

CEC Skills Evaluation (EDUC 400)

Assignment Description

Due: Date listed on syllabus

Purpose: This assignment is a Key Assessment for your education program. The intended use of the CEC Skills Evaluation is to measure the core skills special education teachers should be able to do in today's classrooms to ensure students with special needs reach their learning goals. The skills evaluation is completed by the teacher candidate, the course instructor, and clinical educators. Specifically, the assessment occurs at four structured progression points during preparation (SPED 383, SPED 385, SPED 387, and Student Teaching).

Instructions:

1. At the end of the field experience courses (SPED 383, SPED 385, SPED 387, and Student Teaching), teacher candidates, university faculty, and clinical educators complete the CEC Skills Evaluation (Initial).
2. Levels of proficiency during SPED 383, 385, and 387 should be in the "basic" category. Students are instructed to read the "basic" and "proficient" ratings and then decide if their CEC Skills are at or above that level. Levels of proficiency during Student Teaching should be in the "proficient" category
3. Acceptable targets are explicitly stated within the assignment description, the course syllabus, and within the Teacher Education Handbook. Acceptable targets are as follows:
 - SPED 383: Minimum average score of 2.0 or higher with no indicators below 2.0.
 - SPED 385: Minimum average score of 2.0 or higher with no indicators below 2.0.
 - SPED 387: Minimum average score of 2.0 or higher with no indicators below 2.0.
 - Student Teaching (EDUC 400 and SPED 400b): Minimum average score of 3.0 or higher with no indicators below 3.0.
4. The CEC evaluation is completed in the quality assurance system called TaskStream. To complete evaluations within TaskStream, follow these steps:
 - a. Log into your TaskStream account.
 - b. Click on "Special Education Evaluation Checkpoints".
 - c. Find the class in which you are completing the evaluation. You will complete the "Self-CEC Skills" Evaluation.
 - d. Click on the "Complete this form" link to complete the form.
 - e. Once complete, click on "Save and Return" on the bottom of the screen.
 - f. After you have saved the evaluation make sure to submit your work. The "Submit" button can be found on the upper right.
5. Students can review the results of their instructor and clinical supervisor evaluations by clicking on the "Scores/Results" tab in the upper right. Contact your instructor for more information.

6. Use this assignment description and the rubric below to guide your completion of this evaluation.

CEC Skills Evaluation (Initial)

Rubric

Administered to candidates in the undergraduate Special Education program

Key Element	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	N/A
Standard 1-Learner Development and Individual Learning Differences 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.					
1.0: 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.	Deeply understands how exceptionalities may interact with development and learning and consistently use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Understands how exceptionalities may interact with development and learning and inconsistently use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Does not understand how exceptionalities may interact with development and learning.	
1.1: Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.	Thoroughly understands how language, culture, and family background influence the learning of individuals with exceptionalities.	Understands how language, culture, and family background influence the learning of individuals with exceptionalities.	Possesses a basic understanding of how language, culture, and family background influence the learning of individuals with exceptionalities.	Does not understand how language, culture, and family background influence the learning of individuals with exceptionalities.	
1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	Excels at using their understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	Uses understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	Lacks understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	Possesses no understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	

Standard 2-Learning Environments

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.

2.0: 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.	Consistently creates 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.	Creates 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.	Inconsistently creates 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.	Does not create a 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.	
2.1: Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.	Effectively collaborates with general educators and other colleagues, creates safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.	Collaborates with general educators and other colleagues, creates safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.	Ineffectively collaborates with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.	Does not collaborate with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.	
2.2: Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	Intuitively uses motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	Uses motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	Demonstrates a basic ability to use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	Does not use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	

2.3: Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.	Accurately knows how to intervene safely and appropriately with individuals with exceptionalities in crisis.	Knows how to intervene safely and appropriately with individuals with exceptionalities in crisis.	Inaccurately knows how to intervene safely and appropriately with individuals with exceptionalities in crisis.	Does not know how to intervene safely and appropriately with individuals with exceptionalities in crisis.	
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Standard 3-Curricular Content Knowledge:

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

3.2: Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.	Thoroughly understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.	Understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.	Possesses a basic understanding and use of general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.	Does not understand or use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.	
3.3: Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.	Consistently modifies general and specialized curricula to make them accessible to individuals with exceptionalities.	Modifies general and specialized curricula to make them accessible to individuals with exceptionalities.	Inconsistently modifies general and specialized curricula to make them accessible to individuals with exceptionalities.	Does not modify general and specialized curricula to make them accessible to individuals with exceptionalities.	

Standard 4-Assessment

Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

4.0: Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.	Skillfully uses multiple methods of assessment and data sources in making educational decisions.	Uses multiple methods of assessment and data sources in making educational decisions.	Demonstrates a basic ability to use multiple methods of assessment and data sources in making educational decisions.	Displays no ability to use multiple methods of assessment and data sources in making educational decisions.	
4.1: Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.	Consistently selects and uses technically sound formal and informal assessments that minimize bias.	Selects and uses technically sound formal and informal assessments that minimize bias.	Inconsistently selects and may or may not use technically sound formal and informal	Does not select or use technically sound formal and informal assessments that minimize bias.	

			assessments that minimize bias.		
4.4: Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	Intuitively engages individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	Engages individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	Demonstrates a basic ability to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	Displays no ability to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	

Standard 5-Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

5.1: Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.	Consistently considers individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.	Considers individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.	Inconsistently considers individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.	Does not consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.	
5.7: Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	Accurately teaches cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	Teaches cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	Inaccurately teaches cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	Does not teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	

Standard 6-Professional Learning and Ethical Practice

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.

6.0: 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.	Effectively uses 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.	Uses 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.	Ineffectively uses 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.	Does not 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.	
6.1: Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.	Consistently uses professional ethical principles and professional practice standards to guide their practice.	Uses professional ethical principles and professional practice standards to guide their practice.	Inconsistently uses professional ethical principles and professional practice standards to guide their practice.	Does not use professional ethical principles and professional practice standards to guide their practice.	
6.4: Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.	Deeply understands the significance of lifelong learning and participate in professional activities and learning communities.	Understands the significance of lifelong learning and participate in professional activities and learning communities.	Possesses a basic understanding of the significance of lifelong learning and participate in professional activities and learning communities.	Does not possess an understanding of the significance of lifelong learning and participate in professional activities and learning communities.	
6.5: Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.	Intuitively advances the profession by engaging in activities such as advocacy and mentoring.	Advances the profession by engaging in activities such as advocacy and mentoring.	Demonstrates a basic ability to advance the profession by engaging in activities such as advocacy and mentoring.	Displays no ability to advance the profession by engaging in activities such as advocacy and mentoring.	
Standard 7-Collaboration 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.					
7.2: Beginning special education professionals serve as a collaborative resource to colleagues.	Excels at serving as a collaborative resource to colleagues.	Serves as a collaborative resource to colleagues.	Lacks ability to serve as a collaborative resource to colleagues.	Possesses no ability to serve as a collaborative resource to colleagues.	

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.	Effectively uses collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.	Uses collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.	Ineffectively uses collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.	Does not use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.	
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