

000 SHSU 002 Custom Aggregate Data on Coursework Assessment

Parameter Title	Parameter Value
Select a Course	Any
Select a Section	Any
Select a Term	201480 - Fall 2014,201520 - Spring 2015,201540 - Summer 2015
Select an Assessment Tool	SPED 6312 - Mentor / Supervisor Evaluation of Practicum - Educational Diagnostician Assessment 4
Select Coursework Type	Any
Select Program	Educational Diagnostician (Advanced),Educational Diagnostician - Bilingual (Advanced)



THE TABLE/TABLES BELOW CONTAIN AGGREGATE DATA FOR THE RUBRIC : SPED 6312 - Mentor / Supervisor Evaluation of Practicum - Educational Diagnostician Assessment 4

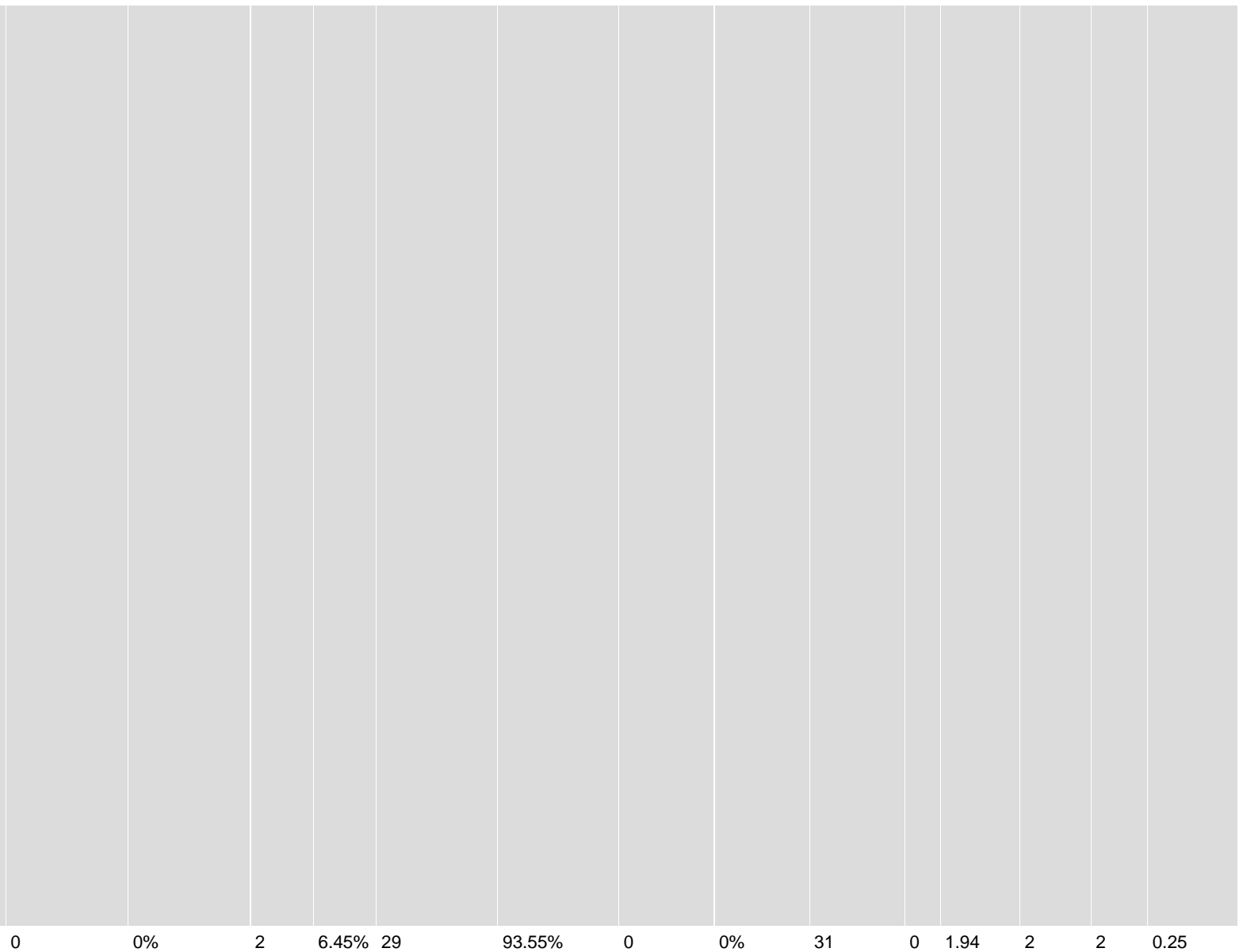
Please assess

-	# Needs Improvement	% Needs Improvement	# Target Level	% Target Level	# Exceeds Expectations	% Exceeds Expectations	# No Response	% No Response	Total Response	NA	Average	Median	Mode	Standard Deviation
1. Assessment Planning (selection of assessment instruments- non-bias assessment plans and technical quality) Candidate selects and use assessment materials based upon technical quality. Candidate selects and modifies appropriate assessment procedures to assure non-biased results. Candidate has knowledge of test reliability, validity, sources of error, standard error of measurement, and	0	0%	3	9.68%	28	90.32%	0	0%	31	0	1.9	2	2	0.3

standardization procedures. Candidate prepares assessment reports based on district policy. Candidate develops assessments to address suspected disability. Standard 1 ED1K4 Models, theories, and philosophies that form the basis of assessment; ED1K6 Policy and research implications that promote recommended practices in assessment (evaluated by mentor and supervisor)														
2. **Test Administration and Scoring, including documentation of observational data (following standardized assessment procedures and understanding of validity, reliability, standard error of measure) Candidate is able to employ the knowledge and skill to administer motor skill assessments. Candidate accurately scores assessment instruments. Candidate accurately uses observation techniques. Candidate accurately assesses language skills. Candidate accurately assesses behavior and adapted behavior. Candidate accurately assesses perceptual skills. Standard 2 ED2K1 Assessment procedures that address all disabilities (evaluated in Portfolio by Special Education Faculty)	0	0%	3	9.68%	28	90.32%	0	0%	31	0	1.9	2	2	0.3
3. Linking of Assessment Data to IEP development and Instructional Planning Individuals exceptionality guides selection, adaptation, and creation of selected materials. Team members	0	0%	3	9.68%	28	90.32%	0	0%	31	0	1.9	2	2	0.3

use and discuss assessment results to develop long range instructional goals (program and IEP) as well as short term goals (IEP). Assessments are used to develop intervention plans within the scope and sequence of general and special education curriculum. Individual abilities, the learning environment, and cultural and linguistic factors are considered in goal development. Candidate develops plans/recommendations include strategies which assure acquisition and fluency. Standard 3 ACC2K5 Process of developing individualized education plans; ACC2K6 Developmentally appropriate strategies for modifying instructional methods and the learning environment; ACC2K3 Continuum of program options and services available to individuals with exceptional learning needs with exceptional learning needs; ACC2K5 Process of developing individualized education plans; ACC2S1 Develop programs including the integration of related services for individuals based on a thorough understanding of individual differences (evaluated by mentor and supervisor)

4. Use of Evidenced-based Strategies in Instructional Recommendations Candidate possesses a large repertoire of evidenced based instructional activities that can be facilitated into various



settings. Candidate has ability to select, adapt, and use strategies to promote positive learning in general and special education curriculum according to needs of the individual with ELN. Candidate appropriately recommends modifications to the learning environment for individuals with ELN. Candidate recommends instructional plan modifications based on ongoing analysis of individual learning progress and patterns success and errors. Standard 4 ACC4K2 Variety of methods for assessing and evaluating individuals with exceptional learning needs performance ACC4K3 Strategies for identifying individuals with exceptional learning needs; ED4S5 Analyze error patterns (evaluated in Portfolio by Special Education Faculty)

5. Impact of Strategies (Recommendations) on student learning Strategies presented facilitate successful transitions for individuals with ELN. Strategies presented facilitate maintenance and generalization of skills across learning environments. Standard 2 ACC2S3 Improve instructional programs using principles of curriculum development and modification, and learning theory (evaluated in Portfolio by Special Education Faculty)	0	0%	3	9.68%	28	90.32%	0	0%	31	0	1.9	2	2	0.3
6. Integration of Skills into Assessment Report Candidate utilizes basic terminology in assessment reports. Candidate gather	0	0%	3	9.68%	28	90.32%	0	0%	31	0	1.9	2	2	0.3

relevant background information in assessment reports. Candidate interprets and presents formal and informal assessment results in the assessment report. Candidate uses technology as applicable to administer assessments and write reports. Candidate utilizes effective communication skills to report assessment results. Standard 4 ACC4K1 Evaluation process and determination of eligibility; ED4S6 Prepare comprehensive assessment reports; ED4S5 Analyze error patterns (evaluated in Portfolio by Special Education Faculty)

7. Responsiveness and Sensitivity to Multicultural Needs Candidate shows sensitivity to various aspects of diversity of individuals and their families (ethnic, racial, socioeconomic, family make up, religious, and cultural) Recognize personal cultural bias and differences that effects one teaching or ability to make effective instructional recommendations. Standard 2 ACC2K1 Effects of the cultural and environmental milieu of the individual and the family on behavior and learning (evaluated by mentor and supervisor)	0	0%	1	3.23%	30	96.77%	0	0%	31	0	1.97	2	2	0.18
8. Collaboration/Communication of assessment results, purposes, methods and implications with other professionals (related services personnel, teachers, staff, lead diagnosticians) Candidate communicates	0	0%	4	12.9%	27	87.1%	0	0%	31	0	1.87	2	2	0.34

assessment purposes, methods, results, and implications to team members.

Candidate encourages consensus among team during IEP meetings and staffing. Candidate is responsive to ideas and suggestions of team members. Candidate serves as a resource by accessing information on exceptionalities and laws and policies. Candidate maintains confidentiality. Candidate collaborates with related service providers and other community agencies in culturally responsive ways to meet the needs individuals with ELN. Candidate maintains confidentiality about individuals with ELN. Standard 6 ACC6K1 Methods for communicating goals and plans to stakeholders; ACC6K2 Roles of educators in integrated settings; ED6K1 Roles of various agencies within the community; ACC6S1 Collaborate to enhance opportunities for learners with exceptional learning needs; ED6S1 Communicate with team members to determine assessment needs; ED6S2 Communicate with team members to review assessment results; ED6S4 Assist teachers in interpreting data including large scale and individual assessments; ED6S5 Use interagency collaboration in planning intervention (evaluated by mentor and supervisor)

9.	0	0%	4	12.9%	27	87.1%	0	0%	31	0	1.87	2	2	0.34
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<p>Collaboration/Communication of assessment results, purposes, methods and implications with Parents Candidate communicates assessment purposes, methods, results, and implications to parents, Candidate serves as a resource to parents for understanding laws and policies; offer strategies to help address family concerns. Candidate includes parents in the process of successful transition planning. Candidate maintains confidentiality about individual with ELN. Standard 6 ACC6K1 Methods for communicating goals and plans to stakeholders; ACC6S1 Collaborate to enhance opportunities for learners with exceptional learning needs; ACC6S2 Apply strategies to resolve conflict and build consensus (evaluated by mentor and supervisor)</p>															
<p>10. Meeting Professional Responsibilities Candidate completes tasks within specified timelines. Candidate follows and is in non-violation of the professional code of ethics and standards set forth by CEC and National Certified Educational Diagnosticians. Candidate engages in professional development opportunities to stay current with evidenced based best practices and legal updates. Standard 5 ACC5K1 Legal rights and responsibilities of individuals with exceptional learning needs, staff, and parents/ guardians; ACC5K2</p>	0	0%	3	9.68%	28	90.32%	0	0%	31	0	1.9	2	2	0.3	

Moral and ethical responsibilities of educators; ACC5K3 Human rights of individuals with exceptional learning needs and their families; ED5K2 Organizations and publications relevant to the field of educational diagnosticians; ACC5S1 Model ethical behavior and promote professional standards (evaluated by mentor and supervisor)

11. Indicators of Professional Development Candidate engages in professional activities that benefit individuals with ELN. Candidate seeks assistance when improving instruction and are assessment issues. Candidate conducts activities in compliance with laws and policies. Standard 5 ED5S1 Respect individual privacy and confidentiality; ACC5S2 Implement practices that promote success for individuals with exceptional learning needs (evaluated by mentor and supervisor)	0	0%	1	3.23%	30	96.77%	0	0%	31	0	1.97	2	2	0.18
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12. Level of Independence Candidate is able to conduct IEP meeting with limited assistance. Candidate is able to administer and score assessments with limited assistance. Candidate is able to write assessment reports with limited assistance. Standard 5 ED5K1 Qualifications to administer and interpret test results; ACC5S1 Model ethical behavior and promote professional standards (evaluated by mentor and supervisor)	0	0%	1	3.23%	30	96.77%	0	0%	31	0	1.97	2	2	0.18
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Total/Percentage	0	0%	31	8.33%	341	91.67%	0	0%	372					
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