the most recent four quarters of industry employment (from the Bureau of Labor Statistics, updated quarterly) and the industry/occupation matrix available for the region. Occupation training concentrations and shortfalls are calculated by Chmura. The percent college educated are provided by the BLS per the Employment Projections Program.

Occupation Gaps

The occupation gap is a forecast comparing occupation demand growth to the local population growth and the projected educational attainment of those residents. The analysis does not consider the number of awards for any particular program of study; rather, it looks at the overall educational attainment of the region (in this case, the state of SC). The occupation gap is primarily designed to model the long-term demand potential of occupations.

Over the next ten years, an occupation gap analysis projects an annual shortfall of 60 teachers across PK, kindergarten, elementary, PK12 special education occupations. This is consistent with the conservative estimate from the awards gap analysis. Please see Figure 1 for more details.

Figure 1. Occupation Gaps in SC for Occupations associated with Early Childhood and Special Education, B.S.



Description of the Program

Projected Enrollment												
Year	Fall Headcount				Spring Headcount				Summer Headcount			
	New	Continuing	Lost	Graduate	New	Continuing	Lost	Graduate	New	Continuing	Lost	Graduate
2026-2027	15	0	0	0	0	15	0	0	0	0	0	0
2027-2028	15	15	0	0	0	30	0	0	0	0	0	0
2028-2029	20	30	0	0	0	50	0	0	0	0	0	0
2029-2030	20	50	0	0	0	70	0	15	0	0	0	0
2030-2031	25	55	0	0	0	80	0	15	0	0	0	0

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2026-2027	15	15	0
2027-2028	30	30	0
2028-2029	50	50	0
2029-2030	70	70	0
2030-2031	80	80	0

Explain how the enrollment projections were calculated.

Many SC school districts, including Greenville, hired interventionists as part of their Elementary and Secondary School Emergency Relief (ESSER) spending plan⁶. Most of the interventionists were focused on reading and mathematics, and especially at the early childhood level. As ESSER ends, school districts that hired interventionists may not have found new funding sources to continue their employment. Greenville, in particular, is seeking to up-skill paraprofessionals with reading and math courses, and ultimately is seeking teachers focused on early intervention in PreK-3rd grade. The BS Early Childhood and Special Education program was developed to prepare teachers specialized in providing targeted support and instruction to young children who are showing signs of developmental delays or potential challenges. By making this program available online, paraprofessionals and other uncertified school staff can pursue this degree while they remain employed, creating another pathway to address the shortage of certified teachers in South Carolina. They will be able to complete their in-person clinical experiences in their existing school district with supervision from Clemson employees on-site. The development of the program began when Greenville County School District (GCSD), the largest district in the state, approached Clemson to create math and literacy endorsements for their over 300 paraprofessionals in early childhood classrooms. These paraprofessionals can complete 20-22 credit hours of online coursework at Clemson through these endorsements and apply them to the BS program. This flexible BS program will allow those paraprofessionals to continue their education even further to obtain a bachelor's degree and teacher certification in both early childhood and special education if they desire. While GCSD has already expressed interest, other South Carolina school districts, especially those in rural communities that

⁶ <https://ed.sc.gov/newsroom/american-rescue-plan-esser-fund-approved-applications/>

are hit the hardest by teacher shortages, will also benefit from this program since paraprofessionals typically are unable to pursue an education degree in their local community due to the timing of course offerings. The program is expecting 15 students in the first year growing to a cohort of about 25 new students each year by year 5.

The program is expected to attract a population of students having a range of post-secondary backgrounds and ability/desire to pursue study full-time or part-time. For simplicity, the above enrollment model assumes completion in a canonical 4 year period. We note that most students would likely pursue part-time study. Depending on the fraction that do so and their particular transferable academic credit portfolio, it is possible the program could dramatically exceed enrollment thresholds for program productivity but not meet completion thresholds due to time-to-degree differences for this program versus traditional baccalaureate programs. Because this program is addressed at enhancing the teacher workforce in the state, Clemson assumes such a possible completion shortfall would be understood and tolerated.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

☒ Yes

☐ No

The Early Childhood and Special Education program will have specific admission requirements, including South Carolina residency or the intention to be licensed only within the State of South Carolina. Non-resident students must sign a waiver acknowledging licensure limitations to South Carolina and will receive semesterly reminders. This will enable Clemson to remain in compliance with State Authorization requirements.

Curriculum

New Courses

List and provide course descriptions for new courses.

ED 2010 Practicum Experience I (1 credit hour)

Experiences in early childhood and special education settings that provide opportunities for working with young children in a variety of settings. Practicum I builds on foundations of early childhood by making connections between theory and practice.

ED 2020 Practicum Experience II (1 credit hour)

Experiences in early childhood and special education settings that provide opportunities for working with young children in a variety of settings. Practicum II focuses on helping students build relationships with families of young children.

ED 3030 Practicum Experience III (1 credit hour)

Experiences in early childhood and special education settings that provide opportunities for working with young children in a variety of settings. Practicum III focuses on helping students develop an understanding the developmental needs and capabilities of very young children.

ED 3040 Practicum Experience IV (1 credit hour)

Experiences in early childhood and special education settings that provide opportunities for working with young children in a variety of settings. Practicum IV focuses on designing curriculum and implementing lessons.

EDEC 3400 Pedagogy of Play (3 credit hours)

This course explores the vital role of play in young children's learning and development through a comprehensive study of theories, frameworks, and practical applications.

EDEC 4100 Process of Inquiry (3 credit hours)

This course examines the theoretical, philosophical, and research foundations of inquiry-oriented instructional practice in early childhood education. A specific emphasis of how processes of learning through inquiry could support instruction in science, social studies, and mathematics.

EDEC 4350 Early Number Sense (3 credit hours)

Examination of theories and methods of teaching early number concepts in mathematics for young children (birth through age 8).

EDEC 4800 Internship in Early Childhood Education (6 credit hours)

Supervised observation and teaching experiences in early childhood settings. Students will employ content knowledge and professional dispositions in classroom settings under the mentorship of a university supervisor and classroom cooperating teacher.

EDSP 4810 Directed Teaching in Special Education: PK-5 (6 credit hours)

Comprehensive course providing a full-time semester long experience for preservice teaching candidates who plan to teach in early childhood special education. This course provides teaching experience under the supervision of university and school district personnel.

Total Credit Hours Required: 124

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
Social Sciences Requirement	3	EDSP 3700 Introduction to Special Education	3		
Mathematics Requirement	3	Social Sciences Requirement ⁷	3		
ENGL 1030 Composition and Rhetoric	3	Oral Communication Requirement	3		
Natural Sciences with Lab Requirement	4	Arts and Humanities Literature Requirement	3		
ED 1050/1051 Orientation to Education	2	Arts and Humanities Non-Literature Requirement	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
ED 2010 Practicum Experience I	1	ED 2020 Practicum Experience II	1		
EDEL 3100 Arts in the Elementary School	3	EDEC 2200 Family, School, and Community Relationships	3		
EDEC 2000 Foundations of Early Childhood Education	3	EDF 4800/4801 Foundations of Digital Media and Learning (Global Challenges)	3		
EDSP 3750 Early Intervention Strategies for Young Children with Special Needs	3	EDSP 3730/3731 Characteristics and Instruction of Individuals with Intellectual Disabilities and Autism	3		
ED 3010 Principles of American Education (Global Challenges)	3	EDEC 3360 Concepts of Play and Social Development of Infants and Young Children	3		
EDF 3020 Educational Psychology	3	EDEC 3400 Pedagogy of Play	3		
Total Semester Hours	16	Total Semester Hours	16	Total Semester Hours	

⁷ Used to satisfy REACH Act requirement via POSC 1010 or 1030.

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
ED 3030 Practicum Experience III	1	ED 3040 Practicum Experience IV	1		
EDEC 4400 Early Childhood English Language Arts	3	EDEC 4100 Processes of Inquiry	3		
EDLT 4580 Early Literacy: From Birth to Kindergarten	3	EDLT 4590 Teaching Reading in the Early Grades: K-3	3		
EDSP 4910/4911 Educational Assessment of Individuals with Disabilities	3	EDSP 4900 Teaching Writing to Students with Disabilities	3		
EDEC 4350 Early Number Sense	3	EDSP 4920 Mathematics Instruction for Individuals with Mild Disabilities	3		
EDSP 3760/3761 Characteristics and Instruction of Individuals with Learning Disabilities and Emotional/Behavioral Disorders	3	EDSP 4970 Secondary Methods for Individuals with Disabilities	3		
Total Semester Hours	16	Total Semester Hours	16	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
EDEC 4800 Internship in Early Childhood Education	6	EDSP 4810 Directed Teaching in Special Education: PK-5	6		
EDEC 4850 Early Childhood Capstone	3	EDSP 4950 Communication and Collaboration in Special Education	3		
EDEC 4500 Early Childhood Curriculum and Social Studies Methods	3	EDSP 4930 Classroom and Behavior Management for Special Educators	3		
EDSP 4940 Teaching Reading to Students with Mild Disabilities	3	EDEC 4600 Critical Issues and Cultural Diversity in Early Childhood Education	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

While the table below indicates that many institutions in SC, like Clemson University, have both Early Childhood Education and Special Education programs, we did not find any programs similar to the proposed BS Early Childhood and Special Education. The proposed program will offer content in both areas and will provide dual certification within a single degree program. Whereas the current programs only offer a single certification. For that reason, the program does not overlap or duplicate existing programs in the state, including our own. In addition, we are prepared to offer a fully online program and will be able to partner with any district in the state for field and clinical placements in schools. Finally, our program will target paraprofessionals and uncertified staff currently employed in school districts.

Total Programs in South Carolina

Programs	Credit Hour Range	Total Programs
Early Childhood	120-144	22
Special Education	120-140	15

	Total Credit Hours	Institution	Similarities	Differences
BA, Early Childhood Education	122	Coastal Carolina University	Includes content related methods courses; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program
BS, Early Childhood Education	122	College of Charleston	Includes content related methods courses; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program
BS, Early Childhood Education	125	Francis Marion University	Includes content related methods courses; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program
BS, Early Childhood Education	120	Lander University	F2f and hybrid options; includes content related methods courses; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program; Lander offers a Montessori emphasis area
BS, Early Childhood Education	129	South Carolina State University	F2f and hybrid options; includes content related methods courses; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program
BA, Early Childhood Education	122	U.S.C. – Columbia	Includes content related methods courses; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program; they offer and add-on in Special Education as an option

BA, Early Childhood Education	119	U.S.C. – Aiken	Includes content related methods courses; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program; earn a certificate in infant/early childhood mental health from the South Carolina Infant Mental Health Association.
BA, Early Childhood Education	123	U.S.C. – Beaufort	Includes content related methods courses; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program
BA, Early Childhood Education	122	U.S.C. – Upstate	Includes content related methods courses; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program
BS, Early Childhood Education	120	Winthrop University	Includes content related methods courses; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program
BS, Early Childhood Education	123	Bob Jones University	Includes content related methods courses; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program; Christ-centered education
BS, Early Childhood Education	120	Charleston Southern University	Includes content related methods courses; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program
BS, Early Childhood Education	129	Claflin University	Similar education and early childhood education foundations courses; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program
BA, Early Childhood Education	120	Coker University	Includes content related methods courses; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program; have
BA, Early Childhood Education	120	Columbia College	Similar education and early childhood education foundations courses; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program; offers on-campus and evening programs
BA, Early Childhood Education	120	Converse University	Includes content related methods courses; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program
BS, Early Childhood Education	124	Erskine University	Includes content related methods courses; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program
BS, Early Childhood Education	124	Morris College	Includes content related methods courses; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program

BS, Early Childhood Education and Teaching	141-144	Newberry College	Includes content related methods courses; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program
BA, Early Childhood Education	123	North Greenville University	Includes content related methods courses; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program; 12-hour service project requirement
BA, Early Childhood Education and Teaching	122	Presbyterian College	Includes content related methods courses; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program
BA, Early Childhood Education and Teaching	120	Southern Wesleyan University	Includes content related methods courses; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program; integrate a Christian Ethic of Care into education settings
BA, Special Education	122	Coastal Carolina University	Curriculum focused on characteristics of disabilities, instruction, assessment, and collaboration with families and professionals; leads to multi-categorical special education certification; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program
BS, Special Education	122	College of Charleston	Curriculum focused on characteristics of disabilities, instruction, assessment, and collaboration with families and professionals; leads to multi-categorical special education certification; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program
BS, Special Education	120	Lander University	Curriculum focused on characteristics of disabilities, instruction, assessment, and collaboration with families and professionals; leads to multi-categorical special education certification; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program
BS, Special Education	127-130	South Carolina State University	Curriculum focused on characteristics of disabilities, instruction, assessment, and collaboration with families and	Does not lead to multi-categorical special education certification; offers concentrations in Educable Mentally Disabled, Emotionally Disabled, and

			professionals; clinical experiences culminate in student teaching	Learning Disabilities; does not offer dual certification in ECE and SPED within degree program
BA, Special Education	120	U.S.C. – Columbia	Curriculum focused on characteristics of disabilities, instruction, assessment, and collaboration with families and professionals; leads to multi-categorical special education certification; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program
BA, Special Education	120	U.S.C. – Aiken	Curriculum focused on characteristics of disabilities, instruction, assessment, and collaboration with families and professionals; leads to multi-categorical special education certification; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program
BS, Special Education	121	U.S.C. – Upstate	Curriculum focused on characteristics of disabilities, instruction, assessment, and collaboration with families and professionals; clinical experiences culminate in student teaching	Does not lead to multi-categorical special education certification; offers certification in Learning Disabilities; does not offer dual certification in ECE and SPED within degree program
BS, Special Education	120	Winthrop University	Curriculum focused on characteristics of disabilities, instruction, assessment, and collaboration with families and professionals; leads to multi-categorical special education certification; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program
BS, Special Education	123	Anderson University	Curriculum focused on characteristics of disabilities, instruction, assessment, and collaboration with families and professionals; leads to multi-categorical special education certification; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program

BS, Special Education	124	Bob Jones University	Curriculum focused on characteristics of disabilities, instruction, assessment, and collaboration with families and professionals; leads to multi-categorical special education certification; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program
BA, Special Education	120	Columbia College	Curriculum focused on characteristics of disabilities, instruction, assessment, and collaboration with families and professionals; leads to multi-categorical special education certification; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program; on-campus and evening programs
BA, Special Education	120	Converse University	Curriculum focused on characteristics of disabilities, instruction, assessment, and collaboration with families and professionals; leads to multi-categorical special education certification; clinical experiences culminate in student teaching	Also offer degrees in Learning Disabilities and Intellectual Disabilities; does not offer dual certification in ECE and SPED within degree program
BS, Special Education	124	Erskine College	Curriculum focused on characteristics of disabilities, instruction, assessment, and collaboration with families and professionals; leads to multi-categorical special education certification; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program
BS, Special Education	140	Newberry College	Curriculum focused on characteristics of disabilities, instruction, assessment, and collaboration with families and professionals; leads to multi-categorical special education certification; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program; new program that began in 2023

BS, Special Education	134	Presbyterian College	Curriculum focused on characteristics of disabilities, instruction, assessment, and collaboration with families and professionals; leads to multi-categorical special education certification; clinical experiences culminate in student teaching	Does not offer dual certification in ECE and SPED within degree program
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Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Clinical Professor, FT	ED 1050, EDEC 4800	PhD, Curriculum and Instruction. Clemson University. MA, Mathematics Education. The Citadel. BS, Mathematics Teaching. Clemson University.	
Senior Lecturer, FT	EDLT 4800	PhD, Curriculum and Instruction. Clemson University. MEd, Counseling and Guidance Services. Clemson University. BS, Environmental Science. College of William and Mary.	
Lecturer, FT	ED 3010	PhD, Curriculum and Instruction. Clemson University. MEd, Education. Southern Wesleyan University. BA, English. Charleston Southern University.	
Associate Professor, FT	EDF 3020	PhD, Educational Psychology; Inquiry Methodology. Indiana University. MA, Educational and Developmental Psychology. Beijing Normal University. BA, Psychology. Qufu Normal University.	
Assistant Professor, FT	EDLT 4580	PhD, Curriculum and Instruction. University of Houston. MAT, Elementary Education. University of Virginia. BA, History. University of Virginia.	
Assistant Professor, FT	EDLT 4590	PhD, Language & Literacy Studies. University of Texas at Austin.	

		<p>MEd, English Language Learners. Vanderbilt University.</p> <p>BS, Early Childhood Education & Child Studies. Vanderbilt University.</p>	
Lecturer, FT	EDSP 3700, ED 2010, ED 2020, ED 3030, ED 3040, EDSP 4900, EDSP 4950, EDSP 3750, EDSP 4940	<p>PhD, Special Education. Clemson University.</p> <p>MA, English Language Learning. Western Governors University.</p> <p>MA, Education. Furman University.</p> <p>BA, Multi-Categorical Special Education, K-12. Clemson University.</p>	
Clinical Associate Professor, FT	EDSP 4810, EDSP 3700, EDSP 3760, EDSP 4950	<p>PhD, Special Education. University of Virginia.</p> <p>MEd, Education. Harvard University.</p> <p>BA, Psychology. Randolph-Macon College.</p>	
Lecturer, FT	ED 2010, ED 2020, ED 3030, ED 3040, EDEC 2200, EDEC 3400, EDEC 2000, EDEC 4600	<p>MEd, Special Education. Clemson University.</p> <p>BA, Early Childhood Education. Clemson University.</p>	
Lecturer, FT	ED 2010, ED 2020, ED 3030, ED 3040, EDEC 4500, EDEC 3360	<p>PhD, Literacy, Language and Culture. Clemson University.</p> <p>MEd, Literacy, Language and Culture. Clemson University.</p> <p>BA, Early Childhood Education. Clemson University.</p>	
Assistant Professor, FT	EDSP 4930, EDSP 3730, EDSP 3760	<p>PhD, Education (Special Education). University of Virginia.</p> <p>MA, Special Education. Marshall University.</p> <p>BA, Elementary Education. Marshall University.</p>	
Associate Professor, FT	EDSP 4930	<p>PhD, Special Education. University of Virginia.</p> <p>MEd, Special Education. Vanderbilt University.</p> <p>BS, Social Work. University of Vermont.</p>	

Professor, FT	EDSP 4910	EdD Educational Administration/Special Education. College of William and Mary. MEd, Educational Administration. Virginia Commonwealth University.	
Clinical Assistant Professor, FT	EDSP 3730, EDSP 3750	PhD, Special Education. Clemson University. MEd, Special Education. University of Michigan. BA, History Major. Grand Valley State University.	
Professor, FT	EDSP 4930	PhD, Special Education. University of Nebraska. MEd, Science Education. Old Dominion University. MBA, Business Administration. University of West Florida. BS, Business Administration. University of Arizona.	
Assistant Professor, FT	EDEC 4100	PhD, Science Education Research. George Mason University. MA, Elementary Math Education. Western Governors University, Institution. BA, Interdisciplinary Studies. Western Governors University, Institution.	
Professor, FT	EDEC 4850, EDEC 4400	PhD, Early Childhood Education. University of Kentucky. MEd, Early Childhood Education. Auburn University. BS, Early Childhood Education. Auburn University.	
Professor, FT	EDEC 4100, EDEC 4350	PhD, Curriculum and Instruction. Clemson University. MEd, Elementary Education. Georgian Court University. BFA, Dance. Montclair State University,.	

Lecturer, FT	EDEL 3100, ED 2010, ED 2020, ED 3030, ED 3040	MA, Early Childhood Education. Piedmont University. BA, Art Education. Mercer University.	
Professor, FT	EDSP 4920	PhD, Education and Human Development. Vanderbilt University. MEd, Special Education. Vanderbilt University. BS, Special Education and Elementary Education. Vanderbilt University.	
Lecturer, FT	ED 2010, ED 3030, EDEC 4800, EDEC 4850		Start date: Fall 2027
Lecturer, FT	ED 2020, ED 3040, EDSP 4810, EDSP 4950		Start date: Fall 2028
Assistant Profession, FT	EDSP 3750		Start date: Fall 2029

Total FTE (full-time equivalent) needed to support the proposed program

Faculty: 2.90

Staff: .70

Administrators: .06

Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

The program will require two new full-time lecturers (one beginning in Year 2 and one beginning in Year 3) to support the teaching load. A tenure track faculty will be added Year 4 and a part-time academic advisors will be needed in Year 5. One full time lecture's time will be divided between teaching (80%) and program coordination (20%) for the new program.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

The Clemson University Libraries' resources required for the proposed program are already in place and available online; therefore, there is no need for additional library resources. All major journals in the discipline are available online or through open access. The Clemson University Libraries hold more than 1.8 million items including books, periodicals, electronic resources, digital media collections, government publications and patents, musical recordings, maps and microforms. Over 4,000 print journal titles, 49,000 e-journals, 170,000 e-books, and 480 online databases are available. Cooper Library is linked electronically to the On-line Computer Library Center Inc. and WorldCat database providing access to more 71,000 libraries worldwide for interlibrary loan services. The PASCAL and Kudzu Consortium(s) provide access to 12 million volumes held by academic libraries in SC and 30 million volumes by 17 southeastern universities.

Students request journal articles through interlibrary loan and are emailed in 2-3 days. Reference librarians assist students by telephone, text, instant message and in-person consultation 79 hours per week. In addition to annual expenditures, current Library policy allocates additional funds for the exclusive purchase of materials for newly approved programs, if needed. No new funding is required to support the library and learning resources.

My Library Account: Students enrolled in off-campus, distance education, and online programs can log in to their My Library Account to search the Clemson Libraries catalog and request the delivery of print books. In addition to print books, Clemson affiliates have access to 458,239 electronic books via individual subscriptions, aggregator databases, and consortial agreements.

Books and Articles not owned by Clemson University Libraries: Students may use the PASCAL Delivers service to borrow books from any college or university in South Carolina. Requests are made through the Clemson University Libraries home page and delivered to a participating library. Students can borrow up to 25 books for six weeks, with an additional three-week renewal period.

If a book is not owned by the Clemson University Library and is not available via PASCAL Delivers, students may directly request the item from the Reference Librarian. Approved books will be rush ordered/cataloged and sent to the requesting patron, who will be responsible for returning them to Cooper Library (via either mail or return to a PASCAL Delivers library.)

Articles owned by Clemson University Libraries: Students requiring articles from print journals owned by the Library may request a scanned copy via <http://www.clemson.edu/culib/forms/secure/ill/emp/dd-rp.php>. Articles not available from Clemson University Libraries: Students also have free access to interlibrary loan to request copies of articles from journals not available at Clemson. Students must create an account prior to borrowing via the following website: <http://libguides.clemson.edu/ill>.

Reference Assistance: Students encountering difficulties finding resource materials may contact the Reference Librarian, who will respond to requests often immediately or within 24 hours. Students also have access to the Ask a Librarian service to request immediate assistance via phone/chat /text/ or email during normal Reference Desk hours.

Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

In addition to library and learning resources, a number of academic and student support services are available to all graduate students—including online students—at Clemson University:

- **Clemson Computing and Information Technology (CCIT)** – Provides a leading-edge integrated information environment integral to learning and research. Graduate students may (but are not limited to) take advantage of services such as Clemson email account, emergency text messages, mobile guidebooks, video conferencing, web development, and data storage. Help services are available via phone, email, or online chat.
- **Student Accessibility Services** – Graduate Students may register with Student Accessibility Services to use services such as academic access letters, assistive technology, communication services, test proctoring center and electronic textbooks.
- **Center for Career and Professional Development** – Clemson University is dedicated to engaging students in career development that will empower them to successfully pursue their educational and professional goals. Services provided by the career center include career workshops, resume writing, career development, job search assistance, and networking.
- **International Services** – The Office of Global Engagement's International Services area works with incoming international students to provide valuable information, service and advice to meet their unique needs. International Services is a valuable resource for international students' immigration, employment, and support needs, and works to create a welcoming, positive environment for Clemson's international student population to help them meet their academic and research goals while making sure their personal goals are taken into consideration.
- **Counseling and Psychological Services (CAPS)** – Counseling and Psychological Services (CAPS), the mental health department of Student Health Services, offers a wide array of services along a continuum of intensity for various psychological issues.
- **Clemson University Writing Center** – The goal of the writing center is to help all members of the Clemson community become more confident and effective writers.

- **Clemson Online** – Clemson Online staff are dedicated to ensuring that all online students have access to the same resources and support that a first-class Clemson education comprises for students enrolled in programs having in-person modalities. Clemson University is devoted to ensuring an innovative and substantive educational experience for all students.

There are no new services need to support the proposed program.

Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

All physical facilities (e.g., offices, classrooms, computing/IT equipment) needed to support the program are already in existence and associated with the current degree programs in the Department of Teaching and Learning.

Equipment

Identify new instructional equipment needed for the proposed program.

All instructional equipment needed to support the program is already in existence and associated with the current degree programs in the University's Department of Teaching and Learning.

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

☐ Yes

☒ No

We do not expect that this new program will impact enrollment in our in Early Childhood Education (B.A.) or Special Education (B.A.) because it is targeting a different audience than our traditional stand-alone programs. Our traditional stand-alone programs typically enroll first-time or transfer students between 18-23 years of age. These students enroll full-time and for a face-to-face program located at Clemson University. This new program, the BS Early Childhood and Special Education, is targeting a different audience—paraprofessionals, non-certified school staff, and career-changers who are looking for an online or hybrid, flexible and accessible degree program to seek teacher certification. For current faculty in educational foundations, early childhood and education, and special education, the new program could initially bring a higher enrollment into their course sections until new faculty are hired to teach in this program.

Financial Support

Sources of Financing for the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$194,760	\$194,760	\$389,520	\$389,520	\$649,200	\$649,200	\$908,880	\$908,880	\$1,038,720	\$1,038,720	\$3,181,080	\$3,181,080
Program-Specific Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special State Appropriation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Reallocation of Existing Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Federal, Grant, or Other Funding	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$194,760	\$194,760	\$389,520	\$389,520	\$649,200	\$649,200	\$908,880	\$908,880	\$1,038,720	\$1,038,720	\$3,181,080	\$3,181,080
Estimated Costs Associated with Implementing the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	\$0	\$0	\$85,921	\$85,921	\$174,689	\$174,689	\$277,547	\$277,547	\$318,600	\$318,600	\$856,757	\$856,757
Facilities, Equipment, Supplies, and Materials	\$5,500	\$5,500	\$5,610	\$5,610	\$5,722	\$5,722	\$5,837	\$5,837	\$5,953	\$5,953	\$28,622	\$28,622
Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other (specify)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Total	\$5,500	\$5,500	\$91,531	\$91,531	\$180,412	\$180,412	\$283,384	\$283,384	\$324,553	\$324,553	\$885,379	\$885,379
Net Total (Sources of Financing Minus Estimated Costs)	\$189,260	\$189,260	\$297,989	\$297,989	\$468,788	\$468,788	\$625,496	\$625,496	\$714,167	\$714,167	\$2,295,701	\$2,295,701

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

The B.S. in Early Childhood and Special Education will be funded and supported by tuition revenue. Tuition revenue is calculated using Undergraduate Tuition at \$544 per credit hour. Program Administration and Faculty and Staff Salaries include two new Lecturers at \$62K each plus estimated fringe of \$23,921 (\$85,921), one new Assistant Professor at \$70K plus estimated fringe of \$27,550 (\$97,550), and one half-time Academic Advisor at \$22.5K plus estimated fringe of \$10,115 (\$32,615). Compensation growth is estimated at 2.75% each year and fringe rate growth is estimated at 1% each year. Students will be supported by existing faculty and staff workload in Year 1 and new positions will begin in Years 2 through 5, respectively as enrollment grows. Marketing and Advertising is budgeted at \$5K per year, and an additional ten percent is allocated for programmatic operating supplies for a total of \$5.5K in the first year. Non-salary expenses are estimated to grow two percent per year. The program is expected to generate a net contribution of \$714K by Year 5 without the increase of operating or additional personnel expenditures. There are no other impacts on tuition rates, services, or facilities because the College of Education currently possesses physical and instructional capacity to support the projected students.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
<p>The following are program goals and objectives:</p> <p>Prepare candidates to teach early childhood and special education in PK-12 schools.</p>	<p>Candidates will be able to:</p> <ul style="list-style-type: none">• Demonstrate a breadth and depth of subject matter content knowledge in the subjects they teach, incorporating information literacy skills and state-of-the-art technologies into teaching their subjects.• Demonstrate their ability to analyze content and assess the needs of their students and purposely select and integrate teaching and assessment strategies that include information literacy skills and state-of-the-art technologies for all students.• Draw on their knowledge of standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all children.• Demonstrate the interdisciplinary nature of knowledge by helping all children make connections among subject areas, facilitating relationships among content, ideas,	<p>Child Study Project: Students will develop a portfolio outlining, analyzing, and utilizing the data collected during observational sessions with very young children.</p> <p>EDEC 4000 Lesson Plan and US Evaluation: Students will successfully create and implement a lesson in an early childhood setting.</p> <p>Pre/Post Philosophy Paper: Post philosophy of education papers demonstrate student growth over the course of two years in the early childhood program.</p> <p>Student Teaching Portfolio: Students will be able to successfully complete all required lesson development, implementation, and reflection; to create and implement a family-centered activity, and to demonstrate competence across all items related to instruction on NAEYC guidelines.</p>

	<p>interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum.</p> <ul style="list-style-type: none"> • Use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach. • Implement research-based instruction. • Establish and maintain respectful professional relationships with students, families, and colleagues. • Understand the roles and relationships of other helping professionals that serve children. • Be collaborative learners who are knowledgeable, reflective and critical in terms of analyzing teaching and learning. • Establish equitable, caring, and productive learning environments for all children. 	<p>Community Connection Assignment: Students will be able to describe the community (and coinciding community needs) surrounding the children they work with in Head Start settings. Students will reflect upon these community needs to conceptualize how they might best support these children.</p> <p>Unit plan: Candidates are expected to relate the unit to student needs based on prior assessments. In addition, they are expected to describe any contextual factors that may impact instruction or student learning during the unit and explain how they are taking these factors into consideration when teaching.</p> <p>Student Teaching: Mid-Term and Final Summary Evaluation. The SC Teaching Standards 4.0 Rubric is used to evaluate candidates across the four domains of Instruction, Planning, Learning Environment, and Professionalism, including 23 indicators.</p> <p>Student Learning Outcomes (SLO) Assessment Rubric:</p>
<p>Increase the number of highly-qualified teachers prepared in early childhood and special education.</p>	<p>Candidates will be able to:</p> <ul style="list-style-type: none"> • Demonstrate professional standards. • Provide evidence of successful completion of meeting all ADEPT Performance Standards. • Know, understand, and apply the SC College and Career –12 Academic Standards in their content area and align their lesson plans with these standards. • Meet the state Standards of Conduct (59-25-160; 59-25-530; 63-17-1060) required for initial certification. • Demonstrate the knowledge, skills, and dispositions to identify and 	<p>Internship Orientation</p> <p>Dispositions Assessment</p> <p>Professionalism and career rubric</p> <p>Summative Lesson Observation, Mid-Term and Final Summary Evaluation</p> <p>Lesson Plan template and rubric</p> <p>Unit plan: Candidates are expected to relate the unit to student needs based on prior assessments. In addition, they are expected to describe any contextual factors that may impact instruction or</p>

	<p>prevent bullying, harassment, and intimidation in schools.</p> <ul style="list-style-type: none"> • Demonstrate the knowledge, skills, and dispositions to achieve EEDA performance standards for teacher education programs. • Pass all required tests for competency, including Praxis PLT and Praxis Subject Assessment Test. 	<p>student learning during the unit and explain how they are taking these factors into consideration when teaching.</p> <p>Safe Schools Climate Act and Bullying Awareness Quiz</p> <p>Required SC state Licensure tests: PLT, Early Childhood, and Special Education</p>
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Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

In accordance with Clemson University policy, all academic degree programs conduct annual self-assessments and performance reviews of program outcomes and student learning objectives. Findings are reviewed by the Department Chair and Graduate Program committee to ensure program quality. Findings are also shared through University assessment data collection mechanism so that appropriate assessment coordinators at the College and University levels are apprised of results. The assessment data will be used to ensure we are meeting the program objectives and student learning outcomes. While the Office of Institutional Effectiveness utilizes several forms of graduates' employment incomes past graduation, we will also be conducting a series of surveys (ie. Exit, alumni, employer, etc.) to track the employment of our students after their graduation.

All of Clemson College of Education initial licensure programs use the SC academic standards as the clear set of shared goals and expectations for the knowledge, skills, and practices K-12 students need in the various disciplines to be college and career ready. These standards are embedded in the coursework for all the programs.

Likewise, State academic standards are incorporated in all corresponding teacher preparation programs. Our education students focus specifically on the standards of their discipline (early childhood and special education), but we also place a heavy emphasis on integration of multiple disciplines. In our unit and lesson planning assignments, students are encouraged to make connections to other disciplines in their planning. Student Learning Outcomes and Expectations for the B.S. in Early Childhood Education and Special Education are addressed above.

The B.S. in Early Childhood Education and Special Education adheres to content-specific professional and ethical principles and standards for professional practice. Coursework and practical experiences will address these, and candidates' knowledge, skills, and dispositions across the principles and standards will be assessed through course assignments, observation, and evaluation of teaching in practicum experiences, and state and national teaching exams (PRAXIS). Candidates who complete the B.S. in Early Childhood Education and Special Education will demonstrate competence across content specific standards and meet requirements for recommendation for initial teaching certification in South Carolina.

All assignments and key assessments related to candidate learning outcomes will be evaluated. The College of Education's assessment and accreditation system, Anthology, will maintain longitudinal candidate data. This system allows faculty, the program coordinator, students, and stakeholders to assess candidate performance, effect continuous improvement of the program, and meet accreditation and reporting needs.

Entering academic credentials for program participants will be analyzed and evaluated to determine potential strengths or concerns related to background information or previous undergraduate majors.

The following program outcomes will be analyzed annually and across time:

- A. All participants who enroll in the program will graduate within the time allocated for the program.
- B. All program graduates will pass the state required PRAXIS exam in their area of concentration.
- C. All program graduates will report positive self-efficacy ratings across knowledge and skills addressed within the program (e.g., explicit instruction, assessment, curriculum-based measurement, IEP development, research-based academic and behavioral interventions).
- D. All program graduates will be employed in their field of study within one year of graduation.
- E. Employers will rate program graduates' teaching competency as effective.

Data will be collected annually and will be analyzed to facilitate program improvement. Data plan includes:

- Departmental tracking of students' incoming credentials (SAT, ACT, and Praxis core)
- Departmental tracking of program graduates.
- Departmental tracking of PRAXIS scores for all candidates.
- End-of-program survey of students' self-efficacy ratings related to program components.
- Follow-up survey of program graduates regarding employment position/location.
- Follow-up survey of graduates' employers related to graduates' teaching competency.

To that end, we will conduct formative and summative evaluations to provide timely information to our leadership team at Clemson, to partner districts, and to CHE and SCDE to identify successes and address challenges.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

☒ Yes

☐ No

The College of Education (COE) will seek and maintain unit accreditation as an Educator Preparation Program (EPP) under our state entered partnership accreditation organization, the Council for the Accreditation of Educator Preparation (CAEP). CAEP provides unit-wide accreditation for initial and advanced licensure programs in the COE. Expenses associated with CAEP accreditation (annual fees, trainings, site visits, data management systems, etc.) are borne by the College's administrative budget, not by individual program budgets. The COE completed their last accreditation review in 2021 and is not scheduled to complete the next one until 2028. All our EPP programs seek program review and program recognition as stated above.

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

☒ Yes

☐ No

Explain how the program will prepare students for this licensure or certification.

Candidates will have clinical experiences throughout their undergraduate studies, gradually increasing in scope and responsibility, with placements in classrooms, schools and districts that have longstanding commitments to high quality educational experiences for all children. By the end of program of study, candidates recommended for certification will have a strong base of disciplinary/content knowledge, classroom management skills, pedagogical and professional skills and a deep understanding of foundational issues related to academic success and educational opportunities. Candidates will be prepared for dual certification in Early Childhood Education and Multicategorical Special Education.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

☒ Yes

☐ No

With certification in two areas, state-recognition using NAEYC (National Association for the Education of Young Children) standards is required. National recognition is required from the Council for Exceptional Children using both the K12 and Early Childhood Special Education Standards since certification in SC is PK-12. [Section IV](#) will outline the CEC and NAEYC Standards and the key assessments the program will use to meet those standards. Neither the state nor the CEC charge a fee to review programs for the purposes of program recognition.

Charleston County School District Letter of Support



August 22, 2024

To Whom It May Concern:

Charleston County School District enthusiastically supports the BS Early Childhood and Special Education program developed by Clemson University's College of Education. The degree program will certify candidates in two critical areas, Early Childhood Education and Special Education. It is essential that we have high-quality, effective teachers in early childhood (preK-3rd) and special education classrooms, but preparing teachers with the knowledge, skills, and certification in both areas, through an undergraduate program, would be new to South Carolina.

Division of Human Resources

Anita W. Huggins, M.Ed.
Superintendent of Schools

William Briggman
Chief Human Resources Officer

These teachers would have a solid foundation in strategies to address the cognitive, social, emotional, and physical development of young children. They will learn to teach a variety of subjects (math, literacy, science, social studies, etc.). More importantly, these teachers will be able to implement and adapt lessons for students with diverse learning needs, helping children with differing abilities develop essential life skills. The College of Education has also planned for extensive field experiences in a variety of placements, which will grow in intensity as the student progresses in the program.

The College is proposing to offer this program online, to non-traditional students like paraprofessionals and uncertified staff in our schools who need flexible and accessible pathways to complete a teaching degree. These non-traditional students have strong ties to school districts and local communities and are unable to stop employment for several years to complete a teaching degree. Education degrees require hundreds of hours of in-person clinical experiences and students in this program can complete them in their existing districts, through field placement hours supervised by Clemson employees on-site.

In a state with hundreds of teaching vacancies at the start of each year, we are excited about this new degree program. We will work with Clemson's College of Education to market the program to our uncertified staff employees, provide placement sites, and hire graduates into our district. This program will produce highly qualified teachers and through the combination of two certification areas, will focus attention on the different learning needs of the youngest children in our schools.

Sincerely,

William Briggman
Chief Human Resources Officer



Greenville County Schools Office of Academics

JEFF MCCOY
ASSOCIATE SUPERINTENDENT

August 21, 2024

To Whom It May Concern:

Greenville County Schools enthusiastically supports the BS Early Childhood and Special Education program developed by Clemson University's College of Education. The degree program will certify candidates in two critical areas, Early Childhood Education and Special Education. It is essential that we have high-quality, effective teachers in early childhood (preK-3rd) and special education classrooms, but preparing teachers with the knowledge, skills, and certification in both areas, through an undergraduate program, would be new to South Carolina.

These teachers would have a solid foundation in strategies to address the cognitive, social, emotional, and physical development of young children. They will learn to teach a variety of subjects (math, literacy, science, social studies, etc.). More importantly, these teachers will be able to implement and adapt lessons for students with diverse learning needs, helping children with differing abilities develop essential life skills. The College of Education has also planned for extensive field experiences in a variety of placements, which will grow in intensity as the student progresses in the program.

The College is proposing to offer this program online, to non-traditional students like paraprofessionals and uncertified staff in our schools who need flexible and accessible pathways to complete a teaching degree. These non-traditional students have strong ties to school districts and local communities and are unable to stop employment for several years to complete a teaching degree. Education degrees require hundreds of hours of in-person clinical experiences and students in this program can complete them in their existing districts, through field placement hours supervised by Clemson employees on-site.

In a state with hundreds of teaching vacancies at the start of each year, we are excited about this new degree program. We will work with Clemson's College of Education to market the program to our uncertified staff employees, provide placement sites, and hire graduates into our district. This program will produce highly qualified teachers and through the combination of two certification areas, will focus attention on the different learning needs of the youngest children in our schools.

Sincerely,

Jeff McCoy
Associate Superintendent
Greenville County Schools

School District of Pickens County Letter of Support



School District of Pickens County

Building success beyond the classroom

August 19, 2024

To Whom It May Concern:

The School District of Pickens County enthusiastically supports the BS Early Childhood and Special Education program developed by Clemson University's College of Education. The degree program will certify candidates in two critical areas, Early Childhood Education and Special Education. It is essential that we have high-quality, effective teachers in early childhood (preK-3rd) and special education classrooms, but preparing teachers with the knowledge, skills, and certification in both areas, through an undergraduate program, would be new to South Carolina.

These teachers would have a solid foundation in strategies to address the cognitive, social, emotional, and physical development of young children. They will learn to teach a variety of subjects (math, literacy, science, social studies, etc.). More importantly, these teachers will be able to implement and adapt lessons for students with diverse learning needs, helping children with differing abilities develop essential life skills. The College of Education has also planned for extensive field experiences in a variety of placements, which will grow in intensity as the student progresses in the program.

The College is proposing to offer this program online, to non-traditional students like paraprofessionals and uncertified staff in our schools who need flexible and accessible pathways to complete a teaching degree. These non-traditional students have strong ties to school districts and local communities and are unable to stop employment for several years to complete a teaching degree. Education degrees require hundreds of hours of in-person clinical experiences and students in this program can complete them in their existing districts, through field placement hours supervised by Clemson employees on-site.

In a state with hundreds of teaching vacancies at the start of each year, we are excited about this new degree program. We will work with Clemson's College of Education to market the program to our uncertified staff employees, provide placement sites, and hire graduates into our district. This program will produce highly qualified teachers and through the combination of two certification areas, will focus attention on the different learning needs of the youngest children in our schools.

Sincerely,

A handwritten signature in black ink that reads 'Danny Rogers'.

Danny Rogers
Executive Director of Human Resources
864-397-1039

Human Resource Services

1348 Griffin Mill Road • Easley, SC 29640-6997 • P 864-397-1000 • F 864-855-2017

www.pickens.k12.sc.us

BS EARLY CHILDHOOD AND SPECIAL EDUCATION

The BS in Early Childhood and Special Education is a dual certification program. The program is aligned with NAEYC preparation standards and will be submitted for recognition through the state-level program review process. The program is also aligned with CEC preparation standards (both K12 and Early Intervention/Early Childhood Special Education EI/ECSP) and will be submitted for recognition through the CEC program review process.

The SCDE relies on the outcomes of national unit accreditation and state/national program recognition as well as outcomes related to standards adopted by the State Board of Education (SBE) specific to the state and CAEP. Standards unique to the state are based on state law, state regulations, and State Board–approved policies and guidelines. Standards Related to state laws and regulations include: ADEPT performance standards, South Carolina Teaching Standards 4.0, EEDA standards, Standards of Conduct, standards associated with the Safe Schools Climate Act, and South Carolina PK–12 Academic Curriculum Standards. Standards Related to Board of Education Policies include: ISTE Standards for Technology in Education, meeting admission requirements, field and clinical experience requirements, and meeting eligibility for initial certification requirements.

Section III-SCDE Requirements

A. Requirements Related to State Statutes and Regulations

1.1 National provider standards

The College of Education (COE) will maintain unit accreditation as an Educator Preparation Program under our state entered partnership accreditation organization, the Council for the Accreditation of Educator Preparation (CAEP). COE completed their last accreditation review in 2021 and is not scheduled to complete the next review until 2028. All our EPP programs (initial and advanced) seek program review aligned with CAEP standards.

1.2 Criminal records check and fingerprinting requirements

Pursuant to S.C. Code Ann. § 59-25-115, candidates' background will be screened and approved through a South Carolina Law Enforcement Division (SLED) check prior to entering the first field experience. Candidates' background will be screened by the Federal Bureau of Investigation and approved by the SCDE prior to entering the clinical experience. All candidates will be advised that prior arrests or convictions could affect the individual's ability to complete the clinical experience and qualify for certification in South Carolina.

1.3 Read to Succeed (include courses)

Candidates in Clemson's Education Early Childhood and Special Education program will be required to take approved course sequence in literacy that meet South Carolina's Read to Succeed Guidelines. Courses will focus on literacy competencies identified as critical for early, elementary, and special education area teachers as a way to ensure candidates, upon graduation, possess the knowledge and skills to effectively teach and support students in becoming proficient readers and writers. In our separate Early Childhood Education degree and Special Education degree programs, Clemson has approved the following courses be implemented in candidates' program of study. We will realign our R2S courses to the revised standards by May 2025, as requested by SCDE, and will ensure completion with a C or better to be recommended for certification.

Courses and Literacy Standards Addressed

Read to Succeed Course	SC Literacy Standards, Elements, and Competencies
EDEC 2200, Family, School, and Community Relationships	4.1, 4.3, 4.6, 7.8, 8.1, 8.2, 8.3
EDF 4800, Foundations of Digital Media and Learning	2.5, 2.18, 6.2
EDLT 4580, Early Literacy: From Birth to Kindergarten	1.3, 2.5, 2.6, 2.8, 2.10, 2.13, 2.15, 4.1, 4.6, 5.1, 5.2, 7.6, 8.1, 8.3
EDSP 4910, Educational Assessment of Individuals with Disabilities	3.1, 3.2, 3.3, 3.4, 6.4, 7.7
EDLT 4590, Teaching Reading in the Early Grades: K-3	1.1, 1.2, 2.1, 2.2, 2.3, 2.7, 2.9, 2.11, 2.12, 2.13, 2.14, 2.15, 2.17, 2.18, 2.19, 2.20, 3.1, 3.3, 4.2, 5.3, 5.4, 6.1, 7.1, 7.6
EDSP 4900, Teaching Writing to Students with Disabilities	2.1, 2.2, 2.11, 2.16, 2.19, 2.20, 3.2, 4.1, 5.2, 7.4, 7.5
EDEC 4500, Early Childhood Curriculum and Social Studies Methods	2.1, 2.4, 2.6, 2.10, 2.11, 3.1, 4.2, 4.4, 4.6, 5.4
EDSP 4940, Teaching Reading to Students with Mild Disabilities	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6
EDEC 4600, Critical Issues and Cultural Diversity in Early Education	2.18, 4.3, 6.3, 6.4, 7.2, 7.3, 7.7, 7.8

1.4 Assisting, developing, and evaluating professional teaching—ADEPT

Clemson's College of Education's assessment system for initial educator preparation programs effectively incorporates all components of the Expanded ADEPT competencies and the South Carolina Teaching Standards (SCTS) domains as evidence by the following table. The COE submits annual assurances to the SCDE based upon our ADEPT implementation plan and will ensure that candidates recommended for certification complete all requirements.

South Carolina Teaching Standards (SCTS) Domain	Course Where Addressed	Assignments(s)/Task(s) Addressing the Domain
Instruction	ED 1050 Orientation to Education	SCTS Orientation
	EDEC 4800 Internship in Early Childhood Education and EDSP 4810 Directed Teaching in Special Education: PK-5	Evidence of Student Learning assessment, Formative and Summative Lesson Observations, Mid-Term Evaluation, Final Evaluation
	EDEC 4850 Early Childhood Capstone and EDSP 4950 Communication and Collaboration in Special Education	Evidence of Student Learning assessment
	ED 1050 Orientation to Education	SCTS Orientation
	EDEC 4800 Internship in Early Childhood Education and EDSP 4810 Directed Teaching in Special Education: PK-5	Evidence of Student Learning assessment, Formative and Summative Lesson

Planning		Observations, Mid-Term Evaluation, Final Evaluation
	EDEC 4850 Early Childhood Capstone and EDSP 4950 Communication and Collaboration in Special Education	Evidence of Student Learning assessment
Environment	ED 1050 Orientation to Education	SCTS Orientation
	EDEC 4800 Internship in Early Childhood Education and EDSP 4810 Directed Teaching in Special Education: PK-5	Evidence of Student Learning assessment, Formative and Summative Lesson Observations, Mid-Term Evaluation, Final Evaluation
Professionalism	ED 1050 Orientation to Education	SCTS Orientation
	EDEC 4800 Internship in Early Childhood Education and EDSP 4810 Directed Teaching in Special Education: PK-5	Evidence of Student Learning assessment, Formative and Summative Lesson Observations, Mid-Term Evaluation, Final Evaluation, Dispositions assessment

The COE is effectively implementing the Expanded ADEPT system, including the South Carolina Teaching Standards (SCTS) rubric, in field and clinical experiences. SCTS Domains are integrated in field experiences for all initial programs using the following assessments:

- Formative Lesson Observation Form (field and clinical experience)
- Summative Lesson Observation Form (clinical experience)
- Evidence of Student Learning assessment (clinical experience)
- Unit Plan and Unit Plan Evaluation (clinical experience)
- Mid-Term Evaluation (clinical experience)
- Final Evaluation (field and clinical experience)

South Carolina Teaching Standards (SCTS) Domains

- Candidates submit an Evidence of Student Learning assessment to *Anthology*. The Evidence of Student Learning assessment is aligned to the following SCTS Domains: Planning, Instruction, Environment, and Professionalism. All data will be downloaded to Excel spreadsheets to aggregate and summarize.
- Formative and Summative Lesson Observations are submitted to *Anthology* by the university supervisor and cooperating teacher. Formative and summative lesson observations are aligned to the following SCTS Domains: Planning, Instruction, Environment, and Professionalism. All data will be downloaded to Excel spreadsheets to aggregate and summarize.
- Candidates submit all lesson plans to *Anthology*. All lesson and unit plans are aligned with the South Carolina College-and-Career-Ready Standards and with the following SCTS Domains: Planning, Instruction, and Environment.
- Mid-Term and Final Evaluations are submitted to *Anthology* by the university supervisor. Mid-Term and Final Evaluations are aligned to the following SCTS Domains: Planning, Instruction, Environment, and Professionalism. All data will be downloaded to Excel spreadsheets to aggregate and summarize.

Clinical Practice: Formal Assessments and Assistance

- University Supervisors: meet with candidates a minimum of seven times in accordance with state guidelines. The university supervisor is required to meet with the candidate and cooperating teacher within the first two weeks of the internship.
- Formal Observations: University supervisors conduct a minimum of three formative observations and minimum of one summative observation (minimum of four formal observations). Cooperating teachers conduct a minimum of two formative observations and a minimum of one summative observation (minimum of three formal observations).
- Seminars: Candidates' clinical experience is held in conjunction with a faculty led seminar. Expanded ADEPT and the South Carolina Teaching Standards (SCTS) domains and standards are discussed in context.
- Self-reflection: Candidates reflect on the clinical experience and self-assess their understanding of each of the SCTS standards. In addition to their reflection and self-assessment, candidates provide artifacts that represent their understanding and learning.

Clinical Experiences include a minimum of the following:***Candidate Orientation***

- Review College of Education Field and Clinical Experience Handbook, required assignments and forms, review the SCTS standards and rubric, professionalism expectations, South Carolina Code of Conduct, Model Code of Ethics, Safe Schools Climate Act and Bullying.

Cooperating Teacher Orientation

- Review SCTS rubric, required assignments and forms, required technology (*Anthology*), and program-specific expectations

University Supervisor Orientation

- Review SCTS rubric (new supervisors undergo extensive training and must pass the required certification examination), required assignments and forms, required technology (*Anthology*), and program-specific expectations

1.5 PADEPP (not applicable)**1.6 Family, school, and community engagement**

Candidates are asked in methods courses to determine how they will build relationships, engage, communicate with parents as part of long-range planning assignments. Candidates demonstrate that communication and collaboration with parents during their student teaching internships and are asked to reflect on the quality and success of that engagement during capstone seminars. The COE assesses candidates' engagement of family, school, and community during the midterm and final evaluation conferences (part of the Professionalism domain).

1.7 Safe School Climate Act

Candidates in all initial licensure programs have the knowledge, skills, and dispositions to identify and prevent bullying, harassment, and intimidation in schools. All initial licensure candidates attend a mandatory Orientation session in preparation for the internship. During the Orientation, students are introduced to and have opportunities to discuss in-depth bullying, harassment, and intimidation and the effects of those acts. Students are also introduced to the Safe Schools Climate Act. All initial licensure candidates demonstrate their knowledge and skills related to this act through completion of the assessment listed in the South Carolina Safe School Climate Act table.

South Carolina Safe School Climate Act

Activity/Course Where Addressed	Assessment
Internship Orientation	Safe School Climate Act and Bullying Awareness Quiz

1.8 Education and Economic Development Act (EEDA)

Candidates in the teacher education preparation programs have the knowledge, skills, and dispositions to achieve EEDA performance standards for teacher education programs.

EEDA Performance Standard	Activity/Course Where Addressed	Assessment
Standard 1: Career Guidance	ED 1050, Orientation to Education Internship Orientation EDEC 4850 Early Childhood Capstone and EDSP 4950 Communication and Collaboration in Special Education	Verification of Exposure to South Carolina Standards Professionalism and career rubric Professionalism and career rubric
Standard 2: Career Clusters and Individual Graduation Plan	ED 1050, Orientation to Education EDEC 4850 Early Childhood Capstone and EDSP 4950 Communication and Collaboration in Special Education	Verification of Exposure to South Carolina Standards Pre-Post Assessment
Standard 3: Career Guidance Model	ED 1050, Orientation to Education EDEC 4850 Early Childhood Capstone and EDSP 4950 Communication and Collaboration in Special Education	Verification of Exposure to South Carolina Standards Pre-Post Assessment
Standard 4: Character Education	ED 1050, Orientation to Education EDEC 4800 Internship in Early Childhood Education and EDSP 4810 Directed Teaching in Special Education: PK-5	Verification of Exposure to South Carolina Standards Classroom Plan
Standard 5: Contextual Teaching	ED 1050, Orientation to Education EDEC 4800 Internship in Early Childhood Education and EDSP 4810 Directed Teaching in Special Education: PK-5	Verification of Exposure to South Carolina Standards Summative Lesson Observation, Mid-Term and Final Evaluation

Standard 6: Cooperative Learning	ED 1050, Orientation to Education EDEC 4800 Internship in Early Childhood Education and EDSP 4810 Directed Teaching in Special Education: PK-5	Verification of Exposure to South Carolina Standards Summative Lesson Observation, Mid-Term and Final Evaluation
Standard 7: Accommodating Diverse Learning Styles	ED 1050, Orientation to Education EDEC 4850 Early Childhood Capstone and EDSP 4950 Communication and Collaboration in Special Education EDEC 4800 Internship in Early Childhood Education and EDSP 4810 Directed Teaching in Special Education: PK-5	Verification of Exposure to South Carolina Standards Lesson Plan template and rubric Summative Lesson Observation, Mid-Term and Final Evaluation

1.9 Student Health and Fitness Act (not applicable)

1.10 Admission to undergraduate teacher preparations programs (basic skills requirement)

Candidates admitted to initial educator preparation programs demonstrate basic academic proficiencies by meeting the standards set by the State Board of Education on Praxis Core Academic Skills for Educators tests or on the SAT or ACT. All students seeking to complete the BS Early Childhood and Special Education program must meet all admission requirements and be formally admitted before they are allowed to enroll in restricted professional courses.

Students must fulfill Clemson University admission requirements to enroll in general education or program specific courses. Transfer students are required to have a 2.75 cumulative GPA in all previous college-level work. They must also be in good standing and eligible to return to the institution last attended.

Students are admitted to the professional level during their second year of enrollment in the university if they meet the following requirements:

- at least 60 credit hours of coursework;
- passing scores on all areas of the Praxis CORE; (Praxis CORE may be exempted if the student meets minimum ACT or SAT requirements as determined by the South Carolina State Department of Education);
- minimum cumulative GPA of 2.75.

Additional requirements after entering the professional level:

- attendance at the Internship/Teacher Residency Orientation;
- Criminal Background Check and Full Disclosure Statement from the State Law Enforcement Division (SLED);
- meet with academic advisors at least twice per academic year to assure that they are in meeting the above requirements.

1.11 PK-12 academic standards

Candidates in all certification programs know, understand, and can apply the *South Carolina College-and-Career-Ready PK-12 Academic Standards* in the area in which they seek certification. Candidates in all programs align their lesson plans and lessons with the *South Carolina College-and-Career-Ready Academic Standards* for their certification area. The Lesson Plan Template demonstrates this alignment. In addition, all candidates are required to include the *South Carolina College-and-Career-Ready Standards (for ELA, Science, Math, Social Studies, Health, PE, etc.)* in their Evidence of Student Learning assessment.

1.12 Tuberculosis screening and evaluation

Candidates are required to undergo a Tuberculosis screening and evaluation prior to entering field and clinical experiences. The COE ensures that this screening is aligned with Department of Health and Environmental Control (DHEC) regulations. The COE maintains updated and accurate files of candidates' TB test results.

B. Requirements Related to SBE Guidelines and SCDE Policy

2.1 Field and clinical experiences

Candidates at the initial undergraduate level will compete the minimum hours of field experiences prior to clinical experiences. Candidates will complete a majority of field and clinical experiences in PK-3rd settings. Because the grade band for Special Education certification is PK-12, candidates will also have placements outside of the PK-3rd grade band.

Field and clinical experiences are critical components of the College of Education Early Childhood and Special Education teaching degree program. Candidates are prepared for teaching positions primarily in PK-3rd grade classrooms by engaging in diverse clinical experiences with diverse populations. Through clinical experiences, teacher candidates are provided opportunities to apply their knowledge, skills, and dispositions in a variety of settings. Candidates participate in numerous and diverse clinical experiences focusing on a variety of settings beginning as soon as they enroll in the program. South Carolina's minimum requirement for field hours prior to student teaching is 100 hours for undergraduate programs. All candidates are also required to complete two culminating, semester-long teaching internship in a public-school setting, which exceeds the state's certification requirements of 60 days. Altogether, Early Childhood and Special Education candidates spend at least 1200 hours or more engaged in field experiences throughout their course of study. The Office of Field and Clinical Partnerships and Outreach in the College of Education coordinates field and clinical experiences for candidates. See tables below for each program.

Our candidates apply and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of field experiences prior to their student teaching clinical experience. Field experiences represent a variety of early and ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct, or conduct applied research. These field experiences align to and extend beyond South Carolina's Expanded ADEPT (Assisting, Developing, and Evaluating Professional Teaching) performance standards into practice in school settings.

All field experiences are monitored to ensure that candidates can work with exceptional students and students from different ethnic, racial, gender, and socioeconomic groups. Candidates are surveyed at the completion of each field experience to determine the diversity of students with whom the candidates observed/worked to ensure a diverse spectrum of future experiences. Additionally, the Office of Field and Clinical Experiences and Outreach monitors the demographic data of candidates' field

and clinical experiences to ensure all candidates have the opportunity to work with diverse students over the course of their field and clinical experiences.

All student teacher candidates work under the mentorship of a cooperating teacher and are assigned a university supervisor mentor/evaluator. Teachers selected to serve as cooperating teachers must have an interest in supervising candidates as part of their responsibility to the profession; possess full certification for the area in which they are teaching; have taught successfully for a minimum of three years; have the capacity to mentor with skills in observation, providing feedback, holding professional conversations, and working collaboratively; be aware of new teaching methods, flexible, and receptive to new ideas; demonstrate the ability to have a positive impact on student learning; have a positive attitude toward their profession, the candidate, and others; work with candidates and supervisors using the Expanded ADEPT Performance Standards; and be recommended by a school or district administrator. University Supervisors must have a minimum of a master's degree, three years of experience teaching in a school setting or institution of higher education, a solid foundation in professional education, and a strong academic background in the certification area of the assigned candidates. Additionally, all University Supervisors must take and pass South Carolina's SC Teaching Standards 4.0 Rubric certification exam.

Early Childhood and Special Education Initial Licensure Program, BS

During their field experiences (prior to student teaching), candidates have opportunities to work one-on-one with elementary or middle school students (ED 1050), engage in purposeful, challenging, diverse, and supervised field-based observations, tutoring, and co-teaching across early and elementary grade bands (EDF 3340, EDEC 2010, EDEC 2020), and lesson planning, assessment development, data analysis, differentiated teaching practices, and reflective practices in a variety of settings (ED 3030, ED 3040). In all that they do throughout their coursework and associated clinical experiences, candidates focus on and develop their content knowledge, pedagogical content knowledge, and their pedagogical knowledge.

Course	Description of the Field Experience and clinical practice (practica and internships)	# of hours
ED 1050	Orientation to Education: Candidates (typically freshman year) tutor in public schools to begin their training as educators and acquaint themselves with school age student behaviors in an elementary/middle setting.	10
EDF 3340	Child Growth and Development: Candidates (typically freshman year) observe child development and behavior early/elementary setting.	6
ED 2010	Practicum Experience I: One placement associated with fall sophomore courses; 3K-5K general education or special education setting.	25
ED 2020	Practicum Experience II: Two placements with spring sophomore courses; 3K-3 rd general education placement and self-contained 5K-3 rd elementary setting serving students with intellectual disabilities, developmental disabilities, and/or autism spectrum disorders	35
ED 3030	Practicum Experience III: One placement associated with fall junior courses; 2 nd -3 rd inclusion setting	35
ED 3040	Practicum Experience IV: Two placements associated with spring junior courses; 5K-3 rd general education setting and middle or high school resource or self-contained	45
EDEC 4800	Internship in Early Childhood (Student Teaching): 3K-3 rd general education placement	540
EDSP 4810	Directed Teaching in Special Education (Student Teaching): 1 st -5 th resource or self-contained placement	540
Total Hours		1236

Procedures for Monitoring Candidates' Progress, BS

Transition Point 1: Admission to Early Childhood and Special Education

Initial Undergraduate Level:

1. The undergraduate candidate applies to Clemson University Office of Admissions. Upon acceptance, the College of Education receives a list of students identifying themselves as pre-professional majors in Early Childhood and Special Education.
2. Pre-professional majors are assigned an academic advisor who facilitates and monitors progression through the program.
3. Pre-professional majors complete a minimum of 60 credit hours in general education coursework and pre-professional coursework with a minimum GPA of 2.75, successfully pass the Praxis Core (Praxis CORE may be exempted if the student meets minimum ACT or SAT requirements as determined by the South Carolina State Department of Education).
4. Pre-professional majors meet with an academic advisor and apply to the professional level prior to the semester they wish to enter the program.
5. The academic advisor verifies the satisfactory completion of all requirements with the applicant and recommends the candidate to the professional education program.
6. Advancement to the professional level is noted in the candidate's records so that course holds can be lifted which allows students to take professional level courses.

Transition Point 2: Admission to Internship

1. All candidates complete the State Department of Education online application for a South Carolina Teaching Certificate and schedule an appointment for electronic fingerprinting prior to their clinical experience.
2. The Certification Coordinator monitors and verifies the completion of all requirements for admission to the clinical experience.
3. The Office of Field and Clinical Partnerships and Outreach begins to coordinate the clinical experiences placement process.
4. Candidate records indicate the candidate is ready to register for clinical experience course(s) and accompanying seminar course(s).
5. The Office of Field and Clinical Partnership and Outreach finalizes clinical experience sites, cooperating teachers, and university supervisors. Candidates are notified of their clinical experience the semester prior to the beginning of their student teaching.

Transition Point 3: Completion on Internship

1. Candidate's progress during the internship is monitored and assessed by the university supervisor and cooperating teacher for required coursework completion.
2. The Office of Field and Clinical Partnership and Outreach verifies and documents the completion of all requirements for the internship.

Transition Point 4: Program Completion and Recommendation for Certification

1. The candidate submits a Graduation Application prior to graduation.
2. The Office of Field and Clinical Partnerships and Outreach verifies that each candidate has passed the required Praxis II exams (content and PLT).
3. The Office of the Registrar audits the candidate's completion of program requirements.
4. The Office of Field and Clinical Partnerships and Outreach, specifically, the Certification Coordinator, submits the names and appropriate documentation to the South Carolina State Department of Education for initial licensure.

2.2 Professional ethics and decision-making

Candidates are informed in writing of the state Standards of Conduct (59-25-160; 59-25-530; 63-17-1060) required for initial certification. All initial licensure candidates attend a mandatory Orientation session in preparation for the internship; during the meeting the South Carolina Code of Conduct is addressed. Additionally, candidates are provided with a Code of Conduct Handout and the handout is reviewed. The EPP formally assesses candidates' understanding of the South Carolina Code of Conduct as part of the Student Teaching Orientation. Throughout their clinical experiences, the EPP monitors candidates' application of professional standards (SC Code of Conduct, Model Code of Ethics) using a Disposition assessment, the Midterm Evaluation, and a Final Evaluation.

Per state standards and requirements, all candidates will be provided with instruction in ethical principles and decision making aligned with the Model Code of Ethics for Educators. All candidates will be required to attend a mandatory orientation to the clinical experience that will address the following: Model Code of Ethics; responsibility to the profession; responsibility for professional competence; responsibility to students; responsibility to the school community; responsible and ethical use of technology; and the South Carolina Code of Conduct, including just cause for disciplinary action. Candidates will also be provided with instruction as required in the Safe Schools Climate Act during the clinical experience orientation meeting. The EPP formally assesses candidates' understanding of the Model Code of Ethics. This is done at the conclusion of candidates' Orientation to Student Teaching/Residency meeting. The EPP will also follow-up with candidates during their clinical experience to ensure application of material.

Additionally, prior to the clinical experience, all candidates will be notified of the SCDE fingerprint-based criminal background check requirements, SCDE timelines for completion of the application and clearance process, and of the potential adverse impact of criminal charges on approval for student teaching and eligibility for certification.

2.3 Initial program approval

The COE will meet the SPA (NAEYC and CEC K12 and EI/ECSP) standards for this program. Key assessments and rubrics, along with alignment to NAEYC and CEC standards are included in Section IV of this proposal.

2.4 Continuing program recognition (not applicable, modified/continuing programs only)

2.5 Verification of candidate completion for educator certification

The COE will submit verification of program completion, checking completion of multiple requirements. Candidates for certification will complete credit hours in their areas of content concentration. Clemson's BS Early Childhood and Special Education program is designed to provide dual certification.

Candidates will initially certify as PK-12 Special Education Multicategorical teacher and a PK-3rd Early Childhood teacher. The program seeks national recognition by the CAEP-designated SPA. In addition, candidates must successfully complete the following Praxis Subject Assessments and Principles of Learning (PLT) requirements. We selected the PK-12 version of the PLT for this degree program.

Test Name	CDT Code	Qualifying Score
Education of Young Children Or Early Childhood Education	5024 Or 5025	160 Or 156
Special Education Multicategorical	5355	145
Principles of Learning and Teaching: Grades PK-12	5625	157

* <https://www.ets.org/praxis/sc/requirements>

2.6 Annual reporting

The EPP will ensure it meets all annual reporting requirements related to this program, such as SACSCOC Annual Report, Title II Report, CAEP Annual Report, SCDE ADEPT Annual Assurances Report, etc.

2.7 Technology for the enhancement of PK-12 student learning

This educator preparation program integrates the ISTE National Educational Technology Standards throughout candidate's time in the program. ISTE Standards are presented in the EDF 4800 course and are added to rubrics throughout the program. To view the alignment, see the ISTE National Educational Technology for Teachers (NETS.T) Standards Alignment table.

ISTE Standards for Educators

ISTE NETS-T	Courses Where Addressed	Assignment/Task
<p>2.6 Facilitator Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.</p>	<p>EDLT 4800 Digital Media and Learning</p> <p>EDEC 4800 Internship in Early Childhood Education and EDSP 4810 Directed Teaching in Special Education: PK-5</p>	<ul style="list-style-type: none"> ▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Evaluation ▪ Final Evaluation
<p>2.5 Designer Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.</p> <p>2.7 Analyst Educators understand and use data to drive their instruction and support students in achieving their learning goals.</p>	<p>EDLT 4800 Digital Media and Learning</p> <p>EDEC 4800 Internship in Early Childhood Education and EDSP 4810 Directed Teaching in Special Education: PK-5</p>	<ul style="list-style-type: none"> ▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Evaluation ▪ Final Evaluation
<p>2.4 Collaborator Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.</p>	<p>EDLT 4800 Digital Media and Learning</p> <p>EDEC 4800 Internship in Early Childhood Education and EDSP 4810 Directed Teaching in Special Education: PK-5</p>	<ul style="list-style-type: none"> ▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Evaluation ▪ Final Evaluation
<p>2.3 Citizen Educators inspire students to positively contribute to and responsibly participate in the digital world.</p>	<p>EDLT 4800 Digital Media and Learning</p>	<ul style="list-style-type: none"> ▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project

ISTE NETS-T	Courses Where Addressed	Assignment/Task
	EDEC 4800 Internship in Early Childhood Education and EDSP 4810 Directed Teaching in Special Education: PK-5	<ul style="list-style-type: none"> ▪ Formative and Summative Lesson Observations ▪ Mid-Term Evaluation ▪ Final Evaluation
<p>2.1 Learner Educators continually improve their practice by learning from and with others, and exploring proven and promising practices that leverage technology to boost student learning.</p> <p>2.2 Leader Educators seek opportunities for leadership to support student empowerment and success and to improve teaching and learning.</p>	<p>EDLT 4800 Digital Media and Learning</p> <p>EDEC 4800 Internship in Early Childhood Education and EDSP 4810 Directed Teaching in Special Education: PK-5</p>	<ul style="list-style-type: none"> ▪ Tech to Try assignment ▪ Reflections and Connections assignments ▪ Final Project ▪ Formative and Summative Lesson Observations ▪ Mid-Term Evaluation ▪ Final Evaluation

Section IV-National Accreditor and SPA Standards and Assessments

Because this program will be required to meet specialized programs standards for both Early Childhood Education and Special Education, we have divided this section into two parts. Section IV, Part 1: Early Childhood Education, specifies our assessment plan for meeting NAEYC Standards. Because the state certification band for special education is PK-12, we outline how we will meet both sets of CEC standards. Section IV, Part 2: Special Education specifies our assessment plan for meeting 2020 CEC Initial K-12 Special Educator Standards for the K-12 and CEC Early Intervention/Early Childhood Special Educator Standards.

Section IV, Part 1: Early Childhood Education and NAEYC Standards

A. Current accreditation approval letter for SPA (not applicable)

B. Program report for content area for the program standards

1.1 Context

State or Institutional Policies that Influence Application of SPA Standards

Clemson University, located in Clemson, South Carolina, is a public institution accredited by Southern Association of Colleges and Schools and holds a Carnegie classification of a highest research activity institution (R1). Clemson has over 23,000 undergraduate and nearly 6,000 graduate students. Clemson College of Education programs share the vision of being a transformative leader in systematically improving education. We continuously use data to monitor and improve programs. Our mission is to engage candidates in high quality applied research, professional learning, and immersive experiences. We prepare scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underserved schools and communities across the state and nation. The College of Education has over 2,100 students in initial teacher preparation programs and other Masters, Educational Specialist and Doctoral level programs. Educator Preparation Programs in South Carolina adhere to review by a two-way partnership with the SC Department of Education and CAEP and are required to meet CAEP and SC Department of Education standards.

Field and Clinical Experiences Required for the Program

The EPP guidelines provide information about the field and clinical experiences required for all teacher preparation programs. All educator preparation programs, including programs for the preparation of other school personnel, must provide candidates with a variety of progressive experiences in multiple and diverse settings. Units must present evidence that:

- Teacher education candidates at the initial undergraduate level complete a minimum of 100 hours of field experiences in multiple and diverse settings prior to their clinical experience (student teaching).
- Teacher education candidates at the initial graduate level must complete a minimum of 75 hours of field experiences prior to their clinical experience.
- Teacher education candidates have an intensive, continuous clinical experience in a public school in the state of South Carolina. Occasionally extraordinary circumstances arise when the candidate has completed all work, but the clinical phase of training and the candidate wishes to request a variance to complete the clinical in a public school in another state.
- The clinical experience must be the equivalent of a minimum of twelve weeks or sixty full days.
- The candidate must teach independently a minimum of ten full days in one setting.
- During the clinical phase, the candidate adheres to the daily schedule of the cooperating teacher including activities such as bus duty, faculty meetings and parent conferences.
- Each candidate is supervised by one or more institutional clinical faculty who has preparation in both the supervision of education and in the teaching area of the candidate and is ADEPT-trained.

- Each candidate must be supervised by one or more school-based clinical faculty (the cooperating teacher) who is trained in the ADEPT system.
- Each candidate must receive formative ADEPT evaluations and assistance from both their institutional clinical faculty and their school-based clinical faculty. These formative evaluations will provide the candidate with written and oral feedback in terms of all ADEPT standards and must be based on a minimum of four classroom observations (at least two by the institutional clinical faculty and two by the cooperating teacher). Formative ADEPT evaluations, based on appropriate ADEPT standards, are also required for candidates preparing to work as other school personnel.
- Each candidate must receive at least one summative ADEPT evaluation prepared by both the institutional clinical faculty and the cooperating teacher. The summative evaluation must be aligned with all ADEPT formal evaluation guidelines; must include all evaluation procedures, including at least one summative evaluation by the faculty supervisor and one summative evaluation by the cooperating teacher; and must ensure that the candidate receives both oral and written feedback on all ADEPT standards. Summative evaluations based on appropriate ADEPT standards are also required for candidates preparing to work as other school personnel.
- Each candidate's background must be screened and approved through a SLED check prior to participation in any field experience.
- Each candidate's background must be reviewed and cleared by SLED and the Federal Bureau of Investigation prior to clinical practice.
- Each candidate must be advised that prior arrests or convictions could affect ability to complete the clinical experience and qualify for certification in South Carolina.

Program of Study and Faculty Information

This information is included in the full CHE proposal.

1.1 List of assessments (chart)

Type and Number of Assessment	Name of Assessment	Type or Form of Assessment	When the Assessment is Administered
Assessment #1	PRAXIS II (5024 or 5025)	State licensure test	Prior to Student Teaching Internship
Assessment #2	Assessment Project	Project	EDEC 4600
Assessment #3	Lesson Plan and University Supervisor Evaluation	Project	EDEC 4800
Assessment #4	Teacher Residency Internship Portfolio	Portfolio	EDEC 4800
Assessment #5	Unit of Instruction from Teacher Residency Internship Portfolio	Project	EDEC 4800
Assessment #6	Philosophy of Early Childhood Paper	Essay	EDEC 2000/2200
Assessment #7	Child Case Study	Project	EDEC 3600
Assessment #8	Community Connections Assignment	Project	EDEC 2200

1.2 Relationship of assessments to standards (chart)

Standard and Competency	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5	Assessment 6	Assessment 7	Assessment 8
Standard 1								
1a	X				X	X	X	
1b	X				X	X		
1c	X			X				
1d	X		X	X	X			
Standard 2								
2a	X			X		X		X
2b	X			X		X		X
2c	X			X		X		X
Standard 3								
3a	X	X			X			
3b	X	X	X		X			
3c		X			X			
3d		X			X		X	
Standard 4								
4a	X					X		X
4b	X		X	X	X			
4c	X		X	X	X			
Standard 5								
5a	X		X	X				
5b	X		X	X	X	X		
5c				X	X	X		
Standard 6								
6a	X						X	X
6b	X	X				X		
6c				X		X		
6d							X	X
6e		X	X	X		X		X

1.3 Planned evidence for meeting standards (assessments)

Assessment 1 – Praxis Scores

Description of assessment

The PRAXIS II Education of Young Children (5024) exam or Early Childhood Education (5025) are the two options for the state licensure test for South Carolina and Early Childhood candidates take it prior to the Student Teaching Internship.

Alignment of assessment with NAEYC standards

The sections of the exams are aligned with NAEYC standards, as follows:

- Child Development and Learning in Context
NAEYC 1a, 1b, 1c, 1d

- Family-Teacher Partnerships and Community Connections
NAEYC 2a, 2b, 2c
- Child Observation, Documentation, and Assessment
NAEYC 3a, 3b
- Developmental, Culturally, and Linguistically Appropriate Teaching Practices
NAEYC 4a, 4b, 4c
- Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum
NAEYC 5a, 5b
- Professionalism as an Early Childhood Educator
NAEYC 6a, 6b

Assessment 2 –Assessment Project

Description of assessment

This in-depth Assessment project is an important requirement in the EDEC 4600 (Critical Issues in Early Childhood Education) course, a required course during the senior year. This assessment project was selected because of feedback from our candidates indicating that they desired more direct experience assessing children in the classroom setting. The project is comprehensive and requires the candidates to develop precise observational and authentic assessment skills by documenting a child's growth and development over time, and carefully interpreting data gathered to inform teaching. Candidates create a portfolio for one child at the school site by observing and recording the child's behaviors in classroom activities, and systematically collecting work samples that demonstrate the child's individual strengths, needs, interests, and achievements. Candidates look holistically at the child's learning and participation in the classroom, including how strengths and needs in the areas of fine and gross motor development, communication and literacy skills, numeracy skills, concept knowledge, social-emotional development, artistic expression, relationships with peers and adults, approaches toward learning, and executive functioning contribute to the child's learning style. The child, as well as his/her family members, teachers and related service providers, should be included in the process. Several of the following methods of data collection should be employed: rating scale, frequency count, time sample, anecdotal observations, conference notes, videotaped lessons/interactions, interview notes, photos, and work samples. Artifacts may include checklists, photographs, videotapes, audiotapes, interviews, materials from a take-home packet the candidate designed, anecdotal records, conference notes and information from the child's record (if allowed). This assignment is designed as a semester-long project that will be discussed regularly during class sessions as well as individual conferencing with the professor. The final assignment includes:

1. Detailed description of the child following the model of Pat Carini's Descriptive Review (Himley & Carini, 2001).
2. A catalogue of the five artifacts collected that assess some aspect of the child's development in the classroom including:
 - a. A description of the assessment and child participation including: date of collection(s), directions given or adult interactions, child participation, and involvement of others. Discuss why each artifact was chosen for the portfolio, what it reveals about the child.
 - b. Reflections of the child's response to the assessment, activities and/or instructional strategies.
 - c. Subsequent activities and instructional strategies implemented from the information gathered through the artifact/assessment. What decisions have been made about changing/modifying/continuing certain practices based on interpretations made of the artifact?
3. A final report, summarizing what was learned about the child, their learning and development over time in relation to the questions posed, recommendations for the classroom and the child's

other learning environments settings, and how the initial hypotheses were substantiated or refuted based on the information gathered.

4. A reflection of the child inquiry process as teacher research. Consider the following questions: How has the child inquiry project informed your definition of teacher researcher? What were some challenging aspects of being a teacher researcher? From observing the master teacher and this experience, how would research be included in your own classroom (vs. being able to observe without interruptions and the competing demands of everyday teaching)?

Candidates express that this assignment sometimes seems daunting to them, but after completion they feel more confident in their own ability to select and use appropriate assessment tools, as well as recognize the importance of multiple assessments to understand children's development. In addition, they are better able to understand the importance and role of assessment in planning instructional activities and the ways that assessment should guide instruction.

Alignment of assessment with NAEYC standards

The EDEC 4600 Assessment Project Assignment assessment is aligned with the following NAEYC standards and elements:

- Child Observation, Documentation, and Assessment
NAEYC 3a, 3b, 3c, 3d
- Professionalism as an Early Childhood Educator
NAEYC 6b, 6e

Assessment #2 assignment

Educational planning requires a clear understanding of each child's learning style, strengths and needs. Candidates will have an opportunity to develop precise observational and authentic assessment skills by documenting a child's growth and development over time, and carefully interpreting data gathered to inform teaching. Candidates will create a portfolio for one child at the practicum site by observing and recording the child's behaviors in classroom activities, and systematically collecting work samples that demonstrate the child's individual strengths, needs, interests, and achievements. Candidates should look holistically at the child's learning and participation in the classroom, including how strengths and needs in the areas of fine and gross motor development, communication and literacy skills, numeracy skills, concept knowledge, social-emotional development, artistic expression, relationships with peers and adults, approaches toward learning, and executive functioning contribute to the child's learning style. The child, as well as his/her family members, teachers and related service providers, should be included in the process. Several of the following methods of data collection should be employed: anecdotal observations, conference notes, videotaped lessons/interactions, interview notes, photos, and work samples. Artifacts may include checklists, photographs, videotapes, audiotapes, interviews, materials from a take-home packet the candidate designed, anecdotal records, conference notes and information from the child's record (if allowed). This assignment is designed as a semester-long project that will be discussed regularly during class sessions as well as individual conferencing with the professor. In process grades will be provided at each phase. Ongoing feedback and recommendations should be incorporated into the final product. *Candidates will present the part due and his/her evolving insights on the selected child for peer feedback.* Portions of the inquiry portfolio will be due as follows:

Part 1

Candidates will describe:

- 1: A rationale for choosing the particular child
- 2: An overarching question and 2 to 5 sub-questions about the child's learning and development that will guide the inquiry (these questions should be related to the rationale);
- 3: Initial hypotheses to the questions;
- 4: A plan for gathering and interpreting data to justify or refute initial hypotheses including:
 - a: Activities to observe

- b: Possible artifacts and data collection methods
- c: Assessments (Developmental checklist, Frequency count, Time sample (or participation chart, Rating scale, Rubric)
- d: Ways to gather information from the master teacher(s), related services, paraprofessionals and family members (Note that family members must be included in data gathering methods).

Part 2

Candidates will catalog currently gathered artifacts or assessments. Each artifact considered for the portfolio will include:

- 1: A description of the activity and child participation including: date of collection(s), directions given or adult interactions, child participation, and involvement of others. Discuss why each artifact was chosen for the portfolio, what it reveals about the child and teacher resident practices as related to the questions being asked.
- 2: Reflections of the child's response to activities and instructional strategies, or assessment.
- 3: Subsequent activities and instructional strategies implemented from the information gathered through the artifact/assessment. What decisions have been made about changing/modifying/continuing certain practices based on interpretations made of the artifact?

This assignment requires candidates to be "teacher researchers." Research is a process of gathering and reflecting on objective artifacts to determine the appropriate course of action regarding child, family, or classroom. Many times teachers do collect multiple forms of data however; it is a challenge for them to interpret what they have collected. Therefore it may not be the most visible activity occurring in the classroom. As candidates collect data for this child inquiry assignment, reflect on the data being collected by the master teacher and others in classroom and respond to the following:

- 4: How is research unfolding in the classroom? Consider the multiple forms of collecting data and how that data are used in making classroom decisions. If research is not clearly observable, talk with the master teacher and discuss with professor. If, through these discussions, it becomes apparent that research is not occurring, discuss how research could be used and what missed opportunities have been observed and the implications to teaching.

Part 3

Candidates will revise and expand Part 2. Information must be gathered consistently throughout the process to best capture the child's ongoing learning and development, as well as candidates' evolving understanding of the child and interventions. Discuss in depth the instructional strategies or interventions implemented, their level of success and, if they did not work, potential reasons and modifications. Multiple data gathering methods during different activities should be used and synthesized to obtain a clear and valid picture of the child's learning and development. Candidates will describe what they have learned about program planning, implementation and monitoring.

Final Paper

The final portfolio should include multiple forms of data collection and be comprised of:

- 1: Detailed description of the child, following the model of Carini's Descriptive Review
- 2: Each artifact with a description as outlined in Part 2, including how the artifact informs "answering" the questions that guided the portfolio.
- 3: A final report, summarizing what was learned about the child, their learning and development over time in relation to the questions posed, recommendations for the classroom and the child's other learning environments settings, and how the initial hypotheses were substantiated or refuted based on the information gathered.
- 4: A reflection of the child inquiry process as teacher research. Consider the following questions: How has the child inquiry project informed your definition of teacher researcher? What were some challenging aspects of being a teacher researcher? From observing the master teacher and this experience, how would research be included in your own classroom (vs. being able to observe without interruptions and the competing demands of everyday teaching)?

Final Presentation

Create a *visual representation of your child or child study process*. You may include a photo of the child, but go beyond a photo to represent your learning. Be creative and try to limit the number of words that you incorporate into your visual, so that it is as *nonverbal* as possible.

Description of assessment measures

Checklists: A checklist is a predetermined list of criteria against which the recorder answers yes or no, present or not present. It often indicates milestones attained and developing areas; 5 domains of development should be covered (motor, cognitive, social/emotional, language, self-help). This could be based on a single classroom assignment or a collection of assignments.

Frequency Counts: A frequency count measures repeated actions of a child, the whole group, or the teacher. Strategies are then implemented to reduce negative actions or behavior or increase desirable ones. Once a strategy is implemented, a later comparison is conducted to determine efficacy. For purposes of this assignment, select a behavior that needs change or that you do not understand why it occurs. Clearly define the behavior so your tally of that behavior is easy to do. Determine an appropriate time frame for daily data collection; repeat the same time frame at least 3 days. This is "baseline" data. Once baseline is collected, your "intervention" is conducted. For these purposes, the watching their behavior and have noticed that they have struggled with [or done well with] (give numbers of tallies). Tell them you plan to watch the behavior for several more days and you hope they can improve. This is meant to be an encouraging, positive conversation -not a punitive one. For three more days, tally the behavior during the same time period. Was there an increase in positive behavior? Decrease in negative behavior? Did the intervention talk have an impact?

Time Samples (or participation charts): A time sample is a recording method that tracks children's choices, their peer selection, and time spent in one area. The recording can be compiled on an individual child or an entire class. It generally measures attention span and interest. To conduct this assessment, list all time frames on a row of the table. At specific time intervals (designated) look to see where each child is and code it in each corresponding box for each child. Record again at the next time interval; repeat this process. At the end of the project, look for patterns of choice with children and selection.

Rating Scales: A rating scale lists specific descriptions of criteria from least to most, early developing to later developing, simple to complex, with several choices in between. The recorder makes a judgment based on observation. While it requires subjective input from the rater, it is more qualitative than a checklist that only gives a simple 'yes' or 'no.'

Rubrics: A rubric is a scoring guide that differentiates between levels of development in a specific area of performance or behavior. It uses a range of three or more levels to assess performance-for example, from beginning to developing to proficient. Each of the levels contains specific, measurable performance characteristics. It differs from a rating scale because it has qualifiers with each level. Ideally a rubric is a guide for a candidate when completing an assignment; therefore it is given to the candidate as a working guide. The candidate uses the rubric as they work on the assignment, so they know what is expected in every component of the grading equation. For purposes of this assignment, the rubric can be created by you, your classroom teacher, an internet-generated site, or follow a template. Rubrics and the candidate work (or photocopies) should accompany the assignment.

In addition to the above assessments (as well as assessments used by Master Teachers such as writing assessments, mathematics assessments, tests, etc.) the readings for this course include additional assessments that the candidates may use as part their project.

Assessment #2 rubric

Criteria	Not Met (1)	Met (2)	Exceeds (3)
3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.	Candidate's understanding of the purpose of assessments to inform instruction and planning is weak, inappropriate, or non-existent.	Candidate's understanding of the purpose of assessments to inform instruction and planning is adequate. Candidate shows knowledge of important goals of assessment and explains benefits and potential harm of assessments considered and selected, including authentic assessments.	In addition, candidate shows high-level of skills in selecting assessments that align with goals, curriculum, and teaching strategies of the classroom.
3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.	Candidate's understanding of a wide range of assessments, including observation and documentation, and their purpose is weak, inappropriate, or non-existent.	Candidate demonstrates understanding of a wide range of assessments, including observation and documentation, and their purpose by selecting the most appropriate assessment methods to inform teaching.	In addition, candidate shows a substantive amount of knowledge in the types of assessments, their purpose, and how to implement these assessments in the classroom.
3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.	Candidate's understanding and use of responsible assessment that is ethically grounded and developmentally, ability, culturally, and linguistically appropriate is weak, inappropriate, or non-existent.	Candidate selects and uses assessments that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate for children; this includes consideration of developmental stage, culture, and differing abilities. Candidate shows basic competence in using assessments to document developmental progress and promote positive outcomes for each child.	In addition, candidate shows evidence of in-depth knowledge and a high level of skill in using the approaches selected with the child. Candidate considers their own bias within their assessment practices.
3d: Build assessment partnerships with families and professional colleagues.	Candidate's knowledge of assessment partnerships with families and colleagues is weak, inappropriate, or nonexistent.	Candidate articulates a research base that supports partnerships and demonstrates core skills in communicating with families and their cooperating teacher.	In addition, candidate can discuss strategies for supporting assessment partnerships to sustain positive relationships.

6b: Know about and uphold ethical and other early childhood professional guidelines.	Candidate's knowledge about upholding ethical standards and early childhood professional guidelines is weak, inappropriate, or non-existent.	Candidate shows an adequate knowledge of early childhood professional guidelines and how to best uphold ethical standards related to working with young children.	In addition, candidate develops a clear plan for how to uphold ethical guidelines, including a plan for upholding confidentiality and sensitivity regarding information about the child and family, and has a substantive understanding of how current research informs ethical standards and professional guidelines.
6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.	Candidate's ability to critically reflect on practice in relation to their understanding of early childhood education is weak, inappropriate, or non-existent.	Candidate demonstrates the ability to critically reflect on practice in relation to their understanding of early childhood education.	In addition, candidate demonstrates a willingness and ability to reflect upon and integrate critical perspectives on early education in classroom practice.

Assessment 3 – Lesson Plan and University Supervisor Evaluation

Description of assessment

For this assignment, candidates plan, implement, and reflect on one content-area lesson in their field placement classroom (4K-Grade 3) and that lesson is evaluated by the candidate's University Supervisor using the standard evaluation form based upon the South Carolina Teaching Standards and ADEPT which are outlined in the South Carolina system for evaluating teaching. While this evaluation form is an abbreviated version of the SCTS 4.0, university supervisors use their extensive knowledge of the full rubric from which to determine a rating in each overall domain by considering how the candidate performed on each indicator. Candidates are also familiar with the full SCTS 4.0 rubric and understand what exemplar, proficient, needs improvement, and unsatisfactory mean for each indicator and the overall domain. The ADEPT performance standards (APS) fall under ten specific areas and can be categorized under four domains:

Domain 1: Planning

APS 1 Long-Range Planning

APS 2 Short-Range Planning of Instruction

APS 3 Planning Assessments and Using Data

Domain 2: Instruction

APS 4 Establishing and Maintaining High Expectations for Learners

APS 5 Using Instructional Strategies to Facilitate Learning

APS 6 Providing Content for Learners

APS 7 Monitoring, Assessing, and Enhancing Learning

Domain 3: Classroom Environment

APS 8 Maintaining an Environment That Promotes Learning

APS 9 Managing the Classroom

Domain 4: Professionalism

APS 10 Fulfilling Professional Responsibilities

Candidates must use their knowledge of child development, observational assessment skills, teaching and learning knowledge, and data collection procedures to successfully complete the assignment.

Alignment of assessment with NAEYC standards

The EDEC 4000 Lesson Plan and University Supervisor Evaluation assessment is aligned with the following NAEYC standards and elements:

- Child Development and Learning in Context
NAEYC 1d
- Child Observation, Documentation, and Assessment
NAEYC 3b
- Developmental, Culturally, and Linguistically Appropriate Teaching Practices
NAEYC 4b, 4c
- Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum
NAEYC 5a, 5b
- Professionalism as an Early Childhood Educator
NAEYC 6e

Assessment #3 assignment**Formative Lesson Observation**

The purpose of this formative lesson observation is to document the candidate's teaching performance growth over the course of the student teaching semester. Unlike the summative lesson observation form that showcases the candidate's teaching performance at the conclusion of student teaching, the formative lesson observation should be used to guide the candidate's teaching performance over time.

Teacher Candidate:	Date:
Classroom Teacher:	School:
University Supervisor:	Grade/Subject:
Date of CT/US/Student formative lesson observation conference:	

- The indicators and descriptions in the form below indicate what a *Proficient* candidate is able to do; Performance levels with performance criteria are provided at levels 4, 3, 2, and 1.
- A score of 3-*Proficient* is considered proficient and is appropriate for a preservice teacher entering the teaching profession. Please choose the score that represents consistency in a majority of the bullets of a single score.

Exemplary (4): Consistent evidence of student centered learning/student ownership of learning; teacher facilitates the learning

Proficient (3): Some evidence of student centered learning/student ownership of learning; teacher facilitates the learning

Approaching Proficient (2): Moving towards student centered learning/student ownership of learning; consistent reliance on teacher direction

Unsatisfactory (1): Heavy emphasis on teacher direction; minimal evidence of student ownership of learning

Formative Lesson Observation Form

Domain: Designing & Planning Instruction	Comments
The <i>Proficient</i> candidate demonstrates, on whole, the following:	Score (4, 3, 2, or 1):

<p>Instructional Plans: Include objectives aligned to standards; activities, materials, and assessments are aligned to standards, are intentionally sequenced, and build on prior student knowledge; lesson plan is appropriate for the age and knowledge of the students and provides opportunities to accommodate individual student needs (ADEPT 1A, 1B, 1C, 2A, 2C, 3B; InTASC 6, 7, 8)</p> <p>Student Work: Assignments require students to interpret and analyze information, draw conclusions and support conclusions through writing; student work should connect what they are learning to life experiences (ADEPT 1A, 1B, 1C, 1D, 2A, 2C, 3B; InTASC 6, 7, 8)</p> <p>Assessment: Assessments are aligned to standards and have clear and measurable criteria (ADEPT 1A, 1B, 1C, 1D, 2A, 2C, 3A, 3B, 3C; InTASC 6, 7, 8)</p>	Strengths:
	Areas for Improvement:

Domain: The Learning Environment	Comments
<p>The <i>Proficient</i> candidate demonstrates, on whole, the following:</p> <p>Expectations: Are high and demanding for every student; students are encouraged to learn from mistakes; teacher creates experiences where students can experience success; students complete work according to teacher expectations (ADEPT 4A, 4B, 8C, 9B; InTASC 1, 2, 3)</p> <p>Managing Student Behavior: Students are on-task; expectations and rules have been established for behavior; different techniques are used to motivate students; disruptions are addressed (ADEPT 1E, 8B, 9A, 9C; InTASC 1, 2,3)</p> <p>Environment: The classroom is welcoming and organized and understandable to students; resources and supplies are accessible; student work is displayed; promotes individual and group learning (ADEPT 8A, 8B; InTASC 1, 2, 3)</p> <p>Respectful Culture: All interactions are respectful and friendly; teacher is receptive to interests and opinions of the students (ADEPT 8B, 8C, 9A; InTASC 1, 2, 3)</p>	Score (4, 3, 2, or 1):
	Strengths:
	Areas for Improvement:

Domain: Instruction	Comments
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Technology					
	Performance Standard	Exemplary	Proficient	Approaching Proficient	Unsatisfactory
		4	3	2	1
Use of Technology Score: ____	Candidate uses instructional technology in the classroom for student learning (e.g., smartboards, laptops, ipads).	Always	Often	Sometimes	Rarely
Use of Technology Score: ____	Candidate uses web sites and web applications in the design and implementation of lessons.	Always	Often	Sometimes	Rarely
Evidence Notes					

Assessment #3 rubric

Criteria	Not Met	Meets Expectations	Exceeds Expectations
1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.	Candidate's knowledge of child development seems weak, inappropriate, or nonexistent. Candidate does not provide evidence that they are using knowledge about the individual child, the developmental period of early childhood, and learning in cultural contexts to support their professional decisions.	Candidate's work reflects knowledge of child development when making decisions to support each child. Candidate provides evidence that they are using knowledge about the individual child, the developmental period of early childhood, and learning in cultural contexts to support their evidence-based decisions.	In addition, candidate's work is grounded in developmental theory and provides rich examples of developmentally appropriate decision making that reflects the needs of individual children.

<p>3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.</p>	<p>Candidate's understanding and use of assessment, including observation and documentation, is weak, inappropriate, or non-existent. Candidate does not show evidence that they are using multiple types of assessments or selecting appropriate assessments that align with their purpose and associated teaching methods.</p>	<p>Candidate's understanding and use of assessment, including observation and documentation, is effective for informing instruction and planning. Candidate shows evidence that they are using multiple types of assessments and selecting appropriate assessments that align with their purpose and associated teaching methods.</p>	<p>In addition, candidate shows a substantive amount of knowledge and a high level of skill in selecting and using multiple assessments to inform instruction and planning.</p>
<p>4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills critical for young children.</p>	<p>Candidate's knowledge and teaching skills related to differentiating instruction, incorporating play, and supporting the development of executive function skills is weak, inappropriate, or non-existent. Candidate does not use teaching skills that are responsive to the needs of each child.</p>	<p>Candidate shows knowledge and teaching skills related to differentiating instruction, incorporating play, and supporting the development of executive function skills. Candidate shows evidence that they are making instructional decisions that are responsive to the needs of each child.</p>	<p>In addition, Candidate employs quality professional resources to supplement and inform their teaching skills. Candidate also shows extensive understanding of the developmental need for play-based instruction and frequently incorporates play opportunities into their teaching practice.</p>
<p>4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence based teaching skills and strategies that reflect the principles of universal design for learning.</p>	<p>Candidate's use of developmentally appropriate, culturally, and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning is weak, inappropriate, or non-existent.</p>	<p>Candidate uses developmentally appropriate, culturally, and linguistically relevant, anti-bias, evidence-based teaching skills and strategies. Candidate's instruction and planning reflects the principles of universal design for learning.</p>	<p>In addition, candidate shows a substantive amount of knowledge and a high level of skill in selecting and using developmentally appropriate, culturally, and linguistically relevant, anti-bias, evidence-based teaching skills and strategies. In addition, candidate seeks out professional resources, when needed, to inform their developmentally, culturally, and linguistically appropriate teaching practices.</p>

5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.	Candidate's content knowledge and methods of instruction related to academic disciplines are weak, inappropriate, or non-existent.	Candidate's content knowledge and methods of instruction related to academic disciplines is adequate.	In addition, candidate shows a substantive level of content knowledge and skills related to academic disciplines and utilizes multiple resources in instruction to support children's content knowledge development. Also, candidate consistently integrates tools of inquiry in their instruction.
5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.	Candidate's pedagogical content knowledge and use of developmentally and culturally appropriate teaching practices, appropriate assessment practices, and family and community partnerships to support learning in each content area is weak, inappropriate, or non-existent.	Candidate's pedagogical content knowledge and use of developmentally and culturally appropriate teaching practices, appropriate assessment practices, and family and community partnerships to support learning in each content area is adequate.	In addition, candidate shows substantial understanding of pedagogical content knowledge and use of developmentally and culturally appropriate teaching, appropriate assessment practices, and family and community partnerships to support learning.
6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.	Candidate's evidence of reflection in their daily work with children is weak, inappropriate, or non-existent.	Candidate practices self-reflection in their daily work with children.	In addition, candidate seeks mentoring and feedback to improve practices and other daily work with children based upon their self-reflection.

Assessment 4 – Teacher Residency Internship Portfolio

Description of assessment

Candidates complete a Student Teaching Internship placement. During this placement, candidates are expected to complete an electronic portfolio that outlines evidence of their professional growth, as a result of their student teaching internship. Candidates include artifacts such as their philosophy of education (used as a post assessment and compared to their philosophy written in EDEC 3000), a copy of their resume, and a summary, reflection, and artifact for each performance standard that is evaluated during lessons. In addition, candidates include an overview, reflection, and example artifacts from a "Connecting with Families" project where they develop and implement a family-focused initiative in their Teacher Residency Internship settings. Examples of these initiatives could include hosting a family night at the school, creating a system of correspondence with families, or developing home connections for families based on the content that is implemented in the school setting. These summaries, reflections, and artifacts provide examples of how the candidate met each performance standard while teaching and what they might do differently in the future. Such artifacts could include a unit plan and associated assessments, example lessons with reflections, and example analyses of assessments. The performance standards that candidates show evidence for meeting are based on a state-system for

evaluating teaching called ADEPT. The ADEPT performance standards (APS) fall under ten specific areas and can be categorized under four domains:

Domain 1: Planning

APS 1 Long-Range Planning

APS 2 Short-Range Planning of Instruction

APS 3 Planning Assessments and Using Data

Domain 2: Instruction

APS 4 Establishing and Maintaining High Expectations for Learners

APS 5 Using Instructional Strategies to Facilitate Learning

APS 6 Providing Content for Learners

APS 7 Monitoring, Assessing, and Enhancing Learning

Domain 3: Classroom Environment

APS 8 Maintaining an Environment That Promotes Learning

APS 9 Managing the Classroom

Domain 4: Professionalism

APS 10 Fulfilling Professional Responsibilities

Although these standards are used in all grade levels to assess teaching, they are appropriate for assessing student teacher performance in early childhood because they are written in a developmentally appropriate manner. For example, in APS 8 Maintaining an Environment that Promotes Learning, it is implicit that when addressing this standard, candidates should maintain an environment that promotes learning in early childhood by using best practices in early childhood pedagogy. Supervisors are also aware that candidates need to be meeting these guidelines with an emphasis on early childhood.

Alignment of assessment with NAEYC standards

The Teacher Residency Internship portfolio is aligned with the following NAEYC standards:

- Child Development and Learning in Context

NAEYC 1d

- Family-Teacher Partnerships and Community Connections

NAEYC 2a, 2b, 2c

- Developmental, Culturally, and Linguistically Appropriate Teaching Practices

NAEYC 4b, 4c

- Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

NAEYC 5a, 5b, 5c

- Professionalism as an Early Childhood Educator

NAEYC 66e

Assessment #4 assignment

Your electronic teaching portfolio provides a way to present yourself as a thoughtful, competent professional and documents your growth in teaching. It should include carefully selected evidence of your performance as a Student Teacher and of your ability to analyze your teaching.

The size of the portfolio is not as important as the content. A portfolio is not just a collection of products. Although you may choose certain products as examples, it is the way you analyze and present yourself that is critical. The portfolio should be a clear, concise, understandable, and an effective portrayal of yourself as a beginning teacher. The rating scale is located on the Electronic Portfolio evaluation form.

Your portfolio will count as a major part of your final grade. Therefore, the quality of your portfolio can have a significant impact on your final grade for student teaching. Turn your portfolio in to your US on the

assigned date. Points will be deducted from your final score for the portfolio assignment for each day the assignment is turned in after the due date established by the university supervisor.

- 1) Begin with an introductory section that includes your philosophy of education (1-3 pages) and a copy of your resume. Your philosophy of education can be a shortened version of your post-philosophy paper but must also include how you will incorporate multicultural education and diversity into your curriculum and how you will promote inclusiveness into your classroom activities.
- 2) Provide a narrative summary with reflection for NAEYC Professional Preparation Standards 1, 2, 4, 5, and 6 justifying how you have met the standard and give evidence of reflection and self-evaluation (1 or 2 pages for each standard). This narrative summary must include a reflection statement for each artifact. The reflection statement should cover an evaluation of the artifact and the experience that it documents. Consider what you learned from the experience and how you might do things differently in the future. Address how the experience contributed to your development as a professional educator, consider what steps you might need to take for future growth.
- 3) There is no prescribed format for organizing your electronic portfolio. However, it is your responsibility for arranging all required content (philosophy of teaching, resume, reflections, and artifacts) in a manner that is easily accessible to your university supervisor.

REFLECTION PROMPTS FOR PORTFOLIO

In your reflections for your portfolio, make sure that you address each of the NAEYC performance indicators listed below. The evidence you provide must support your responses. The student teaching portfolio is aligned with the following NAEYC standards:

STANDARD 1. CHILD DEVELOPMENT AND LEARNING IN CONTEXT

1d. Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts to make evidence-based decisions that support each child.

- How engaging and interesting was the environment in your classroom?
- Did students feel free to take risks and make mistakes?
- Did the environment promote cooperation and respect?
- Did students accept responsibility for their own learning?

STANDARD 2. FAMILY-TEACHER PARTNERSHIPS AND COMMUNITY CONNECTIONS

2a: Know about, understand, and value the diversity of families

2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.

2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies

- How did you build relationships with the families of your students?
- How did you involve families in their children's learning?
- How did you develop an understanding of the diverse families and community characteristics?

STANDARD 4. DEVELOPMENTALLY, CULTURALLY, AND LINGUISTICALLY APPROPRIATE TEACHING PRACTICES

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills critical for young children.

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

- Did you use instructional strategies that were appropriate for the objectives?
- Did you build toward, rather than from, abstract ideas?

- Did you use strategies that actively engaged students?
- Did you use strategies that promoted the process standards?
- Did you use a variety of strategies?
- Did you reflect on your practice and make adjustments to promote positive outcomes for your students?

STANDARD 5. KNOWLEDGE, APPLICATION, AND INTEGRATION OF ACADEMIC CONTENT IN THE EARLY CHILDHOOD CURRICULUM

5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.

5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

- How accurate were you in teaching content?
- How well did you pace the course? Did you emphasize breadth over depth or depth over breadth?
- Did you emphasize big ideas?
- Were skills taught with understanding?
- Did students see the purpose for the skills they were learning?

STANDARD 6. PROFESSIONALISM AS AN EARLY CHILDHOOD EDUCATOR

6d: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

- How effective was the feedback you provided to students in helping them learn?
- Did you summarize frequently and emphasize big ideas?
- Did you extend or enrich the learning for every student?
- Comment on the goals you created for Professionalism and how you met these goals.

Assessment #4 rubric

	Not Met (0-2 points)	Met (3 points)	Exceeds (4 points)
1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts to make evidence-based decisions that support each child.	Candidate’s knowledge seems weak or nonexistent. Candidate does not provide evidence that the environment will support the child’s health, culture, and individuality, and challenge child to gain new competencies. Candidate is not using evidence-based decisions to support each child.	Candidate describes the essentials of research and developmental principles used to create an effective learning environment for the child; provide evidence that the environment to be created will support the child’s health, culture, and individuality, and challenge child to gain new competencies. Candidate seems to be evidence-based decisions to support each child.	In addition, candidate work is grounded in developmental theory and provides rich examples to describe child’s characteristics and needs. There is evidence of thorough knowledge of possible interactions among these influences; and cites relevant theory and research.
2a: Know about, understand, and value the diversity of families	Candidate’s knowledge of families and ways of building relationships with them seems weak or nonexistent.	Candidate shows an understanding of diverse families and community characteristics.	In addition, candidate demonstrate the ability to implement strategies that reflect the diversity of families
2b: Collaborate as partners with families in young	Candidate does not provide evidence that they are able	They develop and implement strategies for building	In addition, candidates demonstrate the ability to

children's development and learning through respectful, reciprocal relationships and engagement.	to develop strategies for supporting and engaging families and involving them in their child's learning and development.	relationships with families in their setting and for involving parents in building an understanding of their child's learning and development.	reflect on their implemented strategies for building relationships and fostering collaboration with families. Candidates demonstrate the ability to think critically about the process and develop plans for future implementations of strategies.
2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies	Candidate does not attempt to understand each family's cultural contexts or utilize community resources to support learning.	Candidate attempts to understand each family's cultural contexts and utilizes community resources to support learning.	In addition, candidate works to build positive partnerships between all stakeholders that support early education.
4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills critical for young children.	Candidate's knowledge and skills related to developmentally effective approaches are weak. Candidate does not attempt to differentiate instruction or incorporate play.	Candidate shows knowledge of developmentally effective approaches when teaching/assessing young children. Candidate attempts to differentiate instruction based on student needs.	In addition, candidate shows an extensive understanding of appropriate developmental approaches and employs quality professional resources to supplement and inform their own teaching and learning practices.
4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.	Candidate does not utilize aspects of culturally and linguistically relevant practice, nor does the candidate attempt to teach through anti-bias, and evidence-based strategies.	Candidate utilizes aspects of play or culturally and linguistically relevant practice. Candidate attempts to teach through anti-bias, and evidence-based strategies.	In addition, the candidate uses assessment to reflect on these practices and refine instruction to meet the needs of all students.
5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.	Candidate's knowledge related to the content appropriate for academic disciplines is weak or not existent.	Candidate's shows knowledge related to the content appropriate for academic discipline.	In addition, candidate is able to describe these concepts and make connections that are appropriate for students.
5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how	Candidate's knowledge related to the pedagogical content appropriate for	Candidate's shows knowledge related to pedagogical content appropriate for academic discipline.	In addition, candidate shows the ability to identify content connections between

to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.	academic disciplines is weak or not existent.		disciplines and develop lessons that are meaningful for young children by connecting content with an understanding of development and the child's contexts.
5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.	Candidate does not demonstrate the ability to use content knowledge to develop, implement, and evaluate appropriate early childhood lessons in a variety of disciplines.	Candidate demonstrates the ability to use content and pedagogical content knowledge to develop, implement, and evaluate appropriate early childhood lessons in a variety of disciplines.	In addition, candidate uses innovative strategies based on standards and resources.
6d: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.	Candidate's ability to uphold ethical standards and act in a professional manner is weak or nonexistent. Candidate does not demonstrate the ability to critically reflect on practice in relation to their understanding of early childhood education.	Candidate's ability to uphold ethical standards and act in a professional manner is apparent. Candidate demonstrates the ability to critically reflect on practice in relation to their understanding of early childhood education.	In addition, candidate demonstrates the ability to integrate this reflection in their practice.

Assessment 5 – Unit of Instruction

Description of assessment

Candidates complete a student teaching internship placement in their senior year. During this placement, candidates are expected to develop, implement, and reflect upon a written unit of instruction in their classroom settings. This unit of instruction should include all lessons and assessments that are necessary to meet the objectives outlined for the unit. Candidates are expected to relate the unit to student needs based on prior assessments. In addition, they are expected to describe any contextual factors that may impact instruction or student learning during the unit and explain how they are taking these factors into consideration when teaching. The unit plan should last for a minimum of five days and should be taught in their internship placement. Following implementation, candidates must complete a reflection and self-assessment of the unit. Cooperating teachers provide guidance during the development and implementation of the unit. University supervisors provide feedback and evaluate candidates.

Alignment of assessment with NAEYC standards

The Teacher Residency Internship unit of instruction is aligned with the following NAEYC standards:

- Child Development and Learning in Context
NAEYC 1a, 1b, 1d
- Child Observation, Documentation, and Assessment
NAEYC 3a, 3b, 3c, 3d
- Developmental, Culturally, and Linguistically Appropriate Teaching Practices
NAEYC 4b, 4c
- Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Assessment #5 assignment

The student teacher will prepare one unit plan in a subject area selected with the approval of the cooperating teacher and university supervisor. Following the specific requirements below and use the key elements for NAEYC Professional Standards and Competencies (2020) Standards 3, 4 & 5 as a guide in writing the unit plan and associated assessments.

Continue to plan units with your cooperating teacher as your student teaching semester progresses. However, only one written plan is required for formal evaluation by your university supervisor. Seek guidance and approval from the assigned cooperating teacher in the preparation and delivery of the unit including the detailed lesson plans that are in this unit. Submit a rough draft copy of the unit for the cooperating teacher's approval. Provide the cooperating teacher and university supervisor with a final draft copy. As soon as the unit is completed, turn in the written unit to the university supervisor for his/her evaluation. Teach this unit as early in the semester as possible.

Include the following components in the unit plan.

I. UNIT TOPIC:

II. GRADE LEVEL:

III. RATIONALE FOR UNIT AND CONTEXTUAL FACTORS:

Specifically explain how the unit relates to instructional goals, needs of students and prior units. Describe the contextual factors related to the community, district, school, classroom or students that are likely to impact instruction and/or student learning with regard to the selected unit. Include a description of the ways in which each of these factors will be taken into consideration during unit planning and instruction.

IV. OBJECTIVES:

Describe the unit objectives and their correlated standards or expectations. Identify the priority content and learning that is expected. Describe the research behind these instructional objectives. These objectives should be broad enough that they capture the breadth and depth of the content of the unit, but focused enough that they can be measured.

V. CONTENT:

In addition to the content taught in the unit, describe the key instructional activities and strategies used to teach this unit. Also describe how:

- content will be organized and taught so that students can use, apply and implement what they learn in real-life scenarios and for the assurance of career and college readiness.
- students will be engaged in critical thinking and problem solving.
- student needs, interests, abilities, and cultures will be considered.
- the research that supports the instruction

VI. REFERENCE/RESOURCE MATERIALS:

Describe the materials and resources to be used to teach this unit. Include how multimedia and digital tools (web sites and web applications, for example) will be used in instruction. Have these resources available as needed to share with your cooperating teacher and/or university supervisor.

VII. DAILY LESSON PLANS:

Attach extended lesson plans for a minimum of five daily lessons. Write reflections after each lesson.

VIII. ANALYSIS OF STUDENT LEARNING:

Collect value-add and/or other student growth data related to content from the cooperating teacher and describe patterns/trends of student learning and growth as a whole class and as clusters of students within the classroom. Information should also include number of students in the class, students with

exceptionalities and/or academic supports provided to them. Also identify any school and district goals related to student learning and describe how these goals relate to the classroom analysis.

IX. PRIMARY ASSESSMENT STRATEGIES & EVALUATION CRITERIA:

Create assessments for the pre and post assessment of student learning. Describe how the assessment aligns to the objectives. Include descriptions of any necessary student accommodations. Pre-assessment data are necessary to implement the unit plan and to analyze student performance relative to unit objectives.

Include the following:

1. How did you decide on the assessment?
2. How does the assessment accommodate the needs and interests of ALL students?
3. How does your evaluation criteria clearly differentiate learning?
4. How will the results of the pre-assessment be used for instruction?

Attach each assessment and include the evaluation criteria (i.e., describe and/or attach appropriate scoring rubrics, observation checklists, rating scales, item weights).

X. INTERPRETATIONS AND DECISIONS – Pre and Post Assessment of Unit:

Pre-assessment

1. Attach clearly labeled tables, graphs, or charts that depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each objective.
2. Summarize the results of the pre-assessment and describe the implications of these results on the instruction for all learners.
3. Create growth targets for unit outcomes to be measured in post assessment. These growth targets should describe growth for ALL learners and may differentiate for groups or individual learners.

Post-unit-assessment

Once the unit is completed, analyze the pre and post assessments and determine students' progress relative to unit objectives.

1. Attach clearly labeled tables, graphs, or charts that depict student performance for the entire class, groups of students, and for at least two students with individual needs. For each visual representation, provide a descriptive narrative that summarizes the analysis of student learning progress and growth.
2. Explain the ways in which student grades were assigned (or other indicators of student performance).

XI. REFLECTION AND SELF-ASSESSMENT:

1. Describe the impact of the unit on the learning of ALL students including students with individual needs. Reflect on and describe the relationship between your students' learning progress and growth and your teaching performance based on the criteria included in this assignment for the instructional unit.
2. If you were to teach this unit again to the same group of students, what, if anything, would you do differently, and why?
3. As a teacher, how could you communicate with parents and families, school instructional staff, team leaders and school principals to engage in a school climate of student growth and learning?

Assessment #5 rubric

	Not Met	Met	Exceeds
1a: Understand the developmental period of early childhood from birth through age 8	Candidate's knowledge and understanding of children's development seems weak,	Candidate's work reflects knowledge of children's development. Candidate describes	In addition, candidate's work is grounded in

across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.	inappropriate, or nonexistent.	the nature of influences on children and cites relevant research of child growth and development.	developmental theory and provides rich examples to describe child characteristics.
1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.	Candidate's knowledge and understanding of children's unique variations and interests seems weak, inappropriate, or nonexistent.	Candidate's work reflects knowledge of children's unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning.	In addition, candidate's work is grounded in developmental theory and provides rich examples to describe child characteristics.
1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.	Candidate's knowledge and understanding of the multiple influences that shape early development and learning seems weak, inappropriate, or nonexistent.	Candidate's work reflects an understanding of the multiple influences that shape early development and learning. Candidate provides examples of interrelationships among developmental areas and cultural contexts.	In addition, candidate's work references current research on influences that shape early development and learning.
3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.	Candidate's understanding and use of assessment is weak, inappropriate, or nonexistent.	Candidate shows knowledge of important goals of assessment and explains benefits and potential harm of assessments considered and selected. In addition, candidate shows how assessments selected align with goals, curriculum, and teaching strategies of the classroom.	Candidate displays evidence to show in-depth knowledge and a high level of skill in using the approaches selected with the child.
3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.	Candidate's understanding and use of assessment, including observation and documentation, is weak, inappropriate, or nonexistent.	Candidate shows knowledge of implementing a wide range of tools and approaches selected including, but not limited to, the use of technology in documentation. Work reflects skill in	In addition, candidate shows a substantive amount of knowledge and a high level of skill in using and analyzing the approaches selected and given results.

		interpreting and using results.	
3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate to document developmental progress and promote positive outcomes for each child.	Candidate's understanding and use of responsible assessment is weak, inappropriate, or non-existent.	Candidate shows knowledge of important assessment goals and shows basic competence in implementing tools in an ethically grounded and developmentally, ability, culturally, and linguistically appropriate.	In addition, candidate shows evidence of in-depth knowledge and a high level of skill in using the approaches selected with the child, given unique characteristics. Further, candidate could discuss legal issues that might apply.
3d: Build assessment partnerships with families and professional colleagues.	Candidate's knowledge of assessment partnerships with families and colleagues is weak, inappropriate, or non-existent.	Candidates articulate a research base that supports partnerships and demonstrates core skills in communicating with families and their cooperating teacher.	In addition, candidate can discuss strategies for supporting assessment partnerships to sustain positive relationships.
4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills critical for young children.	Candidate's knowledge and skills related to learning trajectories is weak, inappropriate, or non-existent. Candidate does not demonstrate knowledge of responsive teaching skills.	Candidate shows knowledge of learning trajectories of young children and the needs of each child. Candidate's work shows ability to incorporate play and differentiate instruction.	In addition, candidate shows an extensive understanding of appropriate teaching skills and employs quality professional resources to supplement and inform their own strategies for instruction in curriculum design, including supporting the executive function skills of young children.
4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.	Candidate's use of developmentally appropriate teaching approaches is weak, inappropriate, or non-existent.	Candidate uses a wide range of developmentally appropriate teaching and/or learning approaches and demonstrates a high level of cultural competence.	In addition, candidate demonstrates innovative approaches that celebrate diversity in culture, language, and ethnicity in the classroom and reflect principles of universal design for learning.
5b: Understand pedagogical content knowledge—how young children learn in each	Candidate's pedagogical knowledge and use of central concepts, inquiry tools, and structures of	Candidate's knowledge and use of central concepts, inquiry tools, and structures of content	In addition, candidate shows substantive knowledge and use of central concepts, inquiry

discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.	content areas or academic disciplines is weak, inappropriate, or non-existent	areas or academic disciplines is adequate.	tools, and structures of content areas or academic disciplines to make content-focused connections between academic disciplines.
5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.	Candidate’s ability to modify teaching practices and update their content knowledge is weak or non-existent.	Candidate adequately applies, expands, integrates, and updates their content knowledge by integrating feedback from teachers, supervisors, and through self-reflection.	In addition, candidate uses innovative strategies based on standards and resources because of their expanding pedagogical knowledge.

Assessment 6 – Philosophy of Early Childhood Paper

Description of assessment

During candidates’ sophomore year, they complete a pre-assessment of their philosophy of education while taking EDEC 2000, Foundations of Early Childhood Education. EDEC 2000 is a survey of the field of early childhood education and the purpose of the philosophy paper is for candidates to reflect on their prior coursework on general education and professional education and then to synthesize the contents of this course to develop their own philosophy of early childhood education. Candidates then complete this philosophy paper again as a post assessment to determine how their philosophy has changed after taking early childhood courses and field experiences. For both assignments, candidates can provide a draft copy of the paper to the instructor by mid-semester and she/he provides detailed feedback to the candidate on the draft of the paper. Guidelines are provided for the candidates and essential elements of the paper are described and discussed in class. Candidates are to utilize peer-reviewed references and sources of information to ground their philosophy in literature related to early childhood education. Candidates frequently look back to prior courses and then compare/contrast that content as well as how they have evolved themselves.

Alignment of assessment with NAEYC standards

The philosophy of early childhood education paper is aligned with the following NAEYC standards:

- Child Development and Learning in Context
NAEYC 1a, 1b
- Family-Teacher Partnerships and Community Connections
NAEYC 2a, 2b, 2c
- Developmental, Culturally, and Linguistically Appropriate Teaching Practices
NAEYC 4a
- Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum
NAEYC 5b, 5c
- Professionalism as an Early Childhood Educator
NAEYC 6b, 6c, 6e

Assessment #6 assignment

In this assessment, you are asked to develop your own philosophy of early childhood education using your knowledge of child development and learning, understanding of assessment, and your knowledge about building family relationships and connecting with children and families.

In collaboration with your instructor and other professionals, use of varied sources of information on early childhood education, and personal observations and experiences in early childhood settings, you will develop a well-organized and comprehensive paper that describes your own philosophy of early childhood education. This philosophy paper will inform your decision-making as a new teacher in diverse early learning settings. The philosophy paper should follow these guidelines:

Writing a philosophy of education paper is an essential requirement in shaping your own belief system and developing a framework for decision-making as a future teacher. The purpose of this assignment is to encourage you to put down on paper the strong beliefs and values that you have developed through coursework, practicum experiences, and other life experiences. Below are guidelines for developing your paper:

The philosophy paper should include the following elements:

- ☐ Purpose and goals of early childhood education
- ☐ View of the child as a learner
- ☐ Optimal environments for learning for the very young child
- ☐ Characteristics of the effective early childhood teacher
- ☐ Role of the community and parental involvement in early childhood education
- ☐ Theories and theorists who have influenced your thinking about teaching young children
- ☐ Essential elements of a developmentally appropriate curriculum for young children
- ☐ Other elements that candidates believe are important to explain their own philosophy of early childhood education
- ☐ Reference list using at least 3 professional sources
- ☐ Use of citations within the text of the paper
- ☐ Double space using APA guidelines

The draft of the philosophy paper will be submitted on a designated date. After careful review and feedback by the instructor, the candidate is expected to make final revisions and submit the paper as part of the final course portfolio. Assistance is available on an ongoing basis in the writing or editing of this philosophy paper.

Assessment #6 rubric

Criteria	Not Met (1)	Met (2)	Exceeds (3)
1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.	Candidate's knowledge and understanding of early childhood development across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development seems weak, inappropriate, or nonexistent.	Candidate's work reflects knowledge of children's development and specific needs across physical, cognitive, social, and emotional, and linguistic domains, including bilingual/multilingual development. Candidate describes the nature of influences on	In addition, Candidate's work is grounded in developmental theory and provides rich examples to describe children's developmental characteristics and needs across physical, cognitive, social and emotional, and linguistic domains, including bilingual/

		children and cites relevant research of child growth and development.	multilingual development.
1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices	Candidate's knowledge and understanding of the value of each child as an individual with unique developmental variations, experiences, strengths, abilities, challenges, approaches to learning, and with the capacity to make choices seems weak, inappropriate, or nonexistent.	Candidate's work reflects an understanding of the value of each child as an individual with unique learning variations. Candidate provides examples of understanding children's experiences, strengths, interests, abilities, challenges, approaches to learning, and the capacity to make choices.	In addition, candidate's work references current research on influences that shape early development and learning.
2a: Know about, understand, and value the diversity of families.	Candidate's knowledge of families and communities and their diverse characteristics seems weak, inappropriate, or nonexistent.	Candidate shows an understanding of diverse families and community characteristics by providing specific descriptions and analysis of these characteristics in their work.	In addition, candidate demonstrates knowledge of how diverse families and communities make unique contributions to the classroom community.
2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.	Candidate does not show evidence that they are able to collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.	Candidate is able to develop and implement strategies for collaborate as partners with families in young children's development and learning by building respectful and reciprocal relationships in their field placement settings.	In addition, the candidate demonstrates the ability to reflect and improve on their implemented strategies for building relationships and fostering collaboration with families.
2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.	Candidate does not show evidence that they are able to support young children's learning and development through partnerships between community organizations and agencies.	Candidate develops and implements strategies for supporting young children's learning and development through partnerships between community organizations and agencies.	Candidate demonstrates the ability to think critically about the process of involving community organizations and agencies to support families and develops plans for future implementation of strategies.
4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.	Candidate's understanding of positive, caring, and supportive relationships as the foundation of early childhood educators' work with young children is weak,	Candidate can describe and/or implement strategies for fostering positive, caring, and supportive relationships as the foundation of early childhood educators' work with young children.	In addition, candidate demonstrates high quality teacher/child interactions and can provide an in-depth rationale for how they are grounding these interactions in

	inappropriate, or non-existent.		developmental theory and research.
5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.	Candidate’s understanding and use of pedagogical content knowledge is weak, inappropriate, or non-existent.	Candidate’s understanding and use of pedagogical content knowledge to reflect teacher knowledge and practices in Standards 1 through 4 is adequate.	In addition, candidate shows substantive knowledge and use of central concepts, inquiry tools, and structures of content areas or academic disciplines and can make content-focused connections between academic disciplines to create authentic instructional experiences for children.
5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.	Candidate’s ability to modify teaching practices and apply, expand, integrate, and update content knowledge across disciplines is weak, inappropriate, or non-existent.	Candidate’s ability to modify teaching practices and apply, expand, integrate, and update content knowledge across disciplines is adequate.	In addition, candidate uses innovative strategies based on standards and resources to demonstrate pedagogical content knowledge.
6b: Know about and uphold ethical and other early childhood professional guidelines	Candidate’s knowledge about upholding ethical standards and early childhood professional guidelines is weak, inappropriate, or non-existent.	Candidate shows an adequate knowledge of early childhood professional guidelines and how to best uphold ethical standards related to working with young children.	In addition, candidate develops a clear plan for how they would uphold ethical guidelines if called to and has a substantive understanding of how current research informs ethical standards and professional guidelines.
6c: Use professional communication skills, including technology mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.	Candidate’s ability to engage in professional communication, including technology mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues is weak, inappropriate, or non-existent.	Candidate demonstrates a commitment to engaging in continuous, professional communication, including technology mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.	In addition, candidate’s work demonstrates critical reasoning and flexibility of understanding.
6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.	Candidate’s ability to develop and sustain habits of reflective and intentional practice in daily work with young children and the early childhood profession is	Candidate demonstrates knowledge of how to develop and sustain habits of reflective and intentional practice in daily work with young children and the early	In addition, candidate demonstrates a beginning level of engaging in advocacy for the early childhood profession at large.

	weak, inappropriate, or non-existent.	childhood profession. Candidate articulates strategies for advocating for children in their classroom when working with families and the community.	
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Assessment 7 – Child Case Study

Description of assessment

Candidates complete a case study of an infant or toddler (birth – 36 months) in EDEC 3360 Concepts of Play and Social Development of Infants and Young Children. The case study is done on one child, ages (birth -36 months) during a 40 hour observational field placement in a local child care center. This assignment provides evidence of candidates' understanding of child development, in particular infants and toddlers, across the areas of emotional, social, physical, cognitive and language development. Candidates must use observational assessment skills and data collection procedures to successfully complete the assignment.

Alignment of assessment with NAEYC standards

The EDEC 3360 Child Case Study assessment is aligned with the following NAEYC standards and elements:

- Child Development and Learning in Context
NAEYC 1a
- Child Observation, Documentation, and Assessment
NAEYC 3d
- Professionalism as an Early Childhood Educator
NAEYC 6a, 6d

Assessment #7 assignment

I. Introduction

Physical Environment – Provide a rich description of the classroom environment. Include the age of the students, layout of the classroom, learning materials available, activities, and the general mood/climate of the classroom. Also, describe the childcare center in relation to the community it serves.

II. Observations

Selected Child – Introduce the child you have selected (pseudonyms should appear throughout the assignment to protect the confidentiality of the student) by describing age, general personality, general interactions, and as much background information about the child's family as you can. Include brief remarks that cover the areas of physical and cognitive domains. Use the subheadings provided to describe the skills in each of the social/emotional areas as they relate to the observations of your selected child. In your writing, please provide several examples. Do not give opinions in this section, but do provide concrete observations.

- A. Temperament and Attachment
- B. Language/Communication
- C. Types of Play
- D. Discipline/Self-regulation/Emotional Regulation/Sense of Conscience
- E. Concentration/Problem-Solving
- F. Social Competence and Empathy

III. Analyses

In this section, you will discuss how the child's observed skills align with what you have learned about each topic and the milestones discussed in class/text for the stage of development. Analyses should be in complete sentences/paragraphs and cover the following topics.

- A. Temperament and Attachment
- B. Language/Communication
- C. Types of Play
- D. Discipline/Self-regulation/Emotional Regulation/Sense of Conscience
- E. Concentration/Problem-Solving
- F. Social Competence and Empathy

IV. Educational Practices

Demonstrate that you are an advocate for positive educational practices by including how teacher/staff promote development in these domains. What are the significant family characteristics and the nature of their influences on this child's development? If you could, what community resource(s) would you link with this family? Was there a good fit between the environment and the child? Are there other things that you would do if you were this child's teacher to promote development in these areas? Although you should avoid being overly critical of the teachers and setting, it is appropriate to assess and question methods seen in the classroom. Analyzing and reflecting will require a comparison of teaching methods and behaviors to see if what is observed is consistent with what you have learned in this and similar courses. Show what you know!

V. Conclusion

In this section, please provide concluding thoughts and summaries based upon your readings in the course as well as the observation time spent in your placement setting.

Assessment #7 rubric

Criteria	Not Met (1)	Met (2)	Exceeds (3)
1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.	Candidate's knowledge and understanding of children's development across domains (i.e., physical, cognitive, social and emotional, and linguistic) seems weak, inappropriate or nonexistent.	Candidate's knowledge and understanding of children's development across domains (i.e., physical, cognitive, social and emotional, and linguistic) seems weak, inappropriate or nonexistent. Candidate describes the nature of influences on children and cites relevant research of child growth and development.	In addition, candidate's work is grounded in developmental theory and provides rich examples to describe child characteristics and needs.
3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.	Candidate's understanding and use of responsible assessment is weak, inappropriate, or non-existent.	Candidate selects and uses appropriate assessments with assessment goals in mind. Candidate creates opportunities to observe and document developmental progress of young children in play and spontaneous conversation.	In addition, candidate shows evidence of in-depth knowledge and a high level of skill in using the selected approaches with the child to promote positive outcomes.

6d: Engage in continuous, collaborative learning to inform practice.	Candidate's ability to engage in continuous, collaborative learning to inform practice is weak, inappropriate, or non-existent.	Candidate demonstrates a commitment to engaging in continuous, collaborative learning to inform practice.	In addition, candidate's work demonstrates critical reasoning and flexibility of understanding. Candidate makes connections to in-class professional learning communities and professional resources.
6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.	Candidate's ability to engage in informed advocacy for young children and the early childhood profession is weak, inappropriate, or non-existent.	Candidate demonstrates knowledge of how to engage in informed advocacy for young children. Candidate articulates resources and policies that would support the child and their family within the classroom and broader contexts.	In addition, candidate shows substantial knowledge of the needs of the children and advocates for multiple resources and community support specific for individual children and their families.

Assessment 8 – Community Connections Assignment

Description of assessment

This Community Connections project is an important requirement in the EDEC 2200 (Families, Schools and Community Relations) course, a required course that candidates take their sophomore year. This assignment is done in conjunction with a 40-hour field placement in a Head Start classroom. The purpose of this assignment is to learn how to get to know a community from a family perspective, in terms of what resources are available to families in the neighborhood/community that they live in, how candidates might use some of these as resources in their future classrooms and how families themselves might see these as resources (or not) depending on their situation. It is a valuable tool as candidates think about teaching in diverse communities and how to build on community resources, as well as recognize challenges for families to access community resources. As part of this assignment, candidates must get to know the communities where their schools are placed, in order to better understand the communities where they will teach. The final product is a multi-media presentation as a way to demonstrate what candidates have learned about the communities they are teaching in.

Alignment of assessment with NAEYC standards

The EDEC 2200 Community Connections assessment is aligned with the following NAEYC standards and elements:

- Family-Teacher Partnerships and Community Connections
NAEYC 2a, 2b, 2c
- Developmental, Culturally, and Linguistically Appropriate Teaching Practices
NAEYC 4a,
- Professionalism as an Early Childhood Educator
NAEYC 6a, 6d, 6e

Assessment #8 assignment

The purpose of this assignment is to learn how to get to know a community from a family perspective, in terms of what resources are available to families in the neighborhood/community that they live in, how candidates might use some of these as resources in their future classrooms (for example is there a children's museum/park/zoo that you can go to as a field trip or use as out of class projects), and how

families themselves might see these as resources (or not) depending on their situation (for example, while there might be a zoo in the community, does the cost of admissions mean that families cannot visit). As part of this assignment, candidates must interview a parent and a teacher at their school site in order to learn more about the resources in the community, activities available for children/families. In addition, candidates must visit the community, participate in activities, use internet to search for local activities, events, parks, etc. This project is meant to be multi-media, so you must include photographs/videos/sound clips in addition to the written component.

Paper must include:

Name of area, brief description of community, and any relevant historical information

Information about focus school and demographics of school (neighborhood school, etc.)

Map of area (including relevant locations/sites discussed in paper)- these do not need to be geographically accurate, mostly to get sense of area, distances, locations, etc.

Overview of community points/locations that are relevant to families: supermarkets, stores, hospitals, clinics, places of worship, schools, parks, public transportation, etc.

Detailed description of locations of places that are child-friendly (including costs, possible time commitment, etc.) Include activities available, for what ages, would you use location for a field trip (yes, no, why), possible learning opportunities, ways for families to engage together?

Final reflection: Please discuss what you have learned about the process of getting to know a community through families' perspectives. What were some of the challenges/limitations of this project? What kind of family perspective is privileged, which families are marginalized? How might these issues be balanced or resolved? As a future classroom teacher, how do you (if you do) see yourself using this project/process as you develop? What might be some of the challenges?

Presentation: In lieu of a final, candidates will present their community reports to the class in a multi-media presentation that includes highlights of the community, challenges for them as researchers and lessons learned. In addition, candidates will also summarize the findings of their research about the community to the parent and teacher from the school site interviewed.

Assessment #8 rubric

Criteria	Not Met (1)	Met (2)	Exceeds (3)
2a: Know about, understand, and value the diversity of families.	Candidate's knowledge of families and their diverse characteristics seems weak, inappropriate, or nonexistent.	Candidate shows an understanding of diverse families' characteristics by providing specific descriptions and analysis of these characteristics in their work.	In addition, candidate demonstrates knowledge of how diverse families make unique contributions to the classroom community.
2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.	Candidate does not show evidence that they are able to develop strategies for collaborating as partners with young children's families.	Candidate is able to develop and implement strategies for collaborating with families through respectful and reciprocal engagement in their field placement setting.	In addition, the candidate demonstrates the ability to reflect and improve on their implemented strategies for collaborating as partners with families in young children's development.
2c: Use community resources to support young children's	Candidate does not show evidence that they are able to use community	Candidate develops and implements strategies for using community	Candidate demonstrates the ability to think critically about the

learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.	resources to support young children's development and their families nor build partnerships between early learning settings, schools, community organizations and agencies.	resources to support young children's development and their families nor build partnerships between early learning settings, schools, community organizations and agencies.	process of using community resources to support young children's development and their families nor build partnerships between early learning settings, schools, community organizations and agencies and develops plans for future implementation of strategies.
4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.	Candidate's understanding of positive relationships and supportive interactions with young children is weak, inappropriate, or non-existent.	Candidate understands and demonstrates positive, caring, supportive relationships and interactions as the foundation of working with young children.	In addition, candidate demonstrates high quality teacher/child interactions and can provide an in-depth rationale for how they are grounding these interactions in developmental theory and research.
6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.	Candidate's ability to identify with and be involved in the early childhood field is weak, inappropriate, or non-existent.	Candidate demonstrates an early childhood identity by articulating strategies for involving themselves in the field at large and serving as an informed advocate for young children and families.	In addition, candidate has begun to implement these strategies to form their early childhood identity and serve as an informed advocate for young children, families, and the profession.
6d: Know about and uphold ethical and other early childhood professional guidelines.	Candidate's ability to know about or uphold ethical and other early childhood professional guidelines is weak, inappropriate, or non-existent.	Candidate demonstrates the ability to critically reflect on upholding ethical and other early childhood professional guidelines.	In addition, candidate is able to demonstrate a willingness and ability to integrate critical perspectives on early education in classroom practice.
6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.	Candidate's ability to develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession is weak, inappropriate, or non-existent.	Candidate demonstrates knowledge of how to develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.	In addition, candidates demonstrate a consistent level of engaging in reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

1.5 Planned use of assessment results to improve candidate and program performance

Data is collected by program faculty and reviewed and discussed in program area meetings and in meetings of the College's Continuous Improvement Committee. Data is also reviewed and maintained by the Executive Director Field Experiences and the Director of Assessment and Accreditation. We review disaggregate and aggregate data, interpretations of data, and meeting minutes to determine

ways to improve candidate and program performance. In addition, we engage our students, cooperating teachers, university supervisors, and school and district partners, through external advisory board meetings in a discussion of our assessment data. Our program faculty will engage with any appropriate groups both within and outside of the university to make the program improvements indicated by the data review.

1.6 Changes or additions to the program (not applicable)

Section IV, Part 2: Special Education aligned with 2020 CEC Initial K12 Special Educator Standards and CEC Early Intervention/Early Childhood Special Educator Standards

A. Current accreditation approval letter for SPA (not applicable)

B. Program report for content area for the program standards

1.1 Context

State or Institutional Policies that Influence Application of SPA Standards

Clemson University, located in Clemson, South Carolina, is a public institution accredited by Southern Association of Colleges and Schools and holds a Carnegie classification of a highest research activity institution (R1). Clemson has over 23,000 undergraduate and nearly 6,000 graduate students. Clemson College of Education programs share the vision of being a transformative leader in systematically improving education. We continuously use data to monitor and improve programs. Our mission is to engage candidates in high quality applied research, professional learning, and immersive experiences. We prepare scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underserved schools and communities across the state and nation. The College of Education has over 2,100 students in initial teacher preparation programs and other Masters, Educational Specialist and Doctoral level programs. Educator Preparation Programs in South Carolina adhere to review by a two-way partnership with the SC Department of Education and CAEP and are required to meet CAEP and SC Department of Education standards.

Field and Clinical Experiences Required for the Program

The EPP guidelines provide information about the field and clinical experiences required for all teacher preparation programs. All educator preparation programs, including programs for the preparation of other school personnel, must provide candidates with a variety of progressive experiences in multiple and diverse settings. Units must present evidence that:

- Teacher education candidates at the initial undergraduate level complete a minimum of 100 hours of field experiences in multiple and diverse settings prior to their clinical experience (student teaching).
- Teacher education candidates at the initial graduate level must complete a minimum of 75 hours of field experiences prior to their clinical experience.
- Teacher education candidates have an intensive, continuous clinical experience in a public school in the state of South Carolina. Occasionally extraordinary circumstances arise when the candidate has completed all work, but the clinical phase of training and the candidate wishes to request a variance to complete the clinical in a public school in another state.
- The clinical experience must be the equivalent of a minimum of twelve weeks or sixty full days.
- The candidate must teach independently a minimum of ten full days in one setting.
- During the clinical phase, the candidate adheres to the daily schedule of the cooperating teacher including activities such as bus duty, faculty meetings and parent conferences.
- Each candidate is supervised by one or more institutional clinical faculty who has preparation in both the supervision of education and in the teaching area of the candidate and is ADEPT-trained.
- Each candidate must be supervised by one or more school-based clinical faculty (the cooperating teacher) who is trained in the ADEPT system.
- Each candidate must receive formative ADEPT evaluations and assistance from both their institutional clinical faculty and their school-based clinical faculty. These formative evaluations will provide the candidate with written and oral feedback in terms of all ADEPT standards and must be based on a minimum of four classroom observations (at least two by the institutional clinical faculty

and two by the cooperating teacher). Formative ADEPT evaluations, based on appropriate ADEPT standards, are also required for candidates preparing to work as other school personnel.

- Each candidate must receive at least one summative ADEPT evaluation prepared by both the institutional clinical faculty and the cooperating teacher. The summative evaluation must be aligned with all ADEPT formal evaluation guidelines; must include all evaluation procedures, including at least one summative evaluation by the faculty supervisor and one summative evaluation by the cooperating teacher; and must ensure that the candidate receives both oral and written feedback on all ADEPT standards. Summative evaluations based on appropriate ADEPT standards are also required for candidates preparing to work as other school personnel.
- Each candidate's background must be screened and approved through a SLED check prior to participation in any field experience.
- Each candidate's background must be reviewed and cleared by SLED and the Federal Bureau of Investigation prior to clinical practice.
- Each candidate must be advised that prior arrests or convictions could affect ability to complete the clinical experience and qualify for certification in South Carolina.

Program of Study and Faculty Information

This information is included in the full CHE proposal.

1.2 List of assessments (chart)

CEC K12 Special Educator Standards

Assessments	Name of Assessment	Form of Assessment	When Administered
Assessment 1	PRAXIS II #5535 Special Education: Foundational Knowledge	State licensure test for certification in PK-12 Multi-categorical special education	Senior year prior to completion of undergrad degree
Assessment 2	IEP Project	Case study that includes transition (applied—rubric based)	EDSP 4970: Secondary Methods for Students with Mild/Moderate Disabilities
Assessment 3	Instructional Unit Plan	Field-based project of academic instruction and assessment (performance— rubric based)	EDSP 4950: Communication and Collaboration in Special Education
Assessment 4	Final Summary (Student Teaching)	Summative performance evaluation based on SC's Teaching Standards 4.0 (performance— rubric based)	EDSP 4810 Directed Teaching in Special Education: PK-5
Assessment 5	Curriculum-Based Measurement Project	Field-based project for academic progress monitoring used for instructional planning and intervention	EDSP 4940: Teaching Reading to Students With Mild/Moderate Disabilities

		(performance— rubric based)	
Assessment 6	Behavior Change Project	Field-based project with hypothesis generation, development/implementation of behavior intervention, and data collection (performance—rubric based)	EDSP 4930: Classroom and Behavior Management for Students with Mild/Moderate Disabilities
Assessment 7	Student Learning Observation	Field-based application project that includes practice with formal assessments and appropriate interpretation of data (performance—rubric based)	EDSP 4950: Communication and Collaboration in Special Education

CEC EI/ECSP Standards

Assessments	Name of Assessment	Form of Assessment	When Administered
Assessment 1	Learning Activity Development	Field-based project for developing learning activity and monitoring (performance—rubric based)	EDSP 3730: Teaching Students with Intellectual Disabilities and Autism
Assessment 2	Early Childhood IEP	Case study that includes transition (applied—rubric based)	EDSP 3750: Early Intervention Strategies for Young Children with Special Needs
Assessment 3	Instructional Unit Plan	Field-based project of academic instruction and assessment (performance—rubric based)	EDSP 4950: Communication and Collaboration in Special Education
Assessment 4	Final Summary (Student Teaching)	Summative performance evaluation based on SC's Teaching Standards 4.0 (performance—rubric based)	EDSP 4810 Directed Teaching in Special Education: PK-5

Assessment 5	Curriculum-Based Measurement Project	Field-based project for academic progress monitoring used for instructional planning and intervention (performance—rubric based)	EDSP 4940: Teaching Reading to Students With Mild/Moderate Disabilities
Assessment 6	Behavior Change Project	Field-based project with hypothesis generation, development/implementation of behavior intervention, and data collection (performance—rubric based)	EDSP 4930: Classroom and Behavior Management for Students with Mild/Moderate Disabilities
Assessment 7	Assessment Report	Field-based application project that includes practice with formal assessments and appropriate interpretation of data (performance—rubric based)	EDSP 4950: Communication and Collaboration in Special Education
Assessment 8	Work Sample Analysis	Field-based project comparing work samples from students with different disabilities (performance—rubric based)	EDSP 3730: Teaching Students with Intellectual Disabilities and Autism

1.3 Relationship of assessments to standards (chart)

CEC K12 Special Educator Standards

Standards: Key Elements K-12		Assessment 1: PRAXIS	Assessment 2: IEP Project	Assessment 3: Unit Plan	Assessment 4: Final Summary	Assessment 5: CBM Project	Assessment 6: B. Change	Assessment 7: Student Learning Obs. (SLO)
		Knowledge	Applied	Performance	Performance	Performance	Performance	Performance
		EDSP 4980	EDSP 4970	EDSP 4950	EDSP 4810	EDSP 4940	EDSP 4930	EDSP 4950
Prof Practice	1.1	X	X		X		X	
	1.2	X	X		X			
	1.3				X			X
Individual Needs	2.1	X	X	X		X	X	

	2.2	X	X		X	X		
Curricular Knowledge	3.1			X	X			
	3.2			X		X		
Assessment	4.1	X	X			X	X	X
	4.2	X	X					X
	4.3	X				X		X
Effective Instruction	5.1	X		X	X	X		
	5.2	X		X	X			
	5.3	X		X	X	X		
	5.4	X			X			X
	5.5	X		X				X
	5.6	X			X	X	X	X
SEL	6.1	X			X		X	
	6.2	X			X		X	
	6.3	X			X		X	
Collaboration	7.1	X			X			X
	7.2	X	X				X	
	7.3	X	X		X			
	7.4	X		X				X

CEC EI/ECSP Standards

Standards: Key Elements		Assessment 1: Activity Dev	Assessment 2: PK IEP	Assessment 3: Unit Plan	Assessment 4: Final Summary	Assessment 5: CBM Project	Assessment 6: B. Change	Assessment 7: SLO	Assessment 8: Work Sample Analysis
PK		Performance	Applied	Performance	Performance	Performance	Performance	Performance	Performance
		EDSP 3730	EDSP 3750	EDSP 4950	EDSP 4810	EDSP 4940	EDSP 4930	EDSP 4950	EDSP 3730
Child Dev	1.1	X				X			
	1.2		X			X			

	1.3	X							X
	1.4		X						X
Work w Families	2.1	X	X						
	2.2	X	X						
	2.3		X						X
Collabora tion	3.1		X					X	
	3.2	X			X				X
	3.3		X				X		
Assessme nt	4.1		X						X
	4.2					X	X		
	4.3		X			X			
	4.4		X				X		
Curriculu m	5.1			X	X				
	5.2	X	X						
Using Responsive and Reciprocal Interactions, Interventions, and Instruction	6.1			X		X			
	6.2			X			X		
	6.3			X				X	
	6.4						X		
	6.5	X	X						
	6.6	X	X						
	6.7	X				X			
Professio nalism and Ethical Practice	7.1	X	X						
	7.2			X	X				
	7.3				X				X
	7.4		X		X				

1.4 Planned evidence for meeting standards (assessments)

CEC K12 Standards Assessment #1: Praxis Exam

CEC K12 description of assessment

The purpose of this examination (Praxis 5535) is to demonstrate appropriate content knowledge for a beginning special educator working with PK-12 students with mid-to-moderate disabilities in a variety of settings. A passing score on this test is required for recommendation for teacher certification in Multi-categorical Special Education in SC. The focus of the assessment is on five major content areas: Human Development and Individual Learning Characteristics (26% of content), Effective Planning and Instruction and Productive Learning Environments (32% of content), Assessment (23% of content), and Professional Learning, Practice, and Collaboration (19% of content). The 120 selected-response questions assess the knowledge and understanding of principles and practices related to special education and mild-to-moderate applications over those five major content areas. Candidates are required to take the Praxis Subject Assessment exam during the senior year of their program and must have an official score to graduate from the program and a passing score of 145 or above on file to be recommended for certification. This performance assessment aligns CEC standards and elements to the domains addressed on the Praxis exam. Six of seven standards, including 20 elements, are aligned with the content on this subject assessment. An overall score of 145 is required for passing the exam in the State of SC.

CEC K12 standards addressed

Standard 1	Engaging in Professional Learning and Practice within Ethical Guidelines Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.
Standard 2	Understanding and Addressing Each Individual's Developmental and Learning Needs Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
Standard 4	Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.
Standard 5	Supporting Learning Using Effective Instruction Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.
Standard 6	Supporting Social, Emotional, and Behavioral Growth Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.
Standard 7	Collaborating with Team Members

	Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.
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CEC K12 Assessment #1 rubric

CEC Standard/Component	PRAXIS II Domain, Task Components/Test Topics	Proficient	Unsatisfactory
<p>1.1 Candidates practice within ethical guidelines and legal policies and procedures.</p> <p>1.2 Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.</p> <p>7.1 Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.</p> <p>7.2 Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.</p> <p>7.3 Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals</p>	<p>Foundation & Professional Responsibilities: Federal definitions; Federal requirements for the pre-referral, referral, and identification; Federal safeguards of the rights of stakeholders; Components of a legally defensible individualized education program; Major legislation; Roles and responsibilities of the special education teacher; Roles and responsibilities of other professionals who deliver special education services; Strengths and limitations of various collaborative approaches; Communication with stakeholders; Potential bias issues that may impact teaching and interactions with students and their families</p>	<p>Candidate understanding of professional standards; foundational knowledge; diversity; lifelong learning; advocacy and mentoring; guidance to paraeducators, tutors, and volunteers; effective communication; collaborative resource; and promoting well-being is demonstrated by an overall passing score on the PRAXIS II--Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</p>	<p>Candidate understanding of professional standards; foundational knowledge; diversity; lifelong learning; advocacy and mentoring; guidance to paraeducators, tutors, and volunteers; effective communication; collaborative resource; and promoting well-being <u>is not</u> demonstrated by at least a passing score on the PRAXIS II--Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</p>

CEC Standard/Component	PRAXIS II Domain, Task Components/Test Topics	Proficient	Unsatisfactory
<p>with exceptionalities and their families.</p> <p>7.4 Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.</p>			
<p>2.1 Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.</p> <p>2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.</p>	<p>Development and Characteristics of Learners Human development and behavior; Theoretical approaches to student learning and motivation; Basic characteristics and defining factors for each of the major disability categories; Impact of disabilities on individuals, families, and society across the life span; Impact of language, cultural, and gender differences on the identification process; Co-occurring conditions; How family systems contribute to the development of individuals with disabilities; Environmental and societal influences on student development and achievement</p>	<p>Candidate understanding of development and learning differences and how language, culture, and family background influence learning <u>is</u> demonstrated by an overall passing score on the PRAXIS II—Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</p>	<p>Candidate understanding of development and learning differences and how language, culture, and family background influence learning <u>is not</u> demonstrated by at least a passing score on the PRAXIS II—Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</p>
<p>4.1 Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.</p> <p>4.2 Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and</p>	<p>Assessment Evidence-based assessments that are effective and appropriate; Defines and uses various assessments; Interprets assessment results; Understands and uses the results of assessments</p>	<p>Candidate understanding of selecting and using technically sound formal and informal assessments; interpreting assessment results to guide educational decisions; and using multiple types of assessment information in making decisions <u>is</u> demonstrated by an overall passing score</p>	<p>Candidate understanding of selecting and using technically sound formal and informal assessments; interpreting assessment results to guide educational decisions; and using multiple types of assessment information in making decisions <u>is not</u> demonstrated by at least a passing</p>

CEC Standard/Component	PRAXIS II Domain, Task Components/Test Topics	Proficient	Unsatisfactory
<p>reliable to contribute to eligibility determination for special education services.</p> <p>4.3 Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.</p>		<p>on the PRAXIS II--Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</p>	<p>score on the PRAXIS II--Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</p>
<p>5.1 Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.</p> <p>5.2 Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.</p> <p>5.3 Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.</p> <p>5.4 Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.</p> <p>5.5 Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.</p>	<p>Instruction</p> <p>Instructional strategies/techniques that are appropriate, considering students' ages and abilities; Instructional strategies for ensuring individual academic success in one-to-one, small group, and large group settings; Instructional strategies that facilitate maintenance and generalization of concepts; Selection and implementation of research-based interventions for individual students; Selection and implementation of supplementary and/or functional curriculum; Options for assistive technology; Instructional strategies/techniques that support transition goals; Preventive strategies and intervention strategies for at-risk learners</p>	<p>Candidate understanding of the learning experiences, assistive technologies, strategies to enhance language development and communication skills, variety of education and transition plans, and mastery and generalization of learning <u>is</u> demonstrated by an overall passing score on the PRAXIS II—Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</p>	<p>Candidate understanding of the learning experiences, assistive technologies, strategies to enhance language development and communication skills, variety of education and transition plans, and mastery and generalization of learning <u>is not</u> demonstrated by at least a passing score on the PRAXIS II--Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</p>

CEC Standard/Component	PRAXIS II Domain, Task Components/Test Topics	Proficient	Unsatisfactory
5.6 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.			
<p>6.1 Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.</p> <p>6.2 Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.</p> <p>6.3 Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral</p>	<p>Planning and the Learning Environment</p> <p>Characteristics of good lesson plans; Basic elements of effective lesson plans; Learning objectives that are measurable and appropriately challenging; Means of providing access to the curriculum; Organizing the learning environment; Understands how to manage student behavior; Design and maintenance of a safe and supportive classroom environment that promotes student achievement</p>	<p>Candidate understanding of creating safe, inclusive, culturally responsive learning activities and social interactions; using motivational and instructional interventions; and knowing how to intervene safely and appropriately is demonstrated by an overall passing score on the PRAXIS II-- Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</p>	<p>Candidate understanding of creating safe, inclusive, culturally responsive learning activities and social interactions; using motivational and instructional interventions; and knowing how to intervene safely and appropriately is not demonstrated by at least a passing score on the PRAXIS II-- Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</p>

CEC EI/ECSP Standards Assessment #1: Learning Activity Development

CEC EI/ECSP description of assessment

The purpose of this project is to observe a child with a disability or delay in the field, identify areas of need, and design a play-based or routine-based learning activity to target the child's specific needs identified in the observation. Candidates will design an activity and progress monitoring plan that aligns with recommended developmentally appropriate practice from DEC/CEC and write a brief parent report on the activity.

CEC EI/ECSP standards addressed

Standard 1	<p>Child Development and Early Learning</p> <p>Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.</p>
Standard 2	<p>Partnering with Families</p> <p>Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They engage families in opportunities that build on</p>

	their existing strengths, reflect current goals, and foster family competence and confidence to support their children’s development and learning.
Standard 3	Collaboration and Teaming Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.
Standard 5	Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience Candidates collaborate with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.
Standard 6	Using Responsive and Reciprocal Interactions, Interventions, and Instruction Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children’s learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.
Standard 7	Professionalism and Ethical Practice Candidates identify and engage with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by candidates.

CEC EI/ECSP Assessment #1 assignment

1. Observe a child with a disability or delay in the field.
2. Take notes on specific elements of the classroom and instruction such as extent to which child interacts with teacher, other peers, engages in learning activities, asks and answers questions (if possible), etc.
3. Use observation notes to identify at least one developmental area and one skill or behavior in which the child needs support.
4. Collaborate with host teacher to develop a play-based or routine-based classroom learning activity for the child that addresses their specific needs identified during the observation.
5. Describe the activity in detail including general description of activity; where and when activity could be delivered; developmental area and skill being supported and why chosen with evidence from observation; explanation of how activity will be introduced and modeled; explanation of how practice opportunities will be provided; and data collection procedures.
6. Activity should be aligned with DEC Recommended Practices for early intervention and developmentally appropriate early childhood practice.
7. Write a brief example progress report for the child’s parents. Explain the activity, child’s progress, and provide a suggestion for home practice.

CEC EI/ECSP Assessment #1 rubric

CEC PK Standard/Component	Task Components	Exemplary	Proficient	Approaching Proficient	Unsatisfactory
1.1 Candidates demonstrate an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instruction decisions.	<ul style="list-style-type: none"> Candidates describe the child's classroom performance and behavior. 	Candidate clearly and thoroughly describes the child's classroom performance and behavior with examples.	Candidate adequately describes the child's classroom performance and behavior.	Candidate somewhat describes the child's classroom performance and behavior.	Candidate does not adequately describe the child's classroom performance and behavior. Description may be vague or incomplete.
1.3 Candidates apply knowledge of biological and environmental factors that may support or constrain children's early development and learning as they plan and implement early intervention and instruction.	<ul style="list-style-type: none"> Candidates will describe how the observed child's disability or delay impacts their performance and behavior in the classroom. 	Candidate clearly and thoroughly describes with examples how the child's disability impacts them in the classroom.	Candidate adequately describes how the child's disability impacts them in the classroom.	Candidate somewhat describes how the child's disability impacts them in the classroom.	Candidate does not adequately describe how the child's disability impacts them in the classroom.
2.1 Candidates apply their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information.	<ul style="list-style-type: none"> Candidates will briefly describe the activity and the progress monitoring plan in a report appropriate for the child's parents. 	Candidate clearly and accurately describes the learning activity, how it supports the child's needs, and how progress will be monitored, all in language appropriate for communicating with a parent.	Candidate describes the learning activity, how it supports the child's needs, and how progress will be monitored in appropriate language.	Candidate partially describes the learning activity, how it supports the child's needs, and how progress will be monitored. Report may or may not be in appropriate language.	Candidate fails to describe the learning activity, how it supports the child's needs, and/or how progress will be monitored. Description may be unclear, vague, or incorrect. Language may not be appropriate for communicating with families.

2.2 Candidates communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and inclusion.	<ul style="list-style-type: none"> Candidates will provide suggestions for home activity to support child's needs outside of school. 	Candidate clearly and accurately describes a home activity for family to implement with examples using appropriate language.	Candidate describes a home activity for family to implement using appropriate language.	Candidate partially describes a home activity for family to implement. May or may not use appropriate language.	Candidate fails to describe a home activity for family to implement. Description may be unclear, vague, or incorrect. Language may not be appropriate for communicating with families.
3.2 Candidates use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach.	<ul style="list-style-type: none"> Candidates collaborate with host teacher to design the learning activity for the child. 	Candidate demonstrated extensive evidence of collaboration strategies with host teacher when designing learning activity.	Candidate demonstrated evidence of collaboration strategies with host teacher when designing learning activity.	Candidate demonstrated some evidence of collaboration strategies with host teacher when designing learning activity.	Candidate demonstrated little to no evidence of collaboration strategies with host teacher when designing learning activity.
5.2 Candidates use their knowledge of early childhood curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure equitable access to universally designed, developmentally appropriate, and challenging learning experiences in natural and inclusive environments.	<ul style="list-style-type: none"> Learning activity is developmentally appropriate for the child, aligns with child's specific needs, and is created to be implemented in inclusive environments. 	Candidate demonstrates extensive knowledge of early childhood curricular frameworks and developmental knowledge to create developmentally appropriate activity aligned with child's needs in inclusive classroom environment.	Candidate demonstrates knowledge of early childhood curricular frameworks and developmental knowledge to create developmentally appropriate activity aligned with child's needs in inclusive classroom environment.	Candidate demonstrates some knowledge of early childhood curricular frameworks and developmental knowledge to create developmentally appropriate activity aligned with child's needs in inclusive classroom environment.	Candidate demonstrates little to no knowledge of early childhood curricular frameworks and developmental knowledge to create developmentally appropriate activity aligned with child's needs in inclusive classroom environment.
6.5 Candidates identify and create multiple	<ul style="list-style-type: none"> Learning activity is centered in 	Candidate created extensive	Candidate created opportunities	Candidate created some opportunities	Candidate created little to no

opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts.	play activities or routines in the classroom environment.	opportunities for development of play skills for target child.	for development of play skills for target child.	for development of play skills for target child.	opportunities for development of play skills for target child.
6.6 Candidates use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.	<ul style="list-style-type: none"> Learning activity supports participation across classroom contexts. 	Candidate created extensive opportunities for experiences across contexts for the child.	Candidate created opportunities for experiences across contexts for target child.	Candidate created some opportunities for experiences across contexts for target child.	Candidate created little to no opportunities for experiences across contexts for target child.
6.7 Candidates plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of natural environments and inclusive settings.	<ul style="list-style-type: none"> Learning activity is based on student performance and assessment data. 	Candidate used extensive observation and assessment data to clearly inform the focus of the learning activity.	Candidate used observation data to inform the focus of the learning activity.	Candidate used some observation data to plan the learning activity. Some detail or alignment may be missing or unclear.	Candidate used little to no observation or assessment data to develop the learning activity.
7.1 Candidates engage with the profession of EI/ECSE by participating in local, regional, national, and/or international activities and	<ul style="list-style-type: none"> Candidate uses DEC/CEC resources and recommendations to devise learning activity. 	Candidate demonstrates extensive knowledge of DEC/CEC recommendations for developmentally appropriate practice in their	Candidate demonstrates knowledge of DEC/CEC recommendations for developmentally appropriate practice in their	Candidate demonstrates some knowledge of DEC/CEC recommendations for developmentally appropriate practice in their	Candidate demonstrates little to no knowledge of DEC/CEC recommendations for developmentally appropriate practice in their

professional organizations.		learning activity.	learning activity.	learning activity.	learning activity.
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CEC K12 Standards Assessment #2: Individual Education Plan Project

CEC K12 description of assessment

The purpose of this project is for candidates to examine and address students' individual abilities and needs, the learning environment and while considering the impact of social, cultural and linguistic factors through the process of developing an individual education plan. The candidate will demonstrate understanding of the process for instructional planning in a collaborative context including the individuals, families, professional colleagues, and personnel from other agencies as appropriate.

Candidates will (a) review a case study of a middle/secondary-aged student with transition-related needs, (b) prepare a detailed narrative addressing the activities, data collected, and decisions indicating parental, general education teacher or agency involvement in development of the IEP in items 1-13 below, and (c) develop a legally and procedurally correct draft IEP using IEP software used by the state of South Carolina (SC ENRICH).

CEC K12 standards addressed

Standard 1	Engaging in Professional Learning and Practice within Ethical Guidelines: Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.
Standard 2	Understanding and Addressing Each Individual's Developmental and Learning Needs: Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
Standard 4	Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making: Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.
Standard 7	Collaborating with Team Members: Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

CEC K12 Assessment #2 assignment

Assume you are a secondary level special education teacher responsible for the development and drafting of the IEP for the student in your class. You will complete this project based upon the assigned case study which provides both formal and informal assessment information, and other significant details about your student. Although, the IEP is required to be by the IEP team, your role is to gather the information, facilitate the IEP process and ensure that it meets the legal and ethical guidelines for the development of and IEP in the state of South Carolina. First, review the Standards for Evaluation and Eligibility Determination (SEED) published by the South Carolina Department of Education. Next, review and analyze the assessment information in your case study. Then, develop a complete narrative of your plan for the IEP by addressing directly items 1-13, included below. Finally, you will enter the required

procedural and substantive portions of the draft IEP in the SC ENRICH IEP program software. Directions for accessing and using the SC ENRICH IEP program will be provided during class.

IEP Development—Narrative

1. Introduction to the IEP Narrative: Describe the legal and ethical requirements of the IEP process for each section of the IEP using the case study you received and the software program.
2. Present Level of Academic and Functional Performance (PLAFP): Provide a detailed description of the student's current levels of academic achievement and functional performance as well as problems that interfere with the students' educational progress (e.g., formal and informal assessments). Include information about the learner's social, cultural and linguistic differences, and describe other special factors that may impact learning. Relevant social, behavioral, functional, career/vocational aspects (when relevant) must be addressed. Test scores and curriculum-based measures must describe baseline information and a statement of how the student's disability affects involvement in the curriculum must be included.
3. Postsecondary Goals: Develop observable/measurable postsecondary transition goals for each transition area (employment, post-secondary education and training, and independent living) based on information from the case study and recommended transition assessments supported by the SC Department of Education—Office of Exceptional Children. Include the student/family's future vision in the domains of education/training, employment, and independent/daily living.
4. Annual measurable goals: Develop two annual goals for each post-secondary transition goal. Develop two annual goals each for reading, math, and a content area, when appropriate. Goals must address content/skills to be learned across the year and reflect appropriate interpretation of the assessment results described in the present level of performance. Describe the measures of progress for each annual goal. Explain why you chose the measure (e.g., progress monitoring—more sensitive).
5. Objectives: For each annual goal, write three corresponding observable and measurable objectives/benchmarks (assume this is a requirement of your district). Include all four components (learner, behavior, conditions, criteria) of a behavioral objective and describe how they measure incremental growth toward each annual goal.
6. Statement of specific services: Write a statement identifying and describing the specific special education services the student will receive and provide a rationale for each service you are suggesting.
7. Extent to which the student will not participate in general education: Write a statement describing the extent to which the student *will not* participate in general education with his/her peers and provide a rationale for the decision (e.g., disability impact on learning and performance).
8. Modifications or accommodations in instruction and on state-wide assessments: Identify and describe accommodations or modifications necessary for the student's success in the general education curriculum. Develop a rationale for inclusion of specific accommodations or modifications in the IEP.
9. Considerations for Assistive Technology: Describe assistive technology needed to assist the student in accessing content and progressing toward the annual goals.
10. Related services: Provide a brief description of related services necessary for the student to make progress toward annual goals. Include a rationale for each related service in the description.
11. Participants in the IEP meeting: List all IEP Team participants, explain each participant's role, and one activity they are expected to contribute to development and implementation of the IEP. For students of transition age, include appropriate state and local agency representatives.
12. Collaborative Role as a Resource: Write a clear and in-depth description detailing 2 responsibilities and specific activities *you will demonstrate* as a collaborative resource to

members of the IEP team for the student in this case study. Include communication and collaboration with general education teachers, paraeducators, and parents in the process of preparing and conducting the IEP meeting for the student.

13. Coordinating and Communicating Role: Develop a plan for collaborating, coordinating and communicating about the student's progress toward annual goals, intervention adjustments, professional development, etc. Describe an explicit and systematic process for collaborating with all stakeholders in the IEP process including parents, general education colleagues, related services providers, and paraeducators.

CEC K12 Assessment #2 rubric

CEC Element	Task Features	Exemplary	Proficient	Approaching Proficient	Unsatisfactory
1.1: Candidates practice within ethical guidelines and legal policies and procedures.	<p>*Narrative defining and describing the legal and ethical content of the sections of the IEP for the subject of the case study.</p> <p>* SC IEP Software (ENRICH) used appropriately to develop IEP.</p>	Candidate practices are within the ethical and legal guidelines and legal policies and procedures, appropriately and extensively defined and described for all sections of the IEP and comprehensively demonstrated in the use of the SC IEP Software (ENRICH) used appropriately to develop IEP.	Candidate practices are mostly within the ethical and legal guidelines and legal policies and procedures, specifically defined and described for most sections of the IEP and demonstrated in the use of the SC IEP Software (ENRICH) used appropriately to develop IEP.	Candidate practices are sometimes within ethical and legal policies and procedures, defined and described for some sections of the IEP, and sometimes are demonstrated in the use of the SC IEP Software for developing an IEP.	Candidate does not practice within the ethical guidelines and legal policies and procedures demonstrating his/her understanding of the definitions and descriptions for each section of the IEP and does not demonstrate use of the SC IEP Software for developing an IEP.
1.2: Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds	<p>*Development of a present level of academic achievement and functional performance (PLAAFP) statement in the IEP based on appropriate assessments.</p> <p>*Development of defensible annual goals and measurement based on appropriate assessments.</p>	Candidate consistently demonstrates advocacy for improved outcomes for individuals with exceptionalities and their families by reporting assessment data in highly comprehensive PLAAFP, develops meaningful annual goals that are highly appropriate based on the	Candidate mostly advocates for improved outcomes for individuals with exceptionalities and their families by reporting assessment data in a comprehensive PLAAFP, develops specific annual goals that are appropriate, and addresses all of the unique needs of those	Candidate sometimes advocates for improved outcomes for individuals with exceptionalities and their families by reporting a partially complete and accurate PLAAFP, develops some annual goals that are appropriate, and addresses few of the unique needs of	Candidate does not advocate for improved outcomes for individuals with exceptionalities and their families by reporting a complete and accurate PLAAFP, develop appropriate annual goals, and/or address the unique needs of those with diverse social, cultural, and linguistic

	<p>*Statement of special education and related services.</p> <p>*Description of procedure for reporting progress to parents</p>	<p>cases study and thoroughly addresses all of the unique needs of those with diverse social, cultural, and linguistic backgrounds or other special factors in the IEP based on the case study. Candidate identifies highly appropriate and extensive special and related services to enable students to make progress toward annual goals and describes clear and succinct procedures for reporting progress to parents.</p>	<p>with diverse social, cultural, and linguistic backgrounds or other special factors in the IEP based on the case study. Candidate identifies specific special and related services to enable students to make progress toward annual goals and describes specific procedures for reporting progress to parents.</p>	<p>those with diverse social, cultural, and linguistic backgrounds or other special factors in the IEP. Candidate identifies some appropriate special and related services and describes some procedures for reporting progress to parents.</p>	<p>backgrounds or other special factors in the IEP. Candidate does not identify special and related services and/or procedures for reporting progress to parents.</p>
<p>2.1: Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities</p>	<p>*Description of an instructional plan to enable progress toward grade level SC College and Career Ready Standards</p> <p>*Includes academic and behavioral supports and/or functional and transition goals.</p>	<p>Candidates applies thorough understanding of human growth and development to create highly developmentally appropriate and meaningful learning experiences in a comprehensive instructional plan that exhaustively addresses individualized strengths and needs and includes in depth descriptions of academic and</p>	<p>Candidates applies detailed understanding of human growth and development to create mostly developmentally appropriate and meaningful learning experiences in a well-developed instructional plan that specifically addresses individualized strengths and needs and fully describes appropriate academic and behavior supports for</p>	<p>Candidates applies some understanding of human growth and development to create partially appropriate and meaningful learning experiences in an adequate instructional plan that address a few individualized strengths and needs and somewhat describes appropriate academic and behavior supports for</p>	<p>Candidates does not apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences in an inadequate instructional plan and/or that inappropriately addresses individualized strengths, needs, academic and behavior supports for students with exceptionalities.</p>

		behavior supports for students with exceptionalities.	students with exceptionalities.	students with exceptionalities.	
2.2: Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement for learning experiences and environments.	*Description of an instructional plan to address strengths, weaknesses, academic and behavior support needs, transition goals and services, based on appropriate assessment and baseline performance data. * Includes social, culture, and linguistic factors to be considered.	Candidates demonstrates exceptional knowledge and understanding of the diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, and thoroughly plans for and implements an exhaustive range of learning experiences and environments.	Candidates demonstrates complete knowledge and understanding of most diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, and specifically plans for and implements a full range of learning experiences and environments.	Candidates demonstrates partial knowledge and understanding of some diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, and somewhat plans and implements for a limited range of learning experiences and environments.	Candidates does not demonstrate knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, and inadequately plans and implements for learning experiences and environments.
4.1: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without	*Analyze and interpret assessment results to develop annual IEP goals. *Description of curriculum-based and observational measurements used to identify learning, behavioral and environmental interventions.	Candidate thoroughly and accurately analyzes and interprets assessment results and develops highly appropriate annual IEP goals, and descriptions of how goals will be measured. Candidate analyzes and interprets assessment results in-depth to identify sophisticated learning,	Candidate analyzes and interprets assessment results and develops mostly appropriate annual IEP goals, and descriptions of how goals will be measured. Candidate specifically analyzes and interprets assessment results to identify appropriate learning, behavioral, and	Candidate somewhat analyzes and interprets assessment results and develops generally appropriate annual IEP goals, and descriptions of how goals will be measured. Candidate sometimes analyzes and interprets assessment results to identify mostly appropriate	Candidate does not analyze and interpret assessment results and inadequately develops inappropriate annual IEP goals, and descriptions of how goals will be measured. Candidate inaccurately analyzes and interprets assessment results to identify learning, behavioral, and

exceptionalities.		behavioral, and environmental interventions.	environmental interventions.	learning, behavioral, and environmental interventions.	environmental interventions.
4.2: Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.	*Analyze and interpret assessment data used to make eligibility decisions based on the SC Standards for Evaluation and Eligibility Determination (SEED) worksheet and summarizes findings.	Candidates thoroughly analyzes and interprets procedures that are valid and reliable to contribute to eligibility determination for special education services as described in the SEED worksheet for eligibility for special education. Candidate describes a comprehensive summary of eligibility decision for services in written summary.	Candidates mostly analyzes and interprets procedures that are valid and reliable to contribute to eligibility determination for special education services as described in the SEED worksheet for eligibility for special education. Candidate specifically summarizes eligibility decision for services in written summary.	Candidates sometimes analyzes and interprets procedures that are valid and reliable to contribute to eligibility determination for special education services as described in the SEED worksheet for eligibility for special education. Candidate incompletely summarizes eligibility decision for services in written summary.	Candidates does not adequately analyze and interpret procedures that are valid and reliable to contribute to eligibility determination for special education services as described in the SEED worksheet for eligibility for special education. Candidate does not adequately summarize eligibility decision for services in written summary.
7.2: Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities	Collaboration Plan: *Includes a schedule for coordinating the collection, analysis and interpretation of progress data during IEP implementation . *Describes a strategy for collaboration among IEP team members during the implementation of the IEP. *Describes strategies used to coordinate supports for	Candidate demonstrates an exceptional level of collaboration, communication, and coordination with families, paraprofessionals, and other professionals within the educational setting and assesses, plans, and implements effective and sophisticated, all-inclusive programs and services that promote progress toward	Candidate mostly demonstrates collaboration, communication, and coordination with families, paraprofessionals, and other professionals within the educational setting and specifically assesses, plans, and implements effective programs and services that promote progress toward measurable outcomes for	Candidate demonstrates some collaboration, communication, and coordination with families, paraprofessionals, and other professionals within the educational setting and assesses, plans, and implements limited programs and services that promote progress toward measurable outcomes for individuals with	Candidate does not demonstrate collaboration, communication, and coordination with families, paraprofessionals, and other professionals within the educational setting and inadequately assesses, plans, and implements effective programs and services that promote progress toward measurable outcomes for

and their families.	paraprofessionals.	measurable outcomes for individuals with and without exceptionalities and their families.	individuals with and without exceptionalities and their families.	and without exceptionalities and their families.	individuals with and without exceptionalities and their families.
7.3: Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.	Collaboration Plan: *Describes a plan for collaboration among IEP team members including agencies during the implementation of the IEP. *Includes coordinating and communicating information and access to state and local services and supports.	7.3: Candidate frequently collaborates, communicates, and coordinates at an exceptionally high level with professionals and agencies within the community to identify and access sophisticated and all-inclusive services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.	7.3: Candidate mostly collaborates, communicates, and coordinates with professionals and agencies within the community to specifically identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.	Candidate sometimes collaborates, communicates, and coordinates with professionals and agencies within the community and identifies and accesses limited services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.	Candidate does not collaborate, communicate, and coordinate with professionals and agencies within the community and inadequately identifies and accesses services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.

CEC EI/ECSP Standards Assessment #2: Early Childhood IEP

CEC EI/ECSP description of assessment

The purpose of this project is to write an IEP for an early childhood student age 3-5 years old.

Candidates will: (1) summarize case study assessment results and determine child's eligibility for services, (2) identify the child's areas of need and current level of performance, (3) summarize the family concerns and priorities, (4) develop goals and services for the child, (5) provide an example of learning activity for each goal that would address the developmental domain of concern using recommendations from DEC/CEC, and (6) describe how progress towards goals will be monitored.

CEC EI/ECSP standards addressed

Standard 1	Child Development and Early Learning Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.
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Standard 2	Partnering with Families Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They engage families in opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children's development and learning.
Standard 3	Collaboration and Teaming Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.
Standard 4	Assessment Processes Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Using evidence-based practices, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.
Standard 5	Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience Candidates collaborate with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.
Standard 6	Using Responsive and Reciprocal Interactions, Interventions, and Instruction Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.
Standard 7	Professionalism and Ethical Practice Candidates identify and engage with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by candidates.

CEC EI/ECSP Assessment #2 assignment

1. Identify appropriate team members to be present at IEP meeting.
2. Interpret assessment results and determine if child qualifies for a diagnosis of developmental delay.
3. Summarize assessment results in understandable language and identify child's areas of need.
4. Summarize parental concerns and priorities.
5. Report child's current abilities and strengths.
6. With parental input and collaboration with the IEP team, create goals for the child based on their areas of need and current abilities.

7. Provide example of learning activity for each goal that would address the developmental domain of concern using recommendations from DEC/CEC.
8. Determine which services and least restrictive environment would best support child's goals and development.
9. Describe how one would monitor child's progress towards their goals.

CEC EI/ECSP Assessment #2 rubric

CEC PK Standard/Component	Task Components	Exemplary	Proficient	Approaching Proficient	Unsatisfactory
1.2 Candidates apply knowledge of normative sequences of early development, individual differences, and families' social, cultural, and linguistic diversity to support each child's development and learning across contexts.	Summarize how child's disability impacts their current performance in the PLAAFP.	Extensive knowledge of impact of early learning and development on decisions is evident.	Knowledge of impact of early learning and development on decisions is evident.	Some knowledge of impact of early learning and development on decisions is evident.	Little to no knowledge of impact of early learning and development on decisions is evident.
1.4 Candidates demonstrate an understanding of characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children's early development and learning, and implications for assessment, curriculum, instruction, and intervention.	Report child's current abilities and strengths.	Child's strengths and current performance is clearly and thoroughly described with examples.	Child's strengths and current performance is mostly clearly described.	Child's strengths and current performance is somewhat clearly described.	Child's strengths and current performance is not described or is inaccurate or missing.
2.1 Candidates apply their knowledge of family-centered practices, family systems theory, and the changing	Use parent-friendly language throughout the report.	Candidate extensively and thoroughly uses parent-friendly language in all aspects of the report.	Candidate uses parent-friendly language throughout the report.	Candidate uses some parent-friendly language in the report.	Candidate uses little to no parent-friendly language in the report.

needs and priorities in families' lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information.					
2.2 Candidates communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and inclusion.	Identify child's areas of need.	Candidate clearly and thoroughly explains the child's areas of need with examples.	Candidate identifies the child's areas of need.	Candidate somewhat identifies the child's areas of need.	Candidate does not correctly identify the child's areas of need.
4.3 Candidates analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals.	Summarize assessments results.	Candidate summarizes assessment results thoroughly and clearly in plain language.	Candidate summarizes assessment results in plain language.	Candidate mostly summarizes assessment results correctly.	Candidate does not summarize assessment results correctly or does not use plain language.
2.3 Candidates engage families in identifying their strengths, priorities, and concerns; support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence during assessment, individualized	Summarize parental concerns and priorities.	Parental concerns, priorities, and input are correctly identified in detail from the case study.	Parental concerns, priorities, and input are mostly correctly identified from the case study.	Parental concerns, priorities, and input are somewhat identified.	Parental concerns, priorities, and input are not identified, are unclear, or are incorrect based on the case study.

planning, intervention, instruction, and transition processes.					
3.1 Candidates apply teaming models, skills, and processes, including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies.	Identify appropriate team members to be present at IEP meeting (e.g., parents, special education teacher, general education teacher, LEA representative, related service providers).	Candidate clearly and correctly identifies all appropriate team members for IEP meeting.	Candidate correctly identifies most appropriate team members for IEP meeting.	Candidate correctly identifies some appropriate team members for IEP meeting.	Candidate incorrectly identifies team members for IEP meeting.
3.3 Candidates partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through 8 age span.	With parental input and collaboration with the IEP team, create goals for the child based on their areas of need and current abilities.	Goals are clearly written with an observable and measurable skill or behavior. Addresses parental concerns and input from the case study description.	Goals are mostly clear, observable, and measurable. Parental concerns are mostly addressed.	Goals are somewhat clear, observable, and measurable. Parental concerns are somewhat addressed.	Goals are not clear, observable, and/or measurable. Parental concerns are not addressed.
4.1 Candidates understand the purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally, culturally and linguistically appropriate, valid, reliable tools and	Describe how one would monitor child's progress towards their goals.	Type of data being collected is clear and logically related to the activity and skill. Method and frequency of data collection is clear and logically related to the type of data being collected.	Type of data being collected is mostly clear and logically related to the activity and skill. Method and frequency of data collection is mostly clear and logically related to the type of data being collected.	Type of data being collected is somewhat clear and logically related to the activity and skill. Method and frequency of data collection is somewhat clear and logically related to the type of data being collected.	Type of data being collected is not clear and/or not logically related to the activity and skill. Method and frequency of data collection is not clear and/or not logically related to the type of data being collected.

methods that are responsive to the characteristics of the young child, family, and program.					
4.4 Candidates, in collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.	Determine if child qualifies for a diagnosis of developmental delay.	Clearly and correctly states child's eligibility based on assessment data.	Statement of eligibility is mostly clear and correct based on assessment data.	Statement of eligibility is somewhat clear and may be partially correct based on assessment data.	Statement of eligibility is not clear and/or incorrect based on assessment data.
6.5 Candidates identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts.	Provide example of learning activity for each goal that would address the developmental domain of concern using a play-based approach.	Activities are clearly related to skill/behavior in the goal and provide reasonable opportunities for the child to practice/develop skills during play or routines in the preschool setting. Activities reflect authentic and relevant experiences.	Activities are mostly related to skill/behavior in the goal and provide reasonable opportunities for the child to practice/develop skills during play or routines. Activities mostly reflect authentic and relevant experiences.	Activities are somewhat related to skill/behavior in the goal and provide reasonable opportunities for the child to practice/develop skills during play or routines. Activities somewhat reflect authentic and relevant experiences.	Activities are not related to skill/behavior in the goal and/or do not provide reasonable opportunities for the child to practice or develop skills through play or routines. Activities do not reflect authentic and relevant experiences.
5.2 Candidates use their knowledge of early childhood curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure equitable access to universally	Determine which services would best support child's goals and development.	Services for the child directly and clearly support their growth on annual goals.	Services for the child mostly support their growth on annual goals.	Services for the child somewhat support their growth on annual goals.	Services for the child do not support their growth on annual goals.

designed, developmentally appropriate, and challenging learning experiences in natural and inclusive environments.					
6.6 Candidates use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.	Determine which setting would provide the child with their LRE to best support their goals and development.	Candidate clearly explains in detail which setting or environment for services best matches the child's needs and LRE.	Candidate explains which setting or environment for services best matches the child's needs and LRE.	Candidate somewhat explains which setting or environment for services best matches the child's needs and LRE.	Candidate does not explain which setting or environment for services best matches the child's needs and LRE.
7.1 Candidates engage with the profession of EI/ECSE by participating in local, regional, national, and/or international activities and professional organizations.	Use DEC/CEC resources and recommendations to devise learning activities	Activities clearly and thoroughly use DEC/CEC recommendations for developmentally appropriate practice.	Activities mostly use DEC/CEC recommendations for developmentally appropriate practice.	Activities somewhat use DEC/CEC recommendations for developmentally appropriate practice.	Activities do not use DEC/CEC recommendations for developmentally appropriate practice.
7.4 Candidates practice within ethical and legal policies and procedures.	Final IEP document reflects ethical guidelines and recommendations.	IEP clearly demonstrates proper team members in attendance, collaboration on goals and services, and includes parental input.	IEP mostly demonstrates proper team members in attendance, collaboration on goals and services, and parental input.	IEP somewhat demonstrates proper team members in attendance, collaboration on goals and services, and parental input.	IEP does not demonstrate proper team members in attendance, collaboration on goals and services, and/or parental input.

CEC K12 and EI/ECSP Standards Assessment #3: Unit Plan

CEC K12 and EI/ECSP description of assessment

The Instructional Unit Plan is a requirement of EDSP 4950 *Communication and Collaboration in Special Education* conducted during the spring semester of the senior year. Because the focus of our program is on implementation of explicit instructional practices, we formerly used our scripted lesson plan rubric for this performance assessment. Although candidates engaged in very careful and detailed planning, we recognized that candidates needed to build on their skills of planning individual lessons to constructing consecutive lessons that culminated in mastery on larger units of content and skills. Consequently, we use the Instructional Unit Plan to gauge candidate performance on their deeper understanding of content, appropriate pedagogical practices, and a variety of methods of assessment. For the Instructional Unit Plan, candidates are expected to apply principles of explicit instructional practices to the development and implementation of a unit of instruction that spans at least 10 instructional days. Candidates collaborate with their mentor teacher to determine appropriate student content, as they plan engaging, meaningful, and challenging learning experiences that are designed to culminate in mastery of a particular body of content or set of skills. This instructional unit should address appropriate content for a small group of students (minimum of three) and be based on our state's standards for a particular grade and subject area. Candidates must collect pre-assessment and post-assessment data to document their effect on student performance beyond that of an individual lesson. Candidates specify observable, measurable unit goals, short-term objectives, and daily lesson objectives. In addition, they develop assessments to match these expectations. This Instructional Unit Plan requires candidates to synthesize their knowledge and skills across the program and demonstrate their competence in delivering effective instruction to a group of learners that includes adjusting instruction to meet the needs of each learner within the group. Candidates are observed at least once during implementation of this unit. They submit documentation of all components of the unit, including unit goals, short-term objectives, their corresponding assessments, lesson plans describing instructional practices and accurate content knowledge, instructional materials, and evidence of student performance.

CEC K12 standards addressed

Standard 2	Understanding and Addressing Each Individual's Developmental and Learning Needs Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
Standard 3	Demonstrating Subject Matter Content and Specialized Curricular Knowledge Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.
Standard 5	Supporting Learning Using Effective Instruction: Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.
Standard 7	Collaborating With Team Members: Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

CEC EI/ECSP standards addressed

Standard 5	Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience Candidates collaborate with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.
Standard 6	Using Responsive and Reciprocal Interactions, Interventions, and Instruction Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

CEC K12 and EI/ECSP Assessment #3 assignment

Develop and implement a two-week instructional unit (a minimum of 10 instructional days) for a group of students (minimum 3) based on state standards for a specific grade and subject OR a functional skills unit to address the SC Alternate (SC Alt) standards. Follow the steps below in the development and implementation of the Instructional Unit Plan. Note that two or more of the steps below may occur simultaneously or more than once:

PLAN THE UNIT (10 points)

1. Under the direction of your mentor teacher, choose an appropriate topic and/or content area to address in an instructional unit for your class or small group of students.
2. Identify appropriate grade level and academic or functional skill to teach that addresses critical content needed by the students. Review and summarize the assessment data to document students' present levels of performance, preskills and readiness specific to unit content. Identify and list the critical content the students need to learn from the unit.
3. Identify which grade level standard/standards are addressed by referring to: <http://ed.sc.gov/agency/ccr/Standards-Learning/>. If you are developing a functional skills unit, identify the appropriate objectives from the SC Alt Standards (you also may use the LCE framework (with your supervisor's approval).
4. Describe how content in the topic area and within the standards integrates across the student's curriculum and multiple disciplines (e.g., science and literacy; math and literacy).
5. Describe where and how *instruction* will include higher order questions, critical thinking skills and problem-solving strategies will be included in the unit to facilitate independent learning.
6. Describe how you will collaborate with the mentor teacher in planning for the unit. Describe how you will integrate paraprofessional(s) into the unit plan. For example, explain what role in instruction and assessment the paraprofessional(s) will have and how you will you train the paraprofessional(s). If you are not currently working with a paraprofessional, provide the description based on what you would do if a paraprofessional was working in the classroom.
7. Create and administer a unit pretest to assess individual learning differences and levels of performance in the content area or skill (need I say the pretest will also be the posttest?). Establish and graph pretest/baseline performance for a) each student and b) the group.

CREATE A UNIT PLAN ORGANIZER (10 points)

8. Develop a graphic organizer (Unit Plan Organizer) to represent the topic, scope and sequence of the Unit Plan.
 - Develop an overall unit goal describing what the students will be able to do that they cannot do according to the pretest.

- Each unit should have a least one long-term goal and two short-term objectives (benchmarks) that will assess the students' learning over time during implementation of the Unit Plan. All objectives must include conditions, learner, behavior (i.e., observable and measurable), and the criterion for mastery.
 - Develop 10 lesson objectives for at least 10 days of instruction toward the overall unit's goal.
 - Determine the sequence of instruction for teaching the objectives. Specify when and how you will assess the students both informally and formally daily, weekly.
9. Identify instructional methods and materials used to teach the unit. Designate research-based practices, interventions, or strategies appropriate to teach the content/skills on the Unit Plan Organizer.
 10. Identify and address cultural and language considerations to meet the needs of your students. Completely describe individual adaptations you will make to the content, materials, and instruction to meet the individual needs of the students.
 11. Describe how you will include small group instruction in the lessons. Explain how you will group students, expectations you will provide for participation in the group, and how you will monitor individual performance during group time.
 12. Describe technology to enhance instruction and address needed modifications and accommodations for individual students within the class.
 13. Create a two-week calendar and map out your instruction, by objective, for each lesson in the unit (e.g., day/date 1, day/date 2, etc.).
 14. Develop 10 daily lessons objectives. Develop 8 daily lessons using the short-form lesson planning template and develop two fully scripted plans for two days of instruction.
 15. Develop a Unit Overview Table. Be sure that each lesson plan has measurable objectives and assessments match objectives. Instructional activities should be clearly connected to daily objectives and to unit outcomes. They should be age and interest appropriate and meet the needs of all learners. For each lesson list assessments, supplies, resources, reading material, lab materials, multimedia, weblinks, or handouts needed. Include how technology is used. Write your lesson plans so that a substitute could teach from them.

TEACH THE UNIT (10 points)

16. Implement the Unit Plan. Assess daily and benchmark progress and administer the posttest. Collect artifacts, vignettes, samples of student work, etc.
17. Maintain data on student performance. Document that you have taught the skills according to your unit plan and provide detailed information regarding student performance on all measures of daily, weekly, and unit objectives.
18. Maintain a daily professional journal with entries specific to implementation and critique of the Unit Plan. Include an analysis and summary of daily instruction, student performance and professional growth during the unit. Present unique and/or unexpected events and outcomes during or resulting from the Unit Plan.

EVALUATE & PRESENT RESULTS (10 points)

Summarize the data on student performance before, during and after implementation of the Unit Plan. Data must be presented for visual inspection in two or more ways—graphically displayed! Analyze pre-posttest data for impact on student performance. Describe the findings and implications for individual students and the class as a whole. Consider and address any variables such as cultural or language differences or other individual or group characteristics that may have influenced the data. Provide a detailed discussion and reflection on student performance and your growth from developing, implementing and evaluating your Instructional Unit Plan. Address effects/impacts of the unit on teacher planning, student activities, para-educators, schedules, access to general education, etc.

EARLY INTERVENTION STANDARDS

To address the new CEC early intervention standards, candidates will respond to questions about how they might apply the unit plan process and/or with a PK-2 grade student.

CEC K12 and EI/ECSP Assessment #3 rubric

CEC K-12 Standard/Element	Task Components	Exemplary	Proficient	Approaching Proficient	Unsatisfactory
2.1 Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.	Develop and implement lessons appropriate for all learners within the group Develop and implement accommodations to address individual needs of learners within the group.	Candidate implemented exceptionally appropriate lessons and accommodations for all learners as evidenced by exemplary student performance on lesson and unit assessments.	Candidate implemented appropriate lessons and accommodations for all learners as evidenced by student performance on lesson and unit assessments.	Candidate implemented mostly appropriate lessons and accommodations for most learners as evidenced by student performance on lesson and unit assessments.	Candidate failed to implement appropriate lessons and accommodations for learners as evidenced by student performance on lesson and unit assessments.
3.1 Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.	Describe students' present levels of performance in the subject area and task-related behaviors. Develop appropriate and meaningful lesson objectives and unit goals based upon students' developmental levels and academic strengths and needs.	Candidate uses extensive knowledge of learning differences and academic subject matter to develop exceptionally appropriate and meaningful lesson objectives and unit goals that are measurable and observable and includes appropriate and reasonable criteria for master. Candidate demonstrates exceptional responsiveness to student learning needs by developing a goal based	Candidate uses knowledge of learning differences and academic subject matter to develop appropriate and meaningful lesson objectives and unit goals that are measurable and observable and includes appropriate and reasonable criteria for master. Candidate demonstrates responsiveness to student learning needs by developing a goal based upon student differences and state standards.	Candidate uses knowledge of learning differences and academic subject matter to develop mostly appropriate lesson objectives and unit goals based upon student assessment information and state standards and that relates to meaningful, culturally responsive learning opportunities for individuals with exceptionalities.	Candidate does not use knowledge of learning differences and academic subject matter to develop goals that are measurable or observable nor is candidate responsive to student needs by failing to develop appropriate objectives or goals based upon assessment information and appropriate state standards.

		upon student differences and state standards.			
3.2 Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.	Identify appropriate instructional modifications to each lesson or for the overall unit to address needs of individual students within the group.	Candidate included extensive and appropriate curricular modifications to address accessibility needs of all individuals within the group as evidenced by lesson plans and exemplary student performance.	Candidate included appropriate curricular modifications to address accessibility needs of all individuals within the group as evidenced by lesson plans and student performance.	Candidate included mostly appropriate curricular modifications to address accessibility needs of most individuals within the group as evidenced by lesson plans and student performance.	Candidate failed to include appropriate curricular modifications to address accessibility needs of individuals within the group or modifications were not appropriate as evidenced by lesson plans and student performance.
5.1 Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to	In consultation with the mentor teacher and other professionals/family and informed by state standards, develop and/or administer multiple forms of assessment to make decisions about appropriate targets for instructional unit and students' ongoing progress.	Candidate collaborated with others and, as informed by state standards, used multiple sources of assessment information to devise appropriate, extensive, and meaningful instructional objectives and goals for units plans and used formative assessment information	Candidate collaborated with others and, as informed by state standards, used multiple sources of assessment information to devise appropriate and meaningful instructional objectives and goals for units plans and used formative assessment information accurately to	Candidate did collaborate with others and used more than one source of assessment information to make mostly appropriate decisions about instructional objectives and goals for unit plans and used formative assessment to gauge progress for most students throughout the unit.	Candidate did not collaborate with others, use multiple sources of assessment information appropriately to make decisions about instructional objectives and goals for unit plans, or use formative assessment appropriately to gauge student progress

appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.	Considering cultural/linguistic differences, include instruction that supports language development and/or communication skills for at least one student in the group.	accurately to guide decision making across the unit for all students. Candidate integrated instruction in language development or communication skills within most of the lessons across the unit with several students.	guide decision making across the unit for all students. Candidate integrated instruction in language development or communication skills within multiple lessons across the unit with one or more students.	Candidate included instruction that supported language development or communication skills within at least one lesson across the unit for at least one student.	throughout the unit. Candidate failed to include instruction that supported language development or communication skills within any lesson across the instructional unit.
5.2 Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.	Describe how candidate will include active student engagement, increase motivation, increase opportunities to respond, and enhance self-regulation to enhance instruction and mastery of lesson objectives within the unit.	Candidate provided extensive description on how will integrate active student engagement, increase motivation, increase opportunities to respond, and enhance self-regulation to significantly enhance access to the content for all learners.	Candidate provided description on how will integrate active student engagement, increase motivation, increase opportunities to respond, and enhance self-regulation to enhance access to the content for all learners.	Candidate described how will integrate at least two: active student engagement, increase motivation, increase opportunities to respond, or enhance self-regulation to enhance access to content to most learners.	Candidate failed to describe how will integrate active student engagement, increase motivation, increase opportunities to respond, and enhance self-regulation to enhance access to the content for all learners.
5.3 Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.	Develop explicit lesson plans that include appropriate content for learners. Develop lesson plans that integrate content and skills from multiple disciplines Develop lesson plans that follow a systematic and logical structure	Candidate developed extensive, clear, systematic, and appropriately paced explicit lesson plans that integrated skills across disciplines within the unit that were at the appropriate level for all learners.	Candidate developed clear, systematic, and appropriately paced explicit lesson plans that integrated skills across disciplines within the unit that were at the appropriate level for all learners.	Candidate developed somewhat clear, systematic, and appropriately paced explicit lesson plans that integrated skills across disciplines within the unit that were at the appropriate level for most learners.	Candidate failed to develop clear, systematic, and appropriately paced explicit lesson plans that integrated skills across disciplines within the unit that were at the appropriate level for all learners.

	(e.g., easy to more difficult tasks; sufficient guided practice; all activities within lessons address the lesson objectives)				
5.5 Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.	Describe how will include small group instruction in the lessons. Explain how will group students, expectations will provide for participation in the group, and how will monitor individual performance during group time.	Candidate developed an extensive and clear plan to describe how will group students, provide expectations for participation in the group, and monitor individual performance during group time.	Candidate developed a clear plan to describe how will group students, provide expectations for participation in the group, and monitor individual performance during group time.	Candidate developed a plan describing two of the following: (1) describe how will group students, (2) provide expectations for participation in the group, and (3) monitor individual performance during group time.	Candidate failed to develop a clear plan describing how will group students, provide expectations for participation in the group, and monitor individual performance during group time.
7.4 Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.	Describe how will collaborate with the mentor teacher in planning for the unit. Describe how will integrate paraprofessional(s) into the unit plan. For example, explain what role in instruction and assessment the paraprofessional(s) will have and how will train the paraprofessional(s). If you are not currently working with a paraprofessional, provide the description based on what you would do if a paraprofessional	Candidate developed an extensive plan describing how will co-plan the unit with the mentor teacher. Candidate developed an extensive plan for integrating the paraprofessional into the instruction and assessment of the students through clearly outlining the paraprofessional's role and how the candidate will train the paraprofessional.	Candidate developed a clear plan describing how will co-plan the unit with the mentor teacher. Candidate developed a clear plan for integrating the paraprofessional into the instruction and assessment of the students through clearly outlining the paraprofessional's role and how the candidate will train the paraprofessional.	Candidate completed one of the following: (1) Candidate developed a clear plan describing how will co-plan the unit with the mentor teacher. (2) Candidate developed a clear plan for integrating the paraprofessional into the instruction and assessment of the students through clearly outlining the paraprofessional's role and how the candidate will train the	Candidate failed to develop a clear plan describing how will co-plan the unit with the mentor teacher. Candidate failed to develop a clear plan for integrating the paraprofessional into the instruction and assessment of the students through clearly outlining the paraprofessional's role and how the candidate will train the paraprofessional.

	was working in the classroom.			paraprofessional.	
CEC EI Standard/Element	Task Components	Exemplary	Proficient	Approaching Proficient	Unsatisfactory
5.1 Candidates collaborate with families and other professionals in identifying an evidence-based curriculum addressing developmental and content domains to design and facilitate meaningful and culturally responsive learning experiences that support the unique abilities and needs of all children and families.	Identify appropriate targets for similar instructional unit for PK-2 students. Considering cultural/linguistic differences, identify instruction that supports language development and/or communication skills.	Identify appropriate, extensive, and meaningful instructional objectives and goals for units plans for PK-2 students. Candidate identified how instruction in language development or communication skills could be incorporated within most of the lessons across the unit.	Devised appropriate and meaningful instructional objectives and goals for units plans for PK-2 students. Candidate identified how instruction in language development or communication skills could be incorporated within multiple lessons across the unit with one or more students.	Made mostly appropriate decisions about instructional objectives and goals for unit plans for PK-2 students. Candidate identified how instruction that supported language development or communication skills could be incorporated within at least one lesson across the unit for at least one student.	Candidate did not make appropriate decisions about instructional objectives and goals for unit plans. Candidate failed to include instruction that supported language development or communication skills within any lesson across the instructional unit.
6.1 Candidates, in partnership with families, identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children's learning and development across all developmental and academic content domains.	Discuss what explicit lesson plans with appropriate content and instruction would look like for PK-2 students. Discuss how lesson plans and activities could integrate content and skills from multiple developmental areas.	Candidate identified extensive, clear, systematic, and appropriately paced explicit lesson plans that integrated skills across developmental areas within the unit that were at the appropriate level for all learners.	Candidate identified clear, systematic, and appropriately paced explicit lesson plans that integrated skills across developmental areas within the unit that were at the appropriate level for all learners.	Candidate identified somewhat clear, systematic, and appropriately paced explicit lesson plans that integrated skills across developmental areas within the unit that were at the appropriate level for most learners.	Candidate failed to identify clear, systematic, and appropriately paced explicit lesson plans that integrated skills across developmental areas within the unit that were at the appropriate level for all learners.
6.2 Candidates engage in reciprocal partnerships	Describe how candidate could include active student engagement with	Candidate provided extensive description on how they would	Candidate provided description on how they would integrate active	Candidate described how they would integrate at active student	Candidate failed to describe how they would integrate active

with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.	adults and peers and increase opportunities to respond to support development and learning within the unit of students grades PK-2.	integrate active student engagement and opportunities to respond, to significantly enhance interactions and learning opportunities for all learners.	student engagement and opportunities to respond to enhance interactions and learning opportunities for all learners.	engagement OR increase opportunities to respond to enhance interactions and learning opportunities to most learners.	student engagement and opportunities to respond to enhance interactions and learning opportunities for all learners.
6.3 Candidates engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.	Describe how candidate would include various groupings (large group, small group, inclusive classroom) and supports to work with students in grades PK-2 on a similar unit.	Candidate developed an extensive and clear plan to describe how they would group students, provide expectations for participation in the group, and support student learning.	Candidate developed a clear plan to describe how they would group students, provide expectations for participation in the group, and support student learning.	Candidate developed a somewhat clear plan to describe how they would group students, provide expectations for participation in the group, and support student learning.	Candidate failed to develop a clear plan describing how they would group students, provide expectations for participation in the group, and support student learning.
7.2 Candidates engage in ongoing reflective practice and access evidence-based information to improve their own practices.	Descriptions of PK-2 practice reflect recommended guidelines from DEC and CEC.	Candidate demonstrated extensive knowledge of evidence-based practices appropriate for grades PK-2 in their reflections.	Candidate demonstrated knowledge of evidence-based practices appropriate for grades PK-2 in their reflections.	Candidate demonstrated some knowledge of evidence-based practices appropriate for grades PK-2 in their reflections.	Candidate demonstrated little to no knowledge of evidence-based practices appropriate for grades PK-2 in their reflections.

CEC K12 and EI/ECSP Standards Assessment #4: Final Summary

CEC K12 and EI/ECSP description of assessment

The purpose of Assessment 4 Final Summary is to synthesize knowledge and skills acquired across the course of their program and to demonstrate competency in teaching all learners within the classroom.

This assessment is a requirement of EDSP 4810 Directed Teaching and is completed during the spring semester. Occasionally, candidates complete student teaching the following fall semester (though counted with the next cohort) due to medical/health reasons, athletic obligations, or the need for additional field experiences prior to student teaching. The South Carolina Teaching Standards 4.0 (SCTS; based on the National Institute for Excellence in Teaching) rubric has been adopted in South Carolina for teaching evaluations throughout the State. We use the SCTS 4.0 rubric for each observation, which includes examination of candidate instructional plans, assessments, and progress monitoring as well as discussion/reflection with the candidate. This rubric includes 19 indicators cutting across the domains of instruction, planning, and environment, and it also uses four indicators to assess the domain of professionalism. Although multiple observations are scored with this rubric, candidates' last set of scores are reported, which reflect their cumulative work across student teaching.

CEC K12 standards addressed

Standard 1	Engaging in Professional Learning and Practice within Ethical Guidelines: Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.
Standard 2	Understanding and Addressing Each Individual's Developmental and Learning Needs: Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
Standard 3	Demonstrating Subject Matter Content and Specialized Curricular Knowledge: Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.
Standard 5	Supporting Learning Using Effective Instruction: Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.
Standard 6	Supporting Social, Emotional, and Behavioral Growth: Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.
Standard 7	Collaborating with Team Members: Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

CEC EI/ECSP standards addressed

Standard 3	Collaboration and Teaming Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span.
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	Candidates use a variety of collaborative strategies while working with and supporting other adults.
Standard 5	Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience Candidates collaborate with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.
Standard 7	Professionalism and Ethical Practice Candidates identify and engage with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by candidates.

CEC K12 and EI/ECSP Assessment #4 assignment









Candidates will complete the following requirements during the student teaching internship.

1. Participate in the student teaching assignment for no less than 60 days but up to 70 days.
2. Complete six weeks of full take-over which requires teaching and planning for all sections in their internship.
3. Plan and implement seven successful observed lessons in the placement, as defined by scores of proficient on the SCTS 4.0 rubric. The university supervisor will observe 4 formal lessons and evaluate the candidate using the SCTS 4.0 rubric. The cooperating teacher will observe 3 formal lessons and evaluate the candidate using the SCTS 4.0 rubric.

EARLY INTERVENTION STANDARDS

To meet the new EI standards from CEC, candidates will be asked to take what they have learned during student teaching and apply that knowledge to an early childhood case. Candidates will synthesize what they know about early intervention and early childhood instruction and reflect on how they might apply this knowledge when working with students in grades PK-2.





CEC K12 Assessment #4 rubric







South Carolina Teaching Standards Rubric				
Instruction				
Description of Qualifying Measures	Exemplary (4) Consistent Evidence of Student Centered Learning/Student Ownership of Learning - Teacher Facilitates the Learning	Proficient (3) Some Evidence of Student Centered Learning/Student Ownership of Learning - Teacher Facilitates the Learning	Approaching Proficient (2) Moving Towards Student Centered Learning/Student Ownership of Learning - Consistent Reliance on Teacher Direction	Unsatisfactory (1) Heavy Emphasis on Teacher Direction - Minimal Evidence of Student Ownership of Learning
Standards and Objectives ADEPT 1B, 2A; 4A; 7A; InTASC 4 CEC 5.6 Score: 	<ul style="list-style-type: none"> All learning objectives and state content standards are explicitly communicated. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. Expectations for each student's performance are clear, demanding, and high. State standards are displayed, referenced throughout the lesson with explanations. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Most learning objectives and state content standards are communicated. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for each student's performance are clear, demanding, and high. State standards are displayed and referenced in the lesson. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Some learning objectives and state content standards are communicated. Sub-objectives are sometimes aligned to the lesson's major objective. Learning objectives are not clearly connected to what students have previously learned. Expectations for student performance are clear. State standards are appropriately displayed. There is evidence that some of the students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Learning objectives and state content standards are not communicated. Sub-objectives are rarely aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. State standards are not appropriately displayed. There is evidence that few students demonstrate mastery of the objective.
Motivating Students ADEPT 1E; 4B, C; 6C; 8B; 9A; InTASC 4, 5 EEDA 5 Score: 	<ul style="list-style-type: none"> The teacher consistently and explicitly organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students. The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued. The teacher consistently reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher often organizes the content so that it is personally meaningful, relevant and intellectually engaging to most students. The teacher often develops learning experiences where inquiry, curiosity and exploration are valued. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful, relevant and intellectually engaging to some students. The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued. The teacher sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful, relevant and intellectually engaging to students. The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued. The teacher rarely reinforces and rewards effort.
Presenting Instructional Content ADEPT 5A, C; 6B, C; InTASC 5 CEC 3.1 Score: 	Presentation of content always includes: <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. Explicit examples, illustrations, analogies, and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations throughout the lesson. consistent communication. logical sequencing and segmenting, all essential information. no irrelevant, confusing, or non-essential information. 	Presentation of content most of the time includes: <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. examples, illustrations, analogies, and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. consistent communication. logical sequencing and segmenting, all essential information. no irrelevant, confusing, or non-essential information. 	Presentation of content sometimes includes: <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. examples, illustrations, analogies, and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. consistent communication. logical sequencing and segmenting, all essential information. no irrelevant, confusing, or non-essential information. 	Presentation of content rarely includes: <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. examples, illustrations, analogies, and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. consistent communication. logical sequencing and segmenting, all essential information. no irrelevant, confusing, or non-essential information.
Lesson Structure and Pacing ADEPT 6C; 9B, C; InTASC 5, 7 Score: 	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, with a significant beginning, middle, and end, and extended time for reflection. Pacing is brisk, and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. No instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, with a beginning, middle, and end, and reflection. Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson starts somewhat promptly. The lesson's structure is coherent, with a beginning, middle, and end. Pacing is appropriate for some students and rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson does not start promptly. The lesson has a structure, but may be missing closure or introductory elements. Pacing is appropriate for few students, and does not provide opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost during transitions.
Activities and Materials ADEPT 2B; 5B, C; 6C; InTASC 5, 8 Technology EEDA 5, 6, 7 CEC 5.2 Score: 	Activities and materials include all of the following: <ul style="list-style-type: none"> support the lesson objectives. are challenging. sustain students' attention. elicit a variety of thinking. provide time for reflection. are relevant to students' lives. provide opportunities for student to student interaction. induce student curiosity and suspense. provide students with choices. incorporate multimedia and technology which enhances student learning and thinking. incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc). In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. 	Activities and materials include most of the following: <ul style="list-style-type: none"> support the lesson objectives. are challenging. sustain students' attention. elicit a variety of thinking. provide time for reflection. are relevant to students' lives. provide opportunities for student to student interaction. induce student curiosity and suspense. provide students with choices. incorporate multimedia and technology. incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc). 	Activities and materials include some of the following: <ul style="list-style-type: none"> support the lesson objectives. are challenging. sustain students' attention. elicit a variety of thinking. provide time for reflection. are relevant to students' lives. provide opportunities for student to student interaction. induce student curiosity and suspense. provide students with choices. incorporate multimedia and technology. incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc). 	Activities and materials include few of the following: <ul style="list-style-type: none"> support the lesson objectives. are challenging. sustain students' attention. elicit a variety of thinking. provide time for reflection. are relevant to students' lives. provide opportunities for student to student interaction. induce student curiosity and suspense. provide students with choices. incorporate multimedia and technology. incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc).
Questioning ADEPT 5C; 7A; InTASC 5 Score: 	Teacher questions are varied and high quality providing a consistently balanced mix of question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. <ul style="list-style-type: none"> Questions are consistently purposeful and coherent. A high frequency of questions is asked. Questions are consistently sequenced with attention to the instructional goals. Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). Wait time (3-5 seconds) is consistently provided. The teacher calls on volunteers and non-volunteers, and a balance of students based in ability and sex. Students generate higher order questions that lead to further inquiry and self-directed learning. 	Teacher questions are varied and high quality providing a balanced mix of question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. <ul style="list-style-type: none"> Questions are usually purposeful and coherent. A moderate frequency of questions asked. Questions are often sequenced with attention to the instructional goals. Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). Wait time is often provided. The teacher calls on volunteers and non-volunteers, and a balance of students based in ability and sex. Students generate questions that lead to further inquiry and self-directed learning. 	Teacher questions are varied and high quality providing for some, but not all, question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. <ul style="list-style-type: none"> Questions are sometimes purposeful and coherent. A moderate frequency of questions asked. Questions are sometimes sequenced with attention to the instructional goals. Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). Wait time is sometimes provided. The teacher calls on volunteers and non-volunteers, and a balance of students based in ability and sex. 	Teacher questions are inconsistent in quality and include few question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. <ul style="list-style-type: none"> Questions are random and lack coherence. A low frequency of questions asked. Questions are rarely sequenced with attention to the instructional goals. Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). Wait time is inconsistently provided. The teacher mostly calls on volunteers and high ability students.
Academic Feedback ADEPT 7B, C; InTASC 6, 8 CEC 4.4 Score: 	<ul style="list-style-type: none"> Oral and written feedback is consistently academically focused, frequent, and high quality. Feedback is frequently given during guided practice and homework review. The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. Feedback from students is consistently used to monitor and adjust instruction. Teacher engages students in giving specific and high quality feedback to one another. 	<ul style="list-style-type: none"> Oral and written feedback is mostly academically focused, frequent, and mostly high quality. Feedback is often given during guided practice and homework review. The teacher circulates regularly during instructional activities to support engagement, and monitor student work. Feedback from students is regularly used to monitor and adjust instruction. Teacher engages students in giving feedback to one another. 	<ul style="list-style-type: none"> Oral and written feedback is sometimes academically focused, frequent, and mostly high quality. Feedback is sometimes given during guided practice and homework review. The teacher circulates sometimes during instructional activities to support engagement, and monitor student work. Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> The quality and timeliness of feedback is inconsistent. Feedback is rarely given during guided practice and homework review. The teacher circulates during instructional activities, but monitors mostly behavior. Feedback from students is rarely used to monitor or adjust instruction.
Grouping Students ADEPT 5B, C; InTASC 3 EEDA 6 Score: 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual, hetero- or homogenous ability) consistently maximize student understanding and learning efficiency. All students in groups know their roles, responsibilities, and group work expectations. All students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual, hetero- or homogenous ability) adequately enhance student understanding and learning efficiency. Most students in groups know their roles, responsibilities, and group work expectations. Most students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual, hetero- or homogenous ability) sometimes enhance student understanding and learning efficiency. Some students in groups know their roles, responsibilities, and group work expectations. Some students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to sometimes, accomplish the goals of the lesson. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual, hetero- or homogenous ability) inhibit student understanding and learning efficiency. Few students in groups know their roles, responsibilities, and group work expectations. Few students participating in groups are held accountable for group work and individual work. Instructional group composition remains unchanged irrespective of the learning, and instructional goals of a lesson.









Teacher Content Knowledge ADEPT 5A, 6A,B,C; INTASC 4, 8 CEC 3.2 Score:	<ul style="list-style-type: none"> Teacher displays extensive content knowledge of all the subjects she or he teaches. Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge. The teacher consistently highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. Limited content is taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> Teacher displays accurate content knowledge of all the subjects she or he teaches. Teacher regularly implements subject-specific instructional strategies to enhance student content knowledge. The teacher regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays adequate content knowledge of all the subjects she or he teaches. Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. The teacher sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays under-developed content knowledge in several subject areas. Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. The teacher does not understand key concepts and ideas in the discipline, and therefore presents content in an unconnected way.
Teacher Knowledge of Students ADEPT 5A, 6B; INTASC 1, 2 EEDA 7 CEC 1.1 Score:	<ul style="list-style-type: none"> Teacher practices display understanding of each student's anticipated learning difficulties. Teacher practices consistently incorporate student interests and cultural heritage. Teacher consistently provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of most student's anticipated learning difficulties. Teacher practices regularly incorporate student interests and cultural heritage. Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of some student's anticipated learning difficulties. Teacher practices sometimes incorporate student interests and cultural heritage. Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices demonstrate minimal knowledge of student's anticipated learning difficulties. Teacher practices rarely incorporate student interests and cultural heritage. Teacher practices demonstrate little differentiation of instructional methods or content.
Thinking ADEPT 5B; INTASC 5, 8 EEDA 5 CEC 5.7 Score:	<p>The teacher thoroughly teaches three types of thinking:</p> <ul style="list-style-type: none"> analytical thinking where students analyze, compare and contrast, and evaluate and explain information. practical thinking where students use, apply, and implement what they learn in real-life scenarios. creative thinking where students create, design, imagine, and suppose. research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. <p>The teacher consistently provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints. monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. 	<p>The teacher thoroughly teaches two types of thinking:</p> <ul style="list-style-type: none"> analytical thinking where students analyze, compare and contrast, and evaluate and explain information. practical thinking where students use, apply, and implement what they learn in real-life scenarios. creative thinking where students create, design, imagine, and suppose. research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. <p>The teacher regularly provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints. 	<p>The teacher attempts to teach one type of thinking but does not thoroughly teach at least one type of thinking:</p> <ul style="list-style-type: none"> analytical thinking where students analyze, compare and contrast, and evaluate and explain information. practical thinking where students use, apply, and implement what they learn in real-life scenarios. creative thinking where students create, design, imagine, and suppose. research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. <p>The teacher sometimes provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints. 	<p>The teacher implements no learning experiences that thoroughly teach any type of thinking.</p> <p>The teacher provides few opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints.
Problem Solving ADEPT 5B; INTASC 5, 8 Score:	<p>The teacher implements activities that teach and reinforce 3 or more of the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing 	<p>The teacher implements activities that teach and reinforce 2 of the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing 	<p>The teacher implements activities that teach and reinforce 1 of the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing 	<p>The teacher implements no activities that teach and reinforce any of the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing
Evidence Notes:				

4 Robert Stenberg (1998). Principles of Teaching for Successful Intelligence. Educational Psychologist 33, 65-72.

Description of Qualifying Measures	Planning			
	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Unsatisfactory (1)
Instructional Plans ADEPT 1A,B,C; 2A,2B; INTASC 6, 7, 8 CEC 5.1 Score:	<p>Instructional plans include:</p> <ul style="list-style-type: none"> measurable and explicit goals aligned to state content standards. activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. provide appropriate time for student work, student reflection, and lesson and unit closure. evidence that plan is appropriate for the age, knowledge, and interests of all learners. evidence that the plan provides regular opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> goals aligned to state content standards. activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge. provide appropriate time for student work, and lesson and unit closure. evidence that plan is appropriate for the age, knowledge, and interests of most learners. evidence that the plan provides some opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> some goals aligned to state content standards. activities, materials, and assessments that: <ul style="list-style-type: none"> are sometimes aligned to state standards. are sometimes sequenced from basic to complex. sometimes build on prior student knowledge. sometimes provide appropriate time for student work, and lesson and unit closure. some evidence that plan is appropriate for the age, knowledge, and interests of most learners. evidence that the plan provides some opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> few goals aligned to state content standards. activities, materials, and assessments that: <ul style="list-style-type: none"> are rarely aligned to state standards. are rarely logically sequenced. rarely build on prior student knowledge. inconsistently provide time for student work, and lesson and unit closure. little evidence that plan is appropriate for the age, knowledge, and interests of the learners. little evidence that the plan provides some opportunities to accommodate individual student needs.
Student Work ADEPT 1C,D, 2C, 3B INTASC 6, 7, 8 Score:	<p>Assignments require students to:</p> <ul style="list-style-type: none"> organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it. draw conclusions, make generalizations, and produce arguments that are supported through extended writing. connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> interpret and analyze information rather than reproduce it. draw conclusions and support them through writing. connect what they are learning to prior learning and some life experiences. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> interpret information rather than reproduce it. sometimes draw conclusions and support them through writing. sometimes connect what they are learning to prior learning. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> mostly reproduce information. rarely draw conclusions and support them through writing. rarely connect what they are learning to prior learning or life experiences.
Assessment ADEPT 2C, 3A,B,C; 7B; INTASC 6, 7, 8 CEC 4.2 Score:	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are consistently aligned with state content standards. have clear appropriate measurement criteria. measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test.) require extended written tasks. are portfolio-based with clear illustrations of student progress toward state content standards. include descriptions of how assessment results will be used to inform future instruction. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are aligned with state content standards. have clear measurement criteria. measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test.) require written tasks. include performance checks throughout the school year. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are sometimes aligned with state content standards. have measurement criteria. measure student performance in more than one way (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test.) require limited written tasks. include performance checks but may not be monitored consistently. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are rarely aligned with state content standards. have ambiguous measurement criteria. measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test.) require written tasks. include performance checks, although the purpose of these checks is not clear.
Evidence Notes:				

Environment				
Description of Qualifying Measures	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Unsatisfactory (1)
	Consistent Evidence of Student Centered Learning/Student Ownership of Learning - Teacher Facilitates the Learning	Some Evidence of Student Centered Learning/Student Ownership of Learning - Teacher Facilitates the Learning	Moving Towards Student Centered Learning/Student Ownership of Learning - Consistent Reliance on Teacher Direction	Heavy Emphasis on Teacher Direction - Minimal Evidence of Student Ownership of Learning
Expectations ADEPT 4A,B; 8C; 9B; InTASC 1, 2 Score: 	<ul style="list-style-type: none"> Teacher engages students in learning with clear and rigorous academic expectations for every student and actively uses aligned materials and resources to ensure equitable access to learning. Students regularly learn from their mistakes and can describe their mistakes and their thinking on what they learned. Teacher creates learning opportunities where all students can experience success. Students lead opportunities that support learning. Students take initiative and follow through with their own work. Teacher optimizes instructional time to ensure each student meets their learning goals. 	<ul style="list-style-type: none"> Teacher engages students in learning with clear and rigorous academic expectations for every student with aligned materials and resources for students to access. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> Teacher engages students in learning with clear and rigorous academic expectations for most students. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where some students can experience success. Teacher expectations for student work are not clear for all students. 	<ul style="list-style-type: none"> Teacher expectations are not rigorous for every student. Teacher creates an environment where mistakes and failure are not viewed as learning experiences. Teacher does not create learning opportunities where students can experience success. Student work is rarely completed to meet teacher expectations.
Managing Student Behavior ADEPT 1E; 8B; InTASC 1, 2, 3 CEC 2.3 Score: 	<ul style="list-style-type: none"> Students are consistently engaged in behaviors that optimize learning and increase time on task. Teacher and students establish clear commitments for learning and behavior. The teacher consistently uses and students reinforce several techniques (e.g., rewards, intrinsic motivation, approval, contingent activities, and consequences) that maintain student engagement and promote a positive classroom environment. The teacher consistently recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. The teacher addresses individual students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly with minimal interruption to learning. 	<ul style="list-style-type: none"> Students are mostly engaged in behaviors that optimize learning and increase time on task; some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. The teacher uses several techniques (e.g., rewards, intrinsic motivation, approval, contingent activities, and consequences) that maintain student engagement and promote a positive classroom environment. The teacher often recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. The teacher addresses students who have caused disruptions, yet sometimes they address the entire class. 	<ul style="list-style-type: none"> Students are sometimes engaged in behaviors that optimize learning and increase time on task; minor learning disruptions are frequent. Teacher establishes rules for learning and behavior. The teacher uses some techniques (e.g., rewards, intrinsic motivation, approval, contingent activities, and consequences) to maintain appropriate student behavior. The teacher sometimes recognizes and motivates positive behaviors and overlooks inconsequential behavior, but other times addresses it, stopping the lesson. The teacher inconsistently deals with students who have caused disruptions, and frequently addresses the entire class. 	<ul style="list-style-type: none"> Students are consistently engaged in behavior that interrupts learning or minimizes time on task. Teacher establishes few rules for learning and behavior. The teacher uses few techniques to maintain students engagement. The teacher overaddresses inconsequential behavior. Teacher does not or inconsistently addresses behavior that interrupts learning.
Environment ADEPT 8A, B; InTASC 1, 2, 3 CEC 2.1 Score: 	<ul style="list-style-type: none"> The classroom welcomes all students and guests and provides a safe space for all students to take risks and interact with peers. is clearly organized and designed for and with students to promote learning for all. has supplies, equipment, and resources are easily accessible to provide equitable opportunities all students. displays current student work that promotes a positive and inclusive classroom environment. is consistently arranged to maximize individual and group learning and to reinforce a positive classroom culture. 	<ul style="list-style-type: none"> The classroom welcomes all students and guests. is organized to promote learning for all students. has supplies, equipment, and resources accessible to provide equitable opportunities students. displays current student work is arranged promote individual and group learning. 	<ul style="list-style-type: none"> The classroom welcomes most students and guests. is somewhat organized to promote learning for all students. has supplies, equipment, and resources accessible. displayed student work is not updated regularly. is sometimes arranged promote individual and group learning. 	<ul style="list-style-type: none"> The classroom is somewhat uninviting. is not well organized to promote student learning. has supplies, equipment, and resources are difficult to access. displayed student work is not updated regularly. is not arranged promote group learning.
Respectful Culture ADEPT 8B,C; 9A; InTASC 1, 2, 3 CEC 6.3 Score: 	<ul style="list-style-type: none"> Teacher-student interactions demonstrate caring and respect for one another and celebrate and acknowledge all students' background and culture. Teacher fosters positive teacher-to-student and student-to-student interactions that demonstrate overall care, kindness, and respect for one another. Teacher seeks out, and is receptive to the interests and opinions of all students. Positive relationships and interdependence characterize the classroom. 	<ul style="list-style-type: none"> Teacher-student interactions are generally friendly and reflect awareness and consideration of all students' background and culture. Teacher and students exhibit respect and kindness for the teacher and each other; classroom is free of unhealthy conflict, sarcasm, and put-downs. Teacher is receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes friendly, but may reflect occasional inconsistencies. Students exhibit respect for the teacher and each other Teacher is sometimes receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher does not establish a safe and positive classroom culture for students. Students do not exhibit respect for the teacher or each other. Teacher and/or student interaction is characterized by unhealthy conflict, sarcasm, or put-downs. Teacher is not receptive to interests and opinions of students.
Evidence Notes:				

Use of Technology Score:	Candidate uses instructional technology in the classroom for student learning (e.g., smartboards, laptops, ipads).	Always 	Often 	Sometimes 	Rarely 
Use of Technology Score:	Candidate uses web sites and web applications in the design and implementation of lessons.	Always 	Often 	Sometimes 	Rarely 
Evidence Notes:					

Professionalism: Advocate for Students CEC 6.5, 6.6, 7.3					
Indicator	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Unsatisfactory (1)	Not Observable
Beliefs about Student Learning 	Candidate demonstrates a belief that all students can learn and treats all students with kindness, patience, dignity, and respect. Candidate uses culturally responsive teaching practices to recognize students' culture and identity.	Candidate demonstrates a belief that students can learn and treats most students with kindness, patience, dignity, and respect.	Candidate demonstrates a belief that few students can learn and treats few students with kindness, patience, dignity, and respect.	Candidate does not demonstrate a belief that all students are capable of learning and does not treat students with kindness, patience, dignity, and respect.	Not observable during lesson observation
Collaboration for Student Learning 	Candidate collaborates with cooperating teacher, other teachers and pre-service teachers, school personnel, and other professionals to determine the needs of students and to provide students with appropriate learning experiences and assessments.	Candidate collaborates with cooperating teacher, other teachers and pre-service teachers in an attempt to provide students with appropriate learning experiences and assessments.	Candidate attempts to collaborate with cooperating teacher but does not attempt to collaborate with other teachers, pre-service teachers, or school personnel.	Candidate does not attempt to collaborate with cooperating teacher, other teachers, other pre-service teachers, school personnel, or other professionals.	Not observable during lesson observation
Professionalism: Professional & Ethical Demeanor & Behavior CEC 6.1					
Professional Behavior 	Candidate demonstrates responsibility, initiative, and an ability to follow through with plans to engage in the placement (e.g., prompt, professional dress, takes initiative in field placement, avoids misuse of social media, does not criticize school, safeguards confidential information, effective time management skills).	Candidate demonstrates initiative but is not always able to follow through with plans to engage in the placement (e.g., prompt, professional dress, ideas about engagement but no follow through, avoids misuse of social media, does not criticize school, safeguards confidential information, effective time management skills).	Candidate does not continually seek opportunities to engage in the field placement (e.g., tardy, professional dress, lack of initiative, misuses social media, criticizes school, safeguards confidential information, effective time management skills).	Candidate does not seek opportunities or show initiative (e.g., tardy, unprofessional dress, lack of initiative, misuses social media, criticizes school, does not safeguard confidential information, effective time management skills).	Not observable during lesson observation
Standards of Conduct 	Candidate demonstrates a complete understanding of and adheres to all professional standards, school and district rules, policies, and procedures, and the SC Standards of Conduct.	Candidate adheres to most school and district rules, policies, and procedures, and the SC Standards of Conduct.	Candidate adheres to some school and district rules, policies, and procedures, and the SC Standards of Conduct.	Candidate fails to adhere to school and district rules, policies, and procedures, and the SC Standards of Conduct.	Not observable during lesson observation
Professionalism: Effective Communicator					
Communication with Families 	Candidate consistently, clearly, and effectively communicates and engages with families of classroom children to support learning and through a variety of formats (contacts, meetings, telephone, conference, letters/newsletters, technology, etc.) and maintains effective communication.	Candidate communicates with and engages families of classroom children in a variety of ways to maintain effective and ongoing communication.	Candidate does not consistently, clearly, or effectively communicate with families of classroom children in a variety of ways (i.e., only communicates via email).	Candidate does not communicate with families of classroom children.	Not observable during lesson observation
Communication with Professionals 	Candidate's concerns and questions are communicated in a professional manner with all appropriate stakeholders (i.e., teachers, school personnel, and university faculty and staff).	Candidate's questions and concerns are often shared in a professional manner but not necessarily with all appropriate stakeholders (i.e., teachers, school personnel, and university faculty and staff).	Candidate has questions or concerns and sometimes shares questions and concerns but not necessarily with the appropriate audience.	Candidate has questions or concerns but does not share concerns or questions with others.	Not observable during lesson observation
Professionalism: Active Learner and Engagemen CEC 6.2, 6.4t					
Reflective Practitioner 	Candidate is a reflective practitioner who systematically seeks out and collects, synthesizes, and evaluates student growth data to identify ways to enhance learning.	Candidate is a reflective practitioner who attempts to analyze student growth data to identify ways to enhance learning.	Candidate is inconsistently reflective and does not evaluate student data as a way to enhance student learning.	Candidate does not reflect and does not evaluate student data as a way to enhance learning.	Not observable during lesson observation
Professional Learning and Engagement 	Candidate seeks out and participates in a variety of professional growth activities such as conference attendance, presentations, and school professional development offerings; candidate attends and volunteers at a variety of school and/or community events.	Candidate seeks out and participates in some professional growth activities; candidate attends some school and/or community events.	Candidate seeks out but does not participate in professional growth activities; candidate attends few school events.	Candidate does not seek out or participate in professional growth activities; candidate does not attend school events.	Not observable during lesson observation

CEC EI/ECSP Assessment #4 rubric

CEC PK Standard/Component	Task Components	Exemplary	Proficient	Approaching Proficient	Unsatisfactory
3.2 Candidates use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach.	Candidate describes how they worked with other adults during their placement to make instructional decisions and how they might use these strategies in PK-2 classrooms.	Clearly and thoroughly describes how collaboration and teaming applies to PK-2 classrooms and how this differs from older grade levels.	Mostly describes how collaboration and teaming applies to PK-2 classrooms and how this differs from older grade levels.	Somewhat describes how collaboration and teaming applies to PK-2 classrooms and how this differs from older grade levels.	Does not describe how collaboration and teaming applies to PK-2 classrooms and how this differs from older grade levels.
5.1 Candidates collaborate with families and other professionals in identifying an evidence-based	Candidate describes how they would use what they have learned about	Thoroughly identifies how to make instructional and grouping decisions while	Mostly identifies how to make instructional and grouping decisions while considering	Somewhat identifies how to make instructional and grouping decisions while	Unable to identify how to make instructional and grouping decisions while

curriculum addressing developmental and content domains to design and facilitate meaningful and culturally responsive learning experiences that support the unique abilities and needs of all children and families.	choosing instructional strategies and grouping students while considering cultural and linguistic context with students in grades PK-2.	considering cultural and linguistic context at the PK-2 level with examples and detail.	cultural and linguistic context at the PK-2 level.	considering cultural and linguistic context at the PK-2 level.	considering cultural and linguistic context at the PK-2 level.
7.2 Candidates engage in ongoing reflective practice and access evidence-based information to improve their own practices.	Descriptions of PK-2 practice reflect recommended guidelines from DEC and CEC.	Candidate demonstrated extensive knowledge of evidence-based practices appropriate for grades PK-2 in their reflections.	Candidate demonstrated knowledge of evidence-based practices appropriate for grades PK-2 in their reflections.	Candidate demonstrated some knowledge of evidence-based practices appropriate for grades PK-2 in their reflections.	Candidate demonstrated little to no knowledge of evidence-based practices appropriate for grades PK-2 in their reflections.
7.3 Candidates exhibit leadership skills in advocating for improved outcomes for young children, families, and the profession, including the promotion of and use of evidence-based practices and decision-making.	Candidate describes the process of choosing evidence-based practices and special considerations at the PK-2 level.	Clearly and thoroughly describes how to choose developmentally appropriate evidence-based practices and learning experiences with examples at the PK-2 level.	Mostly describes how to choose developmentally appropriate evidence-based practices and learning experiences at the PK-2 level.	Somewhat describes how to choose developmentally appropriate evidence-based practices and learning experiences at the PK-2 level.	Fails to describe how to choose developmentally appropriate evidence-based practices and learning experiences at the PK-2 level.
7.4 Candidates practice within ethical and legal policies and procedures.	Candidate demonstrates ethical practice in their final written documents and conclusions.	Final summary reflects thorough adherence to ethical and legal procedures.	Final summary mostly reflects adherence to ethical and legal procedures.	Final summary somewhat reflects adherence to ethical and legal procedures.	Final summary does not reflect adherence to ethical and legal procedures.

CEC K12 and EI/ECSP Standards Assessment #5: CBM Project

CEC K12 and EI/ECSP description of assessment

The purpose of this project is to enable candidates to apply what they have learned about curriculum-based measurement (CBM) and data-based individualization to the assessment and instruction of a field student over the course of a semester. The candidate administers and scores weekly CBM in reading, sets an appropriate long-term goal for their student, and makes instructional adaptations based on student performance data. The candidate also keeps their host teacher and target student informed of the student's progress.

EARLY INTERVENTION STANDARDS

Candidates will apply this process with a grade K-2 case study.

CEC K12 standards addressed

Standard 2	Understanding and Addressing Each Individual's Developmental and Learning Needs Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
Standard 3	Demonstrating Subject Matter Content and Specialized Curricular Knowledge Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.
Standard 4	Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.
Standard 5	Supporting Learning Using Effective Instruction Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

CEC EI/ECSP standards addressed

Standard 1	Child Development and Early Learning Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.
Standard 4	Assessment Processes Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Using evidence-based practices, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.
Standard 6	Using Responsive and Reciprocal Interactions, Interventions, and Instruction Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all

	children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.
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CEC K12 and EI/ECSP Assessment #5 assignment

1. Select an appropriate CBM in reading for the target field student in collaboration with host teacher.
2. Administer and score 3 baseline probes to establish baseline performance.
3. Use baseline performance to establish an appropriate long-term goal.
4. Administer diagnostic assessments if required and determine appropriate instructional skills or targets in consultation with host teacher.
5. Choose evidence-based instructional practices for first phase of instruction in consultation with host teacher and analyze how the practices are supported by research.
6. Continue administering and scoring reading CBM twice weekly for four weeks (8 data points total) during the first phase of instruction.
7. Share ongoing progress monitoring data with host teacher and student, if appropriate.
8. Review data after 8 points and use decision rules to determine if student is on track to meet their long-term goal, and make instructional change based on indicated need. Collaborate with host teacher on instructional targets and changes.
9. Choose evidence-based instructional practices for second phase of instruction in consultation with host teacher and analyze how the practices are supported by research.
10. Implement instructional change and continue administering and scoring CBM twice weekly for an additional four weeks (8 more data points).
11. Review all data at the end of instructional period and use decision rules to determine whether student is on track to meet their long-term goal.
12. Share progress monitoring data with host teacher and student, if appropriate.
13. Write a report detailing the student's need for progress monitoring in reading, procedures taken to administer and score CBM, instructional decisions, and recommendations for future instruction based on student data. Create a graph illustrating progress monitoring data with goal line and trend lines.
14. Apply the assessment and instructional decision-making process above with a case study student in grades K-2.

CEC K12 and EI/ECSP Assessment #5 rubric

CEC K-12 Standard/Component	Task Components	Exemplary	Proficient	Approaching Proficient	Unsatisfactory
2.1: Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.	Description of student and rationale for using CBM.	Candidate demonstrated extensive understanding of human growth and development to create appropriate and meaningful learning experiences to address individualized strengths and	Candidate demonstrated understanding of human growth and development to create appropriate and meaningful learning experiences address individualized strengths and needs of	Candidate demonstrated some understanding of human growth and development to create appropriate and meaningful learning experiences address individualized strengths and	Candidate did not demonstrate understanding of human growth and development to create appropriate and meaningful learning experiences address individualized strengths and needs of

		needs of students with exceptionalities.	students with exceptionalities.	needs of students with exceptionalities.	students with exceptionalities.
2.2: Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.	Develop an educationally sound statement of student's current level of performance. Develop an appropriate long-term goal and describe how the goal was determined.	Candidate used extensive knowledge and understanding of individual and family differences, language, and culture that impact learning to plan and implement learning experiences and environments.	Candidate used knowledge and understanding of individual and family differences, language, and culture that impact learning to plan and implement learning experiences and environments.	Candidate used some knowledge and understanding of individual and family differences, language, and culture that impact learning to plan and implement learning experiences and environments.	Candidate did not demonstrate knowledge and understanding of individual and family differences, language, and culture that impact learning to plan and implement learning experiences and environments.
3.2: Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.	Includes descriptions of evidence-based interventions as well as adaptations that were implemented based on individual learning needs.	Candidate demonstrated extensive knowledge of how to augment the general curriculum to address skills and strategies for students with disabilities. Candidate demonstrated extensive knowledge of placement options and developed and implemented specially designed instruction for student to achieve mastery of curricular standards and individualized goals and objectives.	Candidate demonstrated knowledge of how to augment the general curriculum to address skills and strategies for students with disabilities. Candidate demonstrated knowledge of placement options and developed and implemented specially designed instruction for student to achieve mastery of curricular standards and individualized goals and objectives.	Candidate demonstrated some knowledge of how to augment the general curriculum to address skills and strategies for students with disabilities. Candidate demonstrated some knowledge of placement options and developed and implemented specially designed instruction for student to achieve mastery of curricular standards and individualized goals and objectives.	Candidate did not demonstrate adequate knowledge of how to augment the general curriculum to address skills and strategies for students with disabilities. Candidate did not demonstrate adequate knowledge of placement options and developed and implemented specially designed instruction for student to achieve mastery of curricular standards and individualized goals and objectives.
4.1: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student	Summarize student performance data and explain application of	Candidate demonstrated extensive knowledge and skill in collaboratively	Candidate demonstrated knowledge and skill in collaboratively selecting,	Candidate demonstrated some knowledge and skill in collaboratively selecting,	Candidate did not demonstrate adequate knowledge and skill in collaboratively

learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.	data-based decision rules.	selecting, administering, analyzing, and interpreting measures of student learning to evaluate and support classroom and school-based systems of intervention for students with exceptionalities.	administering, analyzing, and interpreting measures of student learning to evaluate and support classroom and school-based systems of intervention for students with exceptionalities.	administering, analyzing, and interpreting measures of student learning to evaluate and support classroom and school-based systems of intervention for students with exceptionalities.	selecting, administering, analyzing, and interpreting measures of student learning to evaluate and support classroom and school-based systems of intervention for students with exceptionalities.
4.3: Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.	<p>Justify instructional changes and goals with student data.</p> <p>Share ongoing student performance feedback and progress graph with student and teacher.</p> <p>Use technology for graphing and presenting data to stakeholders.</p>	Candidate demonstrated extensive skill in assessing, collaboratively analyzing, interpreting, and communicating student progress toward measurable outcomes using graphing technology, to inform short- and long-term planning, and to make ongoing adjustments to instruction.	Candidate demonstrated skill in assessing, collaboratively analyzing, interpreting, and communicating student progress toward measurable outcomes using graphing technology, to inform short- and long-term planning, and to make ongoing adjustments to instruction.	Candidate demonstrated some skill in assessing, collaboratively analyzing, interpreting, and communicating student progress toward measurable outcomes using graphing technology, to inform short- and long-term planning, and to make ongoing adjustments to instruction.	Candidate did not demonstrate adequate skill in assessing, collaboratively analyzing, interpreting, and communicating student progress toward measurable outcomes using graphing technology, to inform short- and long-term planning, and to make ongoing adjustments to instruction.
5.1: Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.	Provide rationale for selection of evidence-based practices and any adaptations developed includes the consideration of assessment data, individual abilities, and/or cultural/linguistic factors.	Candidate demonstrated extensive skill in using multiple pieces of assessment data, including student's abilities and cultural/linguistic factors to identify what student knows and is able to do. Candidate demonstrated extensive skill in interpreting assessment data to appropriately	Candidate demonstrated skill in using multiple pieces of assessment data, including student's abilities and cultural/linguistic factors to identify what student knows and is able to do. Candidate demonstrated skill in interpreting assessment data to appropriately plan and guide	Candidate demonstrated some skill in using multiple pieces of assessment data, including student's abilities and cultural/linguistic factors to identify what student knows and is able to do. Candidate demonstrated some skill in interpreting assessment data to appropriately	Candidate did not demonstrate adequate skill in using multiple pieces of assessment data, including student's abilities and cultural/linguistic factors to identify what student knows and is able to do. Candidate did not demonstrate adequate skill in interpreting assessment data to appropriately

		plan and guide instruction to meet rigorous academic and non-academic goals.	instruction to meet rigorous academic and non-academic goals.	plan and guide instruction to meet rigorous academic and non-academic goals.	plan and guide instruction to meet rigorous academic and non-academic goals.
5.3: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.	Provides explicit and systematic instruction to teach content and learning strategies during intervention phases.	Candidate demonstrated extensive skill in providing explicit and systematic instruction to teach content, strategies, and skills.	Candidate demonstrated skill in providing explicit and systematic instruction to teach content, strategies, and skills.	Candidate demonstrated some skill in providing explicit and systematic instruction to teach content, strategies, and skills.	Candidate did not demonstrate adequate skill in providing explicit and systematic instruction to teach content, strategies, and skills.
5.6: Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual	Provides explicit and systematic instruction to teach content and learning strategies during intervention phases.	Candidate demonstrated extensive skill in planning and delivering specialized, individualized instruction to meet individual learning needs.	Candidate demonstrated skill in planning and delivering specialized, individualized instruction to meet individual learning needs.	Candidate demonstrated some skill in planning and delivering specialized, individualized instruction to meet individual learning needs.	Candidate did not demonstrate adequate skill in planning and delivering specialized, individualized instruction to meet individual learning needs.
CEC EI Standard/Component	Task Components	Exemplary	Proficient	Approaching Proficient	Unsatisfactory
1.1 Candidates demonstrate an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instruction decisions.	Provide rationale for using a developmentally appropriate early reading CBM with a student.	Candidate demonstrated extensive understanding of early learning and development theories to choose an appropriate early reading CBM.	Candidate demonstrated understanding of early learning and development theories to choose an appropriate early reading CBM.	Candidate demonstrated some understanding of early learning and development theories to choose an appropriate early reading CBM.	Candidate did not demonstrate understanding of early learning and development theories to choose an appropriate early reading CBM.
1.2 Candidates apply knowledge of normative sequences of early development, individual differences, and families' social, cultural, and linguistic diversity to support each child's development and learning across contexts.	Develop an appropriate long-term early reading goal for a student and describe how the goal was determined.	Candidate demonstrated extensive understanding of normative development to create an appropriate long-term goal.	Candidate demonstrated understanding of normative development to create an appropriate long-term goal.	Candidate demonstrated some understanding of normative development to create an appropriate long-term goal.	Candidate demonstrated little to no understanding of normative development to create an appropriate long-term goal.
4.2 Candidates develop and administer informal	Summarize student performance data and explain	Candidate demonstrated extensive knowledge and	Candidate demonstrated knowledge and skill in	Candidate demonstrated some knowledge and skill in	Candidate demonstrated little to no knowledge and

assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families and other professionals.	application of data-based decision rules for an early reader.	skill in collaboratively selecting, analyzing, and interpreting formal and/or informal assessments to support student learning.	collaboratively selecting, analyzing, and interpreting formal and/or informal assessments to support student learning.	collaboratively selecting, analyzing, and interpreting formal and/or informal assessments to support student learning.	skill in collaboratively selecting, analyzing, and interpreting formal and/or informal assessments to support student learning.
4.3 Candidates analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals.	Justify instructional decisions with student assessment data. Share student data and summarize performance for teacher and family.	Candidate demonstrated extensive skill in analyzing, interpreting, and communicating student progress toward measurable outcomes.	Candidate demonstrated skill in analyzing, interpreting, and communicating student progress toward measurable outcomes.	Candidate demonstrated some skill in analyzing, interpreting, and communicating student progress toward measurable outcomes.	Candidate demonstrated little to no skill in analyzing, interpreting, and communicating student progress toward measurable outcomes.
6.1 Candidates, in partnership with families, identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children's learning and development across all developmental and academic content domains.	Identify appropriate evidence-based early reading instructional practices based on student data.	Candidate demonstrated extensive skill in planning specialized, individualized instructional practices to support young children's learning and development.	Candidate demonstrated skill in planning specialized, individualized instructional practices to support young children's learning and development.	Candidate demonstrated some skill in planning specialized, individualized instructional practices to support young children's learning and development.	Candidate demonstrated little to no skill in planning specialized, individualized instructional practices to support young children's learning and development.
6.7 Candidates plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of natural environments and inclusive settings.	Make instructional decisions in early reading based on multiple assessment sources.	Candidate demonstrated extensive skill in analyzing, student progress to make ongoing adjustments to instruction.	Candidate demonstrated skill in analyzing, student progress to make ongoing adjustments to instruction.	Candidate demonstrated some skill in analyzing, student progress to make ongoing adjustments to instruction.	Candidate demonstrated little to no skill in analyzing, student progress to make ongoing adjustments to instruction.

CEC K12 and EI/ECSP Standards Assessment #6: Behavioral Change Project

CEC K12 and EI/ECSP description of assessment

The purpose of this project is to provide candidates experience in identifying and addressing individual learning differences of students with disabilities regarding behavior. The project specifically addresses

CEC professional standards related to learner development and individual learning differences, learning environments, assessment, instructional planning and strategies, professional learning and ethical practice, and collaboration. Through the process of assessment, data collection and analysis, candidates document learners' characteristics and developmental levels that impact prosocial behaviors. Candidates develop and implement appropriate evidence-based interventions that allow students with disabilities to develop prosocial interactions within positive learning environments. This goal is accomplished by employing direct interventions that are individually planned and sensitive to the diversity inherent within the population of students with special needs who also exhibit behavior differences. These direct interventions are based upon the use of multiple assessment techniques that provide the student an opportunity to maintain and generalize new prosocial behaviors related to self-awareness, self-management, self-control, self-reliance and self-esteem across times and settings.

This project requires candidates to: (a) describe relevant background information for the individual or group demonstrating the behavior; (b) describe the setting/classroom (c) plan for data collection; (d) develop an operational definition for the specific behaviors of concern in observable and measurable terms; (e) establish behavioral objectives; (f) identify intervention strategies to address the learning environment and social interactions for students with behavioral issues; (g) involve others who are relevant in the program as appropriate or necessary for success and generalization; (h) create a Behavioral Intervention Plan based on findings, implement the plan, and record behavior using the observational recording system; and (j) describe student progress and address current/future plans to maintain and generalize appropriate behaviors.

CEC K12 standards addressed

Standard 1	Engaging in Professional Learning and Practice within Ethical Guidelines Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
Standard 2	Understanding and Addressing Each Individual's Developmental and Learning Needs Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
Standard 4	Using Assessment to Understand the Learner and the Learning Environment for Data-based Decision Making Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
Standard 5	Supporting Learning Using Effective Instruction Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
Standard 6	Supporting Social, Emotional, and Behavioral Growth Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
Standard 7	Collaborating with Team Members Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

CEC EI/ECSP standards addressed

Standard 3	Collaboration and Teaming Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.
Standard 4	Assessment Processes Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Using evidence-based practices, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.
Standard 6	Using Responsive and Reciprocal Interactions, Interventions, and Instruction Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

CEC K12 and EI/ECSP Assessment #6 assignment**Project Components:****Part 1**

1. Relevant background (CEC Standard 1): Describe the individual or group demonstrating the behavior (background information-age, grade, level of performance, disability if applicable). Also describe the setting/classroom (students served, service delivery approach-level, instructional/curricular interventions).
2. Plan for data collection (CEC Standard 7): Based on 3 days of anecdotal data, submit a plan for the various kinds of data to be collected on the behavior desired to be changed, and when and where each type of data will be collected (e.g., momentary time sampling, whole interval recording, frequency/rate), which order will the data be collected and a rationale for each. Include raw and summarized (typed) informant data. Be sure to include both informant and observational data.
3. Informant data: These include but are not limited to interviews, interest inventories, reinforcer surveys, motivation assessment, and communication assessments. Include raw and typed informant data.
4. Pre-intervention observational data (CEC Standard 7): Include raw and graphed data. These include but are not limited to the following:
 - ABC-must be collected at least 3 days and reflect at least one hour's data collection for each day*
 - observational systems- choose the appropriate system: frequency, latency, interval, time sampling, duration* (These data should be collected at least five consecutive days)
 - scatterplot
5. Operational definition: After collecting informant and ABC data and prior to initiating other observational data collection, express the specific behaviors of concern in observable and measurable terms.

6. Hypothesis: Based on the data collected, develop a hypothesis or complete a Competing Behavior Pathway chart. The hypothesis must be stated in a way that links the behavior to an observable and measurable circumstance within the environment that is documented by the data collected.
7. Behavioral Objectives (CEC Standard 6): State the behavioral (IEP) objective(s) for your program. Include the conditions, operationally defined behavior, and the criterion for acceptable performance/behavior. Make sure that the objectives are reasonable, clear, and employ the fair pair rule.
8. Intervention Strategies (CEC Standard 2, 5): Identify and describe specific intervention strategies to address the learning environment and social interactions for students with behavioral issues, and reasons for choices. Also, identify possible reinforcers and/or punishers and describe the environmental changes.
9. Involvement of Others (CEC Standard 7): Involve the student and/or significant others in your behavior change program as possible, appropriate, or necessary for success and generalization. Describe the nature and extent of this involvement regarding discussion, input, cooperation, etc.
10. Link to Professional Literature: Cite at least 2 articles in relation to the behavior and to your program (establish link, use APA style 6th Edition for citing sources).
11. Program Summary: Summarize the properties of your program.
12. BIP (CEC Standards 2 & 5): Create a Behavioral Intervention Plan based on their findings and a 1-page brief summary.

Please ensure that information included in your project is written in a clear, concise, and comprehensive manner. Presentation of information must follow given guidelines.

Part 2

13. Monitoring/Adjustments (CEC Standard 4): Continue to record behavior using the observational recording system used for baseline. Adjust the program (e.g., criteria levels, reinforcement schedules/types, movements toward making student more responsible for monitoring his/her own behavior, changing techniques/intervention) based upon observable changes (data) in target behaviors. Describe all adjustments made and reasons for adjustments. This process should take at least 4 weeks.
14. Student Progress (CEC Standard 4): Describe progress made (include a graph as appropriate) toward the target objective(s) and current or future plans to maintain and generalize appropriate behaviors. Specifically address plans for developing student's self-control. Also, describe any changes that you recommend for future programs of a similar nature or with the student with whom you were working.

EARLY INTERVENTION STANDARDS

If the student described in the project is not in grades PK-2, please describe how you might apply this process with a student in grades PK-2. In your description, you must include the differences in assessment and intervention strategies for the younger grades, strategies to build rapport with younger students, and the proposed communication plan with families.

CEC K12 and EI/ECSP Assessment #6 rubric

CEC K-12 Standard/Element	Task Components	Exemplary	Proficient	Approaching Proficient	Inadequate
1.2 Beginning special education professionals use understanding of development and individual	Relevant background: Describe the individual or group demonstrating the behavior (background information-age, grade, level of performance,	Thoroughly summarizes data from interviews with parents, teachers or relevant professionals	Provides adequate information from one of the following: interviews with parents, teachers or	Provides somewhat adequate information from one of the following: interviews with parents,	Provides minimal (only one source) information from the following: interviews with parents,

differences to respond to the needs of individuals with exceptionalities .	disability if applicable). Also describe the setting/classroom (students served, service delivery approach-level, instructional/curricular interventions).	, students; record review, assessments, current IEP/BIP.	relevant professionals, students; record review, assessments, current IEP/BIP.	teachers or relevant professionals, students; record review, assessments, current IEP/BIP.	teachers or relevant professionals, students; record review, assessments, current IEP/BIP.
	Informant data: Include raw and typed informant data. These include but are not limited to interviews, interest inventories, reinforcer surveys, motivation assessment, and communication assessments.	Provides all relevant informant data	Provides some informant data	Provides minimal informant data.	Lacks critical informant data (e.g., student interview).
7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.	Plan for data collection: Based on 3 days of anecdotal data, submit a plan for the various kinds of data to be collected, and when and where each type of data will be collected, which order will the data be collected and a rationale for each. Be sure to include both informant and observational data. Pre-intervention observational data: Include raw and graphed data. These include but are not limited to the following: - ABC-must be collected <u>at least 3 days</u> and reflect at least one hour's data collection for each day * - observational systems- choose the appropriate system: frequency, latency, interval, time sampling, duration *	Appropriate use of all data collection methodologies: ABC data to formulate a functional hypothesis; selection of an appropriate data collection methodology ; sufficient baseline data collection.	Appropriate use of most data collection methodologies: ABC data to formulate a functional hypothesis; selection of an appropriate data collection methodology; sufficient baseline data collection.	Appropriate use of some data collection methodologies: ABC data to formulate a functional hypothesis; selection of an appropriate data collection methodology; sufficient baseline data collection.	Appropriate use of few data collection methodologies: ABC data to formulate a functional hypothesis; selection of an appropriate data collection methodology; sufficient baseline data collection.

	(These data should be collected at least five consecutive days) - scatterplot				
	Operational definition: After collecting informant and ABC data and prior to initiating other observational data collection, express the specific behaviors of concern in observable and measurable terms.	Behavior specific enough to accurately observe and measure terms.	Behavior mostly specific to observe and measure.	Behavior too vague to accurately observe or measure.	Behavior not clearly expressed.
	Hypothesis: Based on the data collected, develop a hypothesis or complete a Competing Behavior Pathway chart. The hypothesis must be stated in a way that links the behavior to an observable and measurable circumstance within the environment that is documented by the data collected.	Hypothesis clearly stated, and reflects findings	Hypothesis mostly clear.	Hypothesis not adequately expressed.	Hypothesis not stated.
6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.	Behavioral objectives: State the behavioral (IEP) objective(s) for your program. Include the conditions, operationally defined behavior, and the criterion for acceptable performance/behavior. Make sure that the objectives are reasonable, clear, and employ the fair pair rule.	Behavioral objectives are based on students' individual needs and current level of performance and are observable and measurable.	Behavioral objectives are generally based on students' individual needs and current level of performance and are observable and measurable.	Behavioral objectives are somewhat based on students' individual needs and current level of performance and are observable and measurable.	Behavioral objectives not based on students' individual needs and current level of performance and/or not observable and measurable.
2.2 Beginning special education professionals use motivational and instructional interventions to teach	Intervention Strategies: Identify and describe specific intervention strategies to address the learning environment and social interactions for students with behavioral issues, and	Selected a functionally appropriate skill or strategy to reduce a maladaptive behavior or increase a	Selected an appropriate skill or strategy to either reduce a maladaptive behavior or increase a prosocial skill	Selected a somewhat appropriate skill or strategy to either reduce a maladaptive behavior or increase a prosocial skill.	Selected an inappropriate skill or strategy to either reduce a maladaptive behavior or increase a prosocial skill.

individuals with exceptionalities how to adapt to different environments.	reasons for choices. Also, identify possible reinforcers and/or punishers and describe the environmental changes.	prosocial skill.			
2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.	Intervention strategies	Crisis procedures are appropriately addressed in the student's BIP.	Crisis procedures are mostly adequately addressed in the student's BIP.	Crisis procedures are not adequately addressed in the student's BIP.	Crisis procedures are not addressed in the student's BIP.
5.6 Beginning special education professionals teach to mastery and promote generalization of learning.	Intervention strategies	BIP includes procedures for generalization and maintenance.	BIP includes procedures for either generalization or maintenance.	BIP includes unclear procedures for either generalization or maintenance.	BIP does not include procedures for generalization nor maintenance.
7.1 Beginning special education professionals use the theory and elements of effective collaboration. 7.2 Beginning special education professionals serve as a collaborative resource to colleagues.	Involvement of Others: Involve the student and/or significant others in your behavior change program as possible, appropriate, or necessary for success and generalization. Describe the nature and extent of this involvement regarding discussion, input, cooperation, etc.	Collaborating effectively with all key stakeholders for the development and follow through of the intervention.	Collaborating effectively with most key stakeholders - teachers, paraprofessionals, parents, and other key stakeholders to develop intervention	Collaborating effectively with some key stakeholders - teachers, paraprofessionals, parents, and other key stakeholders to develop intervention	Collaborating effectively with minimal key stakeholders - teachers, paraprofessionals, parents, and other key stakeholders to develop intervention
	Link to Professional Literature: Cite at least 2 articles in relation to the behavior and to your program (establish link, use APA style 6 th Edition for citing sources).	Intervention is supported by at least 2 peer reviewed citations.	Intervention is only supported by 1 peer reviewed citation.	Intervention is supported by 1 citation that is not peer reviewed.	Intervention is not based on evidence-based practices or not supported by research literature.

	Program Summary: Summarize the properties of your program.	Properly summarizes intervention results.	Adequately summarizes intervention results.	Partially summarizes intervention results.	Lacks summary of intervention results.
	BIP: Create a one page Behavioral Intervention Plan based on their findings.	BIP both properly tracks student behavior and provides appropriate feedback on student performance	BIP either properly tracks student behavior or provides appropriate feedback on student performance	BIP tracks student behavior and/or provides appropriate feedback on student performance but with errors.	BIP neither properly tracks student behavior nor provides appropriate feedback on student performance.
4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	Monitoring/Adjustments): Continue to record behavior using the observational recording system used for baseline. Adjust the program (e.g., criteria levels, reinforcement schedules/types, movements toward making student more responsible for monitoring his/her own behavior, changing techniques/intervention) based upon observable changes (data) in target behaviors. Describe all adjustments made and reasons for adjustments. This process should take at least 4 weeks. Student Progress: Describe progress made (include a graph as appropriate) toward the target objective(s) and current or future plans to maintain and generalize appropriate behaviors. Specifically address plans for developing student's self-control. Also, describe any changes	Properly adjusts behavioral intervention based on student performance recorded through data collection.	Adjusts behavioral intervention based on student performance recorded through data collection with minor errors.	Delay in adjusting behavioral intervention based on student performance recorded through data collection or did not provide sufficient time to identify trend.	Does not properly adjust behavioral intervention based on student performance recorded through data collection.

	that you recommend for future programs of a similar nature or with the student with whom you were working.				
CEC EI Standard/Element	Task Components	Exemplary	Proficient	Approaching Proficient	Inadequate
3.3 Candidates partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through 8 age span.	Candidate describes how to communicate appropriately with a family about the evaluation process and BIP results.	Candidate demonstrates extensive knowledge of partnering with families and professionals to clearly and thoroughly explain the BIP process.	Candidate demonstrates knowledge of partnering with families and professionals to clearly and thoroughly explain the BIP process.	Candidate demonstrates some knowledge of partnering with families and professionals to clearly and thoroughly explain the BIP process.	Candidate demonstrates little to no knowledge of partnering with families and professionals to clearly and thoroughly explain the BIP process.
4.2 Candidates develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families and other professionals.	Candidate explains how the evaluation process may differ with a student in grade PK-2 with language appropriate for parents or other educators.	Candidate clearly, thoroughly, and accurately explains the behavior evaluation process at the early childhood level with language appropriate for parents or other educators.	Candidate explains the behavior evaluation process at the early childhood level with language appropriate for parents or other educators.	Candidate somewhat explains the behavior evaluation process at the early childhood level with language appropriate for parents or other educators.	Candidate explanation is unclear or inaccurate or uses inappropriate language and descriptions.
4.4 Candidates, in collaboration	Candidate describes how to use behavioral	Accurately and clearly	Described an appropriate	Described a somewhat	Did not describe an

with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals , plan for interventions and instruction, and monitor progress to determine efficacy of programming.	assessment data to develop goals for a student in grade PK-2.	described an appropriate social/behavioral goal for a PK-2 student based on assessment data.	social/behavioral goal for a PK-2 student based on assessment data.	appropriate social/behavioral goal for a PK-2 student based on assessment data.	appropriate social/behavioral goal for a PK-2 student.
6.2 Candidates engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.	Candidate identifies appropriate strategies for increasing positive rapport and interactions in a PK-2 classroom setting.	Clearly and thoroughly describes appropriate instructional strategies with examples for building rapport and increasing appropriate interactions in a PK-2 classroom.	Describes appropriate instructional strategies for building rapport and increasing appropriate interactions in a PK-2 classroom.	Somewhat describes appropriate instructional strategies for building rapport and increasing appropriate interactions in a PK-2 classroom.	Does not describe appropriate instructional strategies for building rapport and increasing appropriate interactions in a PK-2 classroom.
6.4 Candidates promote young children's social and emotional competence and communication , and proactively plan and implement function-based interventions to prevent and	Candidate identifies appropriate intervention strategies to promote interactions between peers and address challenging behaviors for a student in grades PK-2.	Clearly and thoroughly describes appropriate intervention strategies with examples to promote interactions between peers and address	Describes appropriate intervention strategies to promote interactions between peers and address challenging behaviors for a student in grades PK-2.	Describes somewhat appropriate intervention strategies to promote interactions between peers and address challenging behaviors for a student in grades PK-2.	Does not describe appropriate intervention strategies to promote interactions between peers and address challenging behaviors for a student in grades PK-2.

address challenging behaviors.		challenging behaviors for a student in grades PK-2.			
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CEC K12 and EI/ECSP Standards Assessment #7: Student Learning Observation

CEC K12 and EI/ECSP description of assessment

The purpose of this project is to enable candidates to apply the knowledge and skills they have gained over the course of their program to develop and implement a systematic plan that is guided by student performance data to address unique learning needs of students with disabilities. Student learning objectives (SLOs) are teacher-driven, student-centered, data-informed, standards-based goals that measure an educator's impact on student learning growth within a given interval of instruction. The use of SLOs promotes collaboration among teachers, administrators, and support staff to make data-informed academic decisions about students. SLO development is an iterative process that encourages teachers to identify the most important learning standards for the year or semester, review and analyze available student data, make informed decisions about instructional strategies, set academic goals for students, and evaluate student progress toward those goals. It supports a mindset shift from focus solely on student proficiency towards emphasizing student growth (SCDE SLO Guidebook, p. 4). Teacher candidates will write an individual SLO, which means that the individual teacher candidate will write the SLO and select their own assessments in collaboration with cooperating teacher and University supervisor/course instructor. This type of SLO holds each teacher accountable only for the students for whom he or she is responsible on self-selected standards and assessments. Through the SLO project candidates demonstrate professional and ethical practices to document their impact on student performance.

CEC K12 standards addressed

Standard 1	Engaging in Professional Learning and Practice within Ethical Guidelines Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.
Standard 4	Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making Candidates assess students' learning, behavior, and the classroom environment to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.
Standard 5	Supporting Learning Using Effective Instruction Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.
Standard 7	Collaborating With Team Members

	Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.
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CEC EI/ECSP standards addressed

Standard 3	Collaboration and Teaming Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.
Standard 6	Using Responsive and Reciprocal Interactions, Interventions, and Instruction Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

CEC K12 and EI/ECSP Assessment #7 assignment

1. In collaboration with your Mentor Teacher and University Supervisor identify a group of at least three students who need academic support beyond that offered in their current instructional program. And identify the focus area (either ELA or mathematics) for enhanced instruction for your students. The three students should be similar in academic achievement level and should have consistent attendance.
2. Include extensive student descriptions to include their identified disabilities based upon formal and informal assessments, their strengths and needed areas of instruction, cultural and linguistic factors that may influence learning, as well as motivation, behavioral challenges, and other relevant factors that may impact their learning and your instruction. When initially examining "baseline data or trend data," the context refers to how the student(s) is performing, and some data may become a part of the rationale for selecting this student or instructional focus for the SLO, or it might become part of the student description. For example, you might gather data from IEPs, prior year assessments, attendance data, student behavior data, beginning-of-course assessments (either standardized or teacher created) to determine student performance.
3. Provide a rationale for the selection of students and focus of instruction (connected to state standards) based upon the data you gathered for your student descriptions.
4. After you have identified your target students and the area of focus for instruction identify at least two professional learning goals and two activities for each goal that you will complete to enhance your ability to implement the project. You may choose to identify evidence-based instructional strategies to address students' learning needs, or to find information from research to strengthen your ability to intensify instruction or analyze and use data to inform your instruction. You may also choose to identify specific technology goals for collecting and recording student data, or complete training and support for a specific curriculum that will be used for instructing your students.
5. Identify and discuss with your Mentor Teacher, University Supervisor, and instructor appropriate progress monitoring measures to establish baseline performance and to monitor student

performance in the focus skill area. across the course of the project. It is expected that progress monitoring measures are comprised of CBM measures. However, some instructional systems may have their own built-in formative assessment tools. In these instances, you must discuss with your instructor for approval.

6. Collect pre-assessment and baseline data in the focus area to identify students' present level of performance in the skill/content area to be addressed. Pre-assessment may be an established test, teacher-made test covering the instructional interval content, or average/median of baseline and ending performance on measures from reliable/valid procedures of curriculum-based measurement (CBM). However, if only CBM measures are used for pre- and post-testing as well as progress monitoring, you will need other assessment data that can describe student performance in the instructional focus area.
7. Develop student learning objectives and specific academic growth targets (goals) based upon students' performance in the identified academic area of need. The objective/goal statement should be broad enough that it captures the breadth and depth of content and spans the majority of the SLO interval but focused enough that it can be measured. The individual growth targets are established for each student's expected progress toward specific goals based upon the progress monitoring measures. To determine a growth target across the instructional interval, we recommend that you collect CBM data for "baseline" here, where "baseline" refers to the starting point for the instructional interval (i.e., use at least two [use average] or three [use median] scores) for determining a growth target for the end of the instructional interval and drawing a goal line. If you have CBM year-end benchmarks available, you may use the spring benchmark for the year's end and then figure backward to determine a realistic goal for the end of the 8 weeks. Or you may use established norms for expected Weekly Growth Rates on the CMB measures. It is possible to establish growth targets by establishing a certain amount of student improvement from pretest to posttest on a teacher-created test. Ideally, though, the teacher candidate uses reliable and valid assessment procedures and tools, when available.
8. Develop an instructional plan to address all students' targeted area of need for a minimum of 8 weeks. In addition to regularly occurring instruction your targeted instruction should include at least 50 minutes per week, which may be divided into multiple segments across the week, preferably 15-20 minutes three times per week or more.
 - a. Describe in detail the curriculum materials and the evidence-based strategies and explicit instruction you will implement to provide the targeted instruction.
 - b. Describe how you will use small groups as well as individual instruction flexibly to meet all students' needs. Include your timeline (days each week and consistent time of day) for collecting progress monitoring probes throughout the 8 weeks of instruction.
9. Include a plan for working with and mentoring a paraprofessional to support the instruction of students in your project. If there is a paraprofessional in your classroom you will implement the plan with him/her to support your students' instruction and your facilitation of the project. If there is not a paraprofessional in your classroom you will develop the plan with the assumption that you will have a paraprofessional in your future classroom.
10. Develop a plan for systematic communication with families and your mentor teacher regarding student progress data and your instructional plans using appropriate technologies. (The paraprofessional may assist during guided practice, activities, scoring and graphing student performance, but you are responsible for all development, planning, teaching new content, and analysis of student data.)

11. Once your instructional routines begin, administer weekly progress monitoring probes consistent with those administered during baseline (same grade level and content area) to assess students' progress in the academic skill area to be addressed through the project. Student performance on the progress monitoring measures is graphed and instructional decisions (using CBM decision-making rules) are made based upon students' performance.
12. Administer post-assessment measures consistent with pre-assessment measures. Then develop a chart or table to compare pre-test to post-test performance for all students.
13. Analyze and summarize student performance data and prepare an information sheet or slide presentation to use as you lead an effective meeting to discuss student progress with families, peers, colleagues in the school, and your professors the effectiveness of the instructional plan and the impact of your instruction on student learning objectives. Include considerations for cultural and linguistic or other factors for relevant stakeholders.
14. Provide a thorough description and self-reflection of your learning activities and experiences and their impact on your professional learning goals and your growth as a teacher.

NOTE: Free access to CBM Progress Monitoring Tools discussed in the program or possibly available for teacher candidates to use in elementary/middle/high schools may be accessed through:

Acadience Learning <https://acadiencelearning.org/> (through grade 8);

DIBELS <https://dibels.uoregon.edu/materials/dibels> (reading only through grade 8); and

easyCBM <https://easycbm.com/>

Measures may include:

- Acadience Nonsense Word Fluency (decoding)
- Acadience Phoneme Segmentation Fluency
- DIBELS Nonsense Word Fluency
- DIBELS Phoneme Segmenting Fluency
- DIBELS Oral Reading Fluency
- DIBELS Maze
- DIBELS Word Reading Fluency
- easyCBM Word List Reading
- Acadience Reading: Oral Reading Fluency
- Acadience Reading: Maze fluency
- Written Expression: Correct minus incorrect words sequences for a composition written by student given a story starter. (usually 30 seconds to plan and 5 or 7 minutes to write. Candidate needs to learn conventions for scoring.)
- Acadience Mathematics
- Monitoring Basic Skills Progress probes (as seen in math class) for computation or concepts/applications (however, content goes through sixth grade)
- Others as approved by your EDSP 4950 instructor.

EARLY INTERVENTION STANDARDS

To address the new CEC early intervention standards, candidates will respond to several questions about how they might apply the unit plan process and/or with a preschool or K-2 grade student.

CEC K12 and EI/ECSP Assessment #7 rubric

CEC K-12 Standard/Component	Task Element	Exemplary	Proficient	Approaching Proficient	Inadequate
1.3. Candidates design and implement	Identify at least two professional	Candidates identified comprehensive	Candidates identified appropriate	Candidates identified one professional	Candidates did not identify appropriate

professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.	<p>learning goals and two activities for each goal that you will complete to enhance your ability to implement the project.</p> <p>Provide a thorough description and self-reflection of your learning activities and experiences and their impact on your professional learning goals and your growth as a teacher.</p>	professional learning goals to support their implementation of the SLO project and developed specific and detailed action plan to achieve their professional learning through self-reflection, research, and training in evidence-based practices. Candidates documented their attainment of the professional learning goals, and then provided a thorough analysis of the impact of their professional goals and activities on their own growth in knowledge and performance.	professional learning goals to support their implementation of the SLO project and developed an effective action plan to achieve their professional learning through self-reflection, research, and training in evidence-based practices. Candidates documented and analyzed their attainment of the professional learning goals, and the impact on their own performance.	learning goal to support their implementation of the SLO project and developed a minimally effective action plan to achieve their professional learning through self-reflection, research, and training in evidence-based practices. Candidates documented and their attainment of the professional learning goal but failed to analyze the impact on their own performance.	professional learning goals to support their implementation of the SLO project and did not develop an effective action plan to achieve their professional learning through self-reflection, research, and training in evidence-based practices. Candidates failed to document and analyze their attainment of the professional learning goals, and the impact on their own performance.
4.1 Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for	Identify and discuss with your Mentor Teacher, University Supervisor, and instructor appropriate progress monitoring measures to establish baseline performance and to monitor	Candidates identified and extensively described appropriate progress monitoring measures to establish baseline performance and monitor performance in targeted area of instruction.	Candidates identified and described appropriate progress monitoring measures to establish baseline performance and monitor performance in targeted area of instruction.	Candidates identified and somewhat described appropriate progress monitoring measures to establish baseline performance and monitor performance in targeted area of instruction.	Candidates failed to identify or describe appropriate progress monitoring measures to establish baseline performance and monitor performance in targeted area of instruction.

students with and without exceptionalities.	student performance in the focus skill area across the course of the project.				
4.2. Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.	Include student descriptions which include their identified disabilities based upon formal and informal assessments, their strengths and needed areas of instruction, cultural and linguistic factors that may influence learning, as well as motivation, behavioral challenges, and other relevant factors that may impact their learning and your instruction.	Candidates provided appropriate, extensive, and clear student descriptions which include their identified disabilities based upon formal and informal assessments, their strengths and needed areas of instruction, cultural and linguistic factors that may influence learning, as well as motivation, behavioral challenges, and other relevant factors that may impact their learning and instruction.	Candidates provided appropriate and clear student descriptions which include their identified disabilities based upon formal and informal assessments, their strengths and needed areas of instruction, cultural and linguistic factors that may influence learning, as well as motivation, behavioral challenges, and other relevant factors that may impact their learning and instruction.	Candidates provided somewhat appropriate and clear student descriptions which include their identified disabilities based upon formal and informal assessments, their strengths and needed areas of instruction, cultural and linguistic factors that may influence learning, as well as motivation, behavioral challenges, and other relevant factors that may impact their learning and instruction.	Candidates failed to provide appropriate and clear student descriptions which include their identified disabilities based upon formal and informal assessments, their strengths and needed areas of instruction, cultural and linguistic factors that may influence learning, as well as motivation, behavioral challenges, and other relevant factors that may impact their learning and instruction.
4.3 Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.	Develop a plan for systematic communication with families and your mentor teacher regarding student progress data and your instructional plans using appropriate technologies.	Candidates developed an extensive and appropriate plan for systematic communication with families and the mentor teacher regarding student progress data and the instructional	Candidates developed an appropriate plan for systematic communication with families and the mentor teacher regarding student progress data and the instructional plans using	Candidates developed a somewhat appropriate plan for systematic communication with families and the mentor teacher regarding student progress data and the instructional	Candidates failed to develop an appropriate plan for systematic communication with families and the mentor teacher regarding student progress data and the instructional

	Administer weekly progress monitoring probes consistent with those administered during baseline to assess students' progress in the academic skill area to be addressed through the project. Student performance on the progress monitoring measures is graphed and instructional decisions (using CBM decision-making rules) are made based upon students' performance.	plans using appropriate technologies. Candidates extensively described the administration of weekly progress monitoring probes consistent with those administered during baseline to assess students' progress in the academic skill area to be addressed. The candidate provided appropriate information on student performance on the progress monitoring measures which was graphed and included instructional decisions (using CBM decision-making rules) based upon students' performance.	appropriate technologies. Candidates described the administration of weekly progress monitoring probes consistent with those administered during baseline to assess students' progress in the academic skill area to be addressed. The candidate provided appropriate information on student performance on the progress monitoring measures which was graphed and included instructional decisions (using CBM decision-making rules) based upon students' performance.	plans using appropriate technologies. Candidates somewhat described the administration of weekly progress monitoring probes consistent with those administered during baseline to assess students' progress in the academic skill area to be addressed. The candidate provided somewhat appropriate information on student performance on the progress monitoring measures which was graphed and included instructional decisions (using CBM decision-making rules) based upon students' performance.	plans using appropriate technologies. Candidates failed to describe the administration of weekly progress monitoring probes consistent with those administered during baseline to assess students' progress in the academic skill area to be addressed. The candidate did not provide appropriate information on student performance on the progress monitoring measures.
5.4 Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.	Describe how you will use small groups as well as individual instruction flexibly to meet all students' needs.	Candidates described an extensive and appropriate plan on how will use small groups as well as individual instruction flexibly to meet	Candidates described an appropriate plan on how will use small groups as well as individual instruction flexibly to meet all students' needs.	Candidates described a somewhat appropriate plan on how will use small groups as well as individual instruction flexibly to meet	Candidates failed to describe an appropriate plan on how will use small groups as well as individual instruction flexibly to meet

		all students' needs.		all students' needs.	all students' needs.
5.5 Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.	Develop an instructional plan to address all students' targeted area of need for a minimum of 8 weeks. In addition to regularly occurring instruction your targeted instruction should include at least 50 minutes per week, which may be divided into multiple segments across the week, preferably 15-20 minutes three times per week or more.	Candidates developed and described an extensive and clear plan to address all students' targeted area of need for a minimum of 8 weeks. In addition to regularly occurring instruction, the targeted instruction should include at least 50 minutes per week, which may be divided into multiple segments across the week, preferably 15-20 minutes three times per week or more.	Candidates developed and described a clear plan to address all students' targeted area of need for a minimum of 8 weeks. In addition to regularly occurring instruction, the targeted instruction should include at least 50 minutes per week, which may be divided into multiple segments across the week, preferably 15-20 minutes three times per week or more.	Candidates developed and described a somewhat clear plan to address most students' targeted area of need for a minimum of 8 weeks. In addition to regularly occurring instruction, the targeted instruction should include at least 50 minutes per week, which may be divided into multiple segments across the week, preferably 15-20 minutes three times per week or more.	Candidates failed to develop or describe a clear plan to address all students' targeted area of need for a minimum of 8 weeks. In addition to regularly occurring instruction, the targeted instruction should include at least 50 minutes per week, which may be divided into multiple segments across the week, preferably 15-20 minutes three times per week or more.
5.6 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.	Describe in detail the curriculum materials, evidence-based strategies, and explicit instruction you will implement to provide the targeted instruction for all students.	Candidates extensively described the curriculum materials, evidence-based strategies, and explicit instruction that will be implemented to provide appropriate and explicit, target instruction for all students.	Candidates described the curriculum materials, evidence-based strategies, and explicit instruction that will be implemented to provide appropriate and explicit, target instruction for all students.	Candidates somewhat described the curriculum materials, evidence-based strategies, and explicit instruction that will be implemented to provide appropriate and explicit, target instruction for most students.	Candidates failed to describe the curriculum materials, evidence-based strategies, and explicit instruction that will be implemented to provide appropriate and explicit, target instruction for all students.
7.1 Candidates utilize communication, group facilitation, and problem–	Analyze and summarize student performance data and	Candidates analyzed and extensively summarized student	Candidates analyzed and summarized student performance	Candidates analyzed and provided a somewhat detailed	Candidates failed to analyze and summarize student

<p>solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.</p>	<p>prepare an information sheet or slide presentation to use as you lead an effective meeting to discuss student progress with families, peers, colleagues in the school, and your professors. Include the effectiveness of the instructional plan and the impact of your instruction on student learning objectives. Include considerations for cultural and linguistic or other factors for relevant stakeholders.</p>	<p>performance data. They prepared an information sheet or slide presentation to lead an effective meeting discussing student progress with families, peers, colleagues in the school, and their professors. This presentation or information sheet included an extensive summary of the effectiveness of the instructional plan and the impact of the candidate's instruction on student learning objectives. Candidates must also include considerations for cultural and linguistic or other factors for relevant stakeholders in the summary.</p>	<p>data. They prepared an information sheet or slide presentation to lead an effective meeting discussing student progress with families, peers, colleagues in the school, and their professors. This presentation or information sheet included a summary of the effectiveness of the instructional plan and the impact of the candidate's instruction on student learning objectives. Candidates must also include considerations for cultural and linguistic or other factors for relevant stakeholders in the summary.</p>	<p>summary of student performance data. They prepared an information sheet or slide presentation to lead an effective meeting discussing student progress with families, peers, colleagues in the school, and their professors. This presentation or information sheet included a summary of the effectiveness of the instructional plan and the impact of the candidate's instruction on student learning objectives. Candidates must also include considerations for cultural and linguistic or other factors for relevant stakeholders in the summary.</p>	<p>performance data. They did not prepare an information sheet or slide presentation to lead an effective meeting discussing student progress with families, peers, colleagues in the school, and their professors. Candidates did not include considerations for cultural and linguistic or other factors for relevant stakeholders in the summary.</p>
<p>7.4 Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.</p>	<p>Develop a plan for working with and mentoring a paraprofessional to support the instruction of students in your project. If there is a</p>	<p>Candidates described an extensive and appropriate plan a plan for working with and mentoring a paraprofessional to support</p>	<p>Candidates described an appropriate plan a plan for working with and mentoring a paraprofessional to support the instruction</p>	<p>Candidates described a somewhat appropriate plan a plan for working with and mentoring a paraprofessional to support</p>	<p>Candidates failed to describe an appropriate plan a plan for working with and mentoring a paraprofessional to support</p>

	paraprofessional in your classroom you will implement the plan with him/her to support your students' instruction and your facilitation of the project. If there is not a paraprofessional in your classroom you will develop the plan with the assumption that you will have a paraprofessional in your future classroom.	the instruction of students. If there is a paraprofessional in the candidate's classroom, the candidate provided an extensive and appropriate description of the implementation with the paraprofessional to support the students' instruction. If there is not a paraprofessional in the candidate's classroom, the candidate provided an extensive and appropriate plan for integrating a paraprofessional in the support of students' instruction.	of students. If there is a paraprofessional in the candidate's classroom, the candidate provided an appropriate description of the implementation with the paraprofessional to support the students' instruction. If there is not a paraprofessional in the candidate's classroom, the candidate provided an appropriate plan for integrating a paraprofessional in the support of students' instruction.	the instruction of students. If there is a paraprofessional in the candidate's classroom, the candidate provided a somewhat appropriate description of the implementation with the paraprofessional to support the students' instruction. If there is not a paraprofessional in the candidate's classroom, the candidate provided a somewhat appropriate plan for integrating a paraprofessional in the support of students' instruction.	the instruction of students. If there is a paraprofessional in the candidate's classroom, the candidate failed to provide an appropriate description of the implementation with the paraprofessional to support the students' instruction. If there is not a paraprofessional in the candidate's classroom, the candidate failed to provide an appropriate plan for integrating a paraprofessional in the support of students' instruction.
CEC EI Standard/Component	Task Element	Exemplary	Proficient	Approaching Proficient	Inadequate
3.1 Candidates apply teaming models, skills, and processes, including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies.	Describe how summary of student performance data might need to be adapted or changed with stakeholders in a PK-2 setting.	Candidates extensively described how the focus of a report on student performance might differ at the PK-2 level.	Candidates described how the focus of a report on student performance might differ at the PK-2 level.	Candidates somewhat described how the focus of a report on student performance might differ at the PK-2 level.	Candidates did not describe (or incorrectly described) how the focus of a report on student performance might differ at the PK-2 level.

6.3 Candidates engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.	Describe how an instructional plan or grouping arrangement might be different in this area at the PK-2 level.	Candidate extensively described how an instructional or grouping plan would differ in order to address all students' targeted needs at the PK-2 level.	Candidate described how an instructional or grouping plan would differ in order to address all students' targeted needs at the PK-2 level.	Candidate somewhat described how an instructional or grouping plan would differ in order to address all students' targeted needs at the PK-2 level.	Candidate did not describe or described incorrectly how an instructional or grouping plan would differ in order to address all students' targeted needs at the PK-2 level.
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CEC EI/ECSP Standards Assessment #8: Work Sample Analysis

CEC EI/ECSP description of assessment

The purpose of this project is to observe and analyze the differences in performance between two students in grades K-2: one with a developmental delay, intellectual disability, or autism spectrum disorder, and another with a different disability or no disability. Candidates will briefly describe the lesson or assignment being observed in the early childhood classroom and report both students' strengths on the assignment, error types, and error patterns (if any) evidenced in the work samples/observations. Then, candidates will describe in detail any similarities and differences noticed between the two students' work. Based on observed student performance, candidates will report: *(1) what impact did the student's disability have on their performance on the lesson or assignment, and (2) how should teachers adjust or adapt instruction to meet the needs of similar students?* Finally, candidates will write a brief report that would be appropriate to send to the students' parents summarizing their performance on the lesson or assignment.

CEC EI/ECSP standards addressed

Standard 1	Child Development and Early Learning Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.
Standard 2	Partnering with Families Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They engage families in opportunities that build on their existing strengths, reflect current goals, and foster family competence and

	confidence to support their children's development and learning.
Standard 3	Collaboration and Teaming Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.
Standard 4	Assessment Processes Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Using evidence-based practices, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.
Standard 6	Using Responsive and Reciprocal Interactions, Interventions, and Instruction Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.
Standard 7	Professionalism and Ethical Practice Candidates identify and engage with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by candidates.

CEC EI/ECSP Assessment #8 assignment

1. Observe two students during a lesson or assignment. One student should have a developmental delay, ID and/or ASD if possible and the second student can have any disability or no disability.
2. Describe the lesson or assignment being observed and what students are being asked to do.
3. Collaborate with the host teacher on the students' performance and report both students' strengths on the assignment, error types, and error patterns (if any) evidenced in the work samples/observations.
4. If the lesson or assignment requires the students to complete written work, get copies of that work if possible (ask host teacher first) and make sure names are not visible. If the lesson or work does not require a written product (if the responses are oral), take detailed notes of the lesson or assignment and specific errors made by the two students.
5. Describe in detail any similarities and differences you notice between the two students' work.
6. Based on the observation, *1) what impact did the student's disability have on their performance on the lesson or assignment, and 2) how should teachers adjust or adapt instruction to meet the needs of students like this?*
7. Write a brief report to their parents summarizing their performance on the lesson or assignment. Be sure to talk about the student's strengths as well as the things they struggled with.

CEC EI/ECSP Assessment #8 rubric

CEC PK Standard/Component	Task Components	Exemplary	Proficient	Approaching Proficient	Unsatisfactory
1.3 Candidates apply knowledge of biological and environmental factors that may support or constrain children's early development and learning as they plan and implement early intervention and instruction.	<ul style="list-style-type: none"> Describe the student's disability or difficulties and how that impacts their performance during the lesson or assignment. 	Candidate demonstrates extensive knowledge of biological and environmental factors, characteristics and differences across a range of abilities as it applies to the target student. Extensive and thoughtful conclusions are drawn about how the student disability impacted their performance with specific examples.	Candidate demonstrates knowledge of biological and environmental factors, characteristics and differences across a range of abilities as it applies to the target student. Adequate conclusions are drawn about how the student disability impacted their performance.	Candidate demonstrates some knowledge of biological and environmental factors, characteristics and differences across a range of abilities as it applies to the target student. Some conclusions are drawn about how the student disability impacted their performance.	Candidate demonstrates little to no knowledge of biological and environmental factors, characteristics and differences across a range of abilities as it applies to the target student. Conclusions about how the student disability impacted performance are unclear, inaccurate, or missing.
1.4 Candidates demonstrate an understanding of characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children's early development and learning, and implications for assessment, curriculum, instruction, and intervention.	<ul style="list-style-type: none"> Describe the differences in the performance of the two students. 	An extensive discussion of similarities and differences between the students is present, as well as thorough conclusions as to how the errors and differences noted are a reflection of the individual students.	Discussion of similarities and differences between students is present and accurate.	Partial or superficial discussion of similarities and differences between students is present.	Discussion of similarities and differences between students is unclear, inaccurate, or missing.
2.3 Candidates engage families in identifying their strengths, priorities, and concerns;	<ul style="list-style-type: none"> Write a brief report of the students' performance on the lesson, 	Candidate demonstrates extensive knowledge of how to	Candidate demonstrates knowledge of how to engage	Candidate demonstrates some knowledge of how to	Candidate demonstrates little to no knowledge of how to engage

support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes.	including strengths, that would be appropriate for a family to read.	engage families and identify student strengths by writing an appropriate summary report of the student's performance with specific examples that would be appropriate for a family to read.	families and identify student strengths by writing an appropriate summary report of the student's performance that would be appropriate for a family to read.	engage families and identify student strengths by writing a somewhat appropriate summary report of the student's performance. Report may or may not be appropriate for a family to read.	families and identify student strengths. Summary report is inaccurate, unclear, or uses language inappropriate for communicating with families.
3.2 Candidates use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach.	<ul style="list-style-type: none"> Candidate collaborates with host teacher on describing student performance and discussing student strengths and needs. 	Candidate shows extensive knowledge of a variety of appropriate collaborative strategies for working with other adults.	Candidate shows knowledge of a variety of appropriate collaborative strategies for working with other adults.	Candidate shows some knowledge of a variety of appropriate collaborative strategies for working with other adults.	Candidate shows little to no knowledge of a variety of appropriate collaborative strategies for working with other adults.
4.1 Candidates understand the purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally, culturally and linguistically appropriate, valid, reliable tools and methods that are responsive to the characteristics of the young child, family, and program.	<ul style="list-style-type: none"> Candidates informally assess, through observation and error pattern analysis, the target student's academic performance. 	Candidate shows extensive knowledge of assessment. Summary of student errors, patterns, and performance is clear, accurate, and thorough with examples.	Candidate shows knowledge of assessment. Summary of student errors, patterns, and performance is clear and accurate.	Candidate shows some knowledge of assessment. Summary of student errors, patterns, and performance is somewhat clear and accurate.	Candidate shows little to no knowledge of assessment. Summary of student errors, patterns, and performance is unclear, inaccurate, or missing key information.
7.3 Candidates exhibit leadership skills in advocating for improved outcomes	<ul style="list-style-type: none"> Candidates describe student lesson and 	Candidate demonstrates extensive knowledge of	Candidate demonstrates knowledge of evidence-	Candidate demonstrates some knowledge of	Candidate demonstrates little to no knowledge of

for young children, families, and the profession, including the promotion of and use of evidence-based practices and decision-making.	performance in the context of DEC recommended practices.	evidence-based practices in their description of the observed lesson and includes specific examples.	based practices in their description of the observed lesson.	evidence-based practices in their description of the observed lesson.	evidence-based practices in their description of the observed lesson.
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1.5 Planned use of assessment results to improve candidate and program performance

Data is collected by program faculty and reviewed and discussed in program area meetings and in meetings of the College's Continuous Improvement Committee. Data is also reviewed and maintained by the Executive Director Field Experiences and the Director of Assessment and Accreditation. We review disaggregate and aggregate data, interpretations of data, and meeting minutes to determine ways to improve candidate and program performance. In addition, we engage our students, cooperating teachers, university supervisors, and school and district partners, through external advisory board meetings in a discussion of our assessment data. Our program faculty will engage with any appropriate groups both within and outside of the university to make the program improvements indicated by the data review.

1.6 Changes or additions to the program (not applicable)