

EDUCATION SPECIALIST CLEAR
ADDED AUTHORIZATIONS IN SPECIAL EDUCATION
Multiple Year Assessment Plan
Summer 2014

The California Commission of Teacher Credentialing (CTC), American Association of Colleges for Teacher Education (AACTE), National Council of Accreditation for Teacher Education (NCATE) and the Council of Accreditation for Educator Preparation (CAEP) requires universities offering credentials to annually undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive seven year program improvement cycle and accreditation cycle provide the structure for ongoing, in depth, internal and external review process.

The following table lists the activities of these combined accreditation cycles. All data collected through Taskstream are disaggregated by program and regional center, and ultimately leads to the development of the required organization and program assessments and reports. Based upon the findings of these studies and reports, the programmatic changes and improvements are implemented to improve candidate performance, program quality, and program operations.

Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Cycle Year	1	2	3	4	5	6	7
General Accreditation Activities for Education Accreditation Organizations	Program Data Collection SOE Analysis & recommend revised practices	Program Data Collection Implement revised practices	Program Data Collection SOE Analysis & recommend revised practices	Program Data Collection Implement revised practices	Program Data Collection SOE Analysis & recommend revised practices	Program Data Collection Implement revised practices VISIT: CTC CAEP NCATE	Program Data Collection CTC & NCATE FOLLOW UP AS NEEDED
Due to CTC	Biennial Report		Biennial Report		Biennial Report		
Due to AACTE	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report
Due to NCATE/ CAEP	CAEP Report	CAEP Report	CAEP Report	CAEP Report	CAEP Report CAEP 6 yr. Institutional Report	CAEP Report	CAEP Report

Methods of Assessment and Criteria for Success

For each year of the assessment cycle, data is collected through internal and external sources. Focus groups representing staff, faculty, clinical supervisors, and advisory councils have worked together to discern a set of balanced assessment measures. These assessment measures are aligned with the Mission and Vision of the University as well as with the respective CTC standards. (Please see Candidate Learning Outcomes and Curriculum Maps for this alignment.) Using TaskStream as the primary data storage system, the program collects ongoing data from

these assessments to gauge candidates' progress throughout their course of study and ensure CTC program standards are met. Each signature assignment is evaluated using a supporting rubric. The key assessments for this program and supporting rubrics are listed below. All candidates are expected to be at the "proficient level of performance with a score of "3" or above in each rubric criteria. Following these tables, are the accompanying rubrics.

Direct Measures:

Clear Core Evaluation Instrument	Description	CTC Standards Assessed
GED622 Signature Assignment	Advanced Special Education Assessment	5, 6a, 6b
GED650 Signature Assignment	Universal Access: Equity for All Students	5, 6a, 6b
GED656 Signature Assignment	Shared Leadership, Legislation, and Due Process	7
GED658	Reflective Coaching/ Induction	7

AASE Evaluation Instrument	Description	CTC Standards Assessed
GED651 Signature Assignment	Understanding Emotional/Behavioral Disorders	EDAA standards 1,2,3
GED652 Signature Assignment	Methods for Teaching Students with ASD	ASDAA standards 1,2,3
GED653 Signature Assignment	Methods for Teaching Students with TBI	TBIAA standards 1,2,3,4
GED654 Signature Assignment	Methods for Teaching Students with OHI	OHIAA standards 1,2,3,4
GED661 Signature Assignment	Early Childhood Special Education Curriculum & Services	ECEAA standards 1,2,3,4

Indirect Measures:

Evaluation Instrument	Description	Use
Exit Survey	Form-based Author Responses	Feedback used for quality assurance and program improvement
Disposition Assessment	Form-based Author Responses	Monitor candidates development of professional dispositions

Key Assessment Rubrics:

GED 622 Advanced Assessment and Behavioral Analysis (Rev. 11.15.11)

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
Personal Beliefs/Philosophy About Assessment & Behavior Supports	Little or no evidence of statements of personal beliefs and a philosophy about assessment and behavior supports	A partial statement of personal beliefs and a philosophy about assessment and behavior supports	Clearly states personal beliefs and a philosophy about assessment and behavior supports	Clearly, consistently, and convincingly states personal beliefs and a philosophy about assessment and behavior supports	
Standards CA- PLNU/Education Specialist Clear Credential (2011) Standard: Program Standard 5: Pedagogy Standard: Program Standard 6a: Universal Access: Equity for all Students – Teaching English Learners Standard: Program Standard 6b: Universal Access: Equity for all Students – Teaching Special Populations					
Identification of a Viable Set of Rules/Expectations Along with Reinforcements & Consequences	Little or no evidence relating to the identification of a viable set of rules & expectations with no clear rationale as to the specific reinforcements and consequences selected	Partial evidence relating to the identification of a viable set of rules & expectations with no clear rationale as to the specific reinforcements and consequences selected	Clearly relates the identification of a viable set of rules & expectations and a clear rationale as to the specific reinforcements and consequences selected	Clearly, consistently, convincingly relates the identification of a viable set of rules & expectations and a clear rationale as to the specific reinforcements and consequences selected	
Standards CA- PLNU/Education Specialist Clear Credential (2011) Standard: Program Standard 5: Pedagogy Standard: Program Standard 6a: Universal Access: Equity for all Students – Teaching English Learners Standard: Program Standard 6b: Universal Access: Equity for all Students – Teaching Special Populations					
How Rules/Expectations are Taught and	Little or no evidence of analysis of how rules/expectations are taught	Partial evidence of analysis of how rules/expectations are taught with no clear	Clear evidence of analysis of rules/expectations are taught with rationale for how they	Clear and consistent, evidence of analysis of how rules/expectations are taught	

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
Used to Establish a Positive Classroom Environment	with no clear rationale for how they are used to establish a positive classroom environment	rationale for how they are used to establish a positive classroom environment	are used to establish a positive classroom environment	with clear rationale for how they are used to establish a positive classroom environment	
Standards CA- PLNU/Education Specialist Clear Credential (2011) Standard: Program Standard 5: Pedagogy Standard: Program Standard 6a: Universal Access: Equity for all Students – Teaching English Learners Standard: Program Standard 6b: Universal Access: Equity for all Students – Teaching Special Populations					
Established Guidelines for Individual Behavioral Needs, Room Arrangement, Procedures & Positive Supports	Little or no evidence is given to identify and address the individual student's behavioral needs in the following areas: • Room arrangement. • Procedures and Positive Supports for the student's behavior as well as consequences as appropriate.	Partial evidence is given to identify and address the individual student's behavioral needs in the following areas: • Room arrangement • Procedures and Positive Supports for the student's behavior as well as consequences as appropriate .	Clear evidence is given to identify and address the individual student's behavioral needs in the following areas: •Room arrangement. • Procedures and Positive Supports for the student's behavior as well as consequences as appropriate.	Clear, consistent, and convincing evidence is given to identify and address the individual student's behavioral needs in the following areas: • Room arrangement • Procedures and Positive Supports for the student's behavior as well as consequences as appropriate.	
Standards CA- PLNU/Education Specialist Clear Credential (2011) Standard: Program Standard 5: Pedagogy Standard: Program Standard 6a: Universal Access: Equity for all Students – Teaching English Learners Standard: Program Standard 6b: Universal Access: Equity for all Students – Teaching Special Populations					

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
California State Standards	Little or no evidence citing use of California State Standards.	Partial evidence cited to include California State Standards.	Clearly states: California State Standards, grade level, and specific focus area.	Clearly, consistently, and convincingly states: 1) California State Standards, grade level, and specific focus area and 2) Interdisciplinary themes/standards.	
Gathering facts about the learners	Little or no evidence identifying the learners in the classroom.	Partial evidence identifying in the learners in the classroom to include:1) ELL, Special Education, Gifted, and At-Risk populations.	Clear evidence identifying the learners in the classroom to include: 1) ELL, Special Education, Gifted, and At Risk populations, 2) Learning modalities of strength and multiple intelligences.	Clear and consistent evidence identifying the learners in the classroom to include: 1) ELL, Special Education, Gifted, and At Risk populations, 2) learning modalities of strength and multiple intelligence, 3) Pause and reflection to ensure that "all" students are considered.	
Considerations for differentiating CONTENT (What will they learn?)	Little or no evidence is given of adjusting content and curricular resources for instruction.	Partial evidence of adjusting level of content and differentiated curricular resources for instruction to include one of the following: 1) Variations in curricular resources for ELL, Special Education, Gifted, and At Risk populations.	Clear evidence of adjusting level of content and differentiated curricular resources for instruction to include both of the following: 1) Variations in curricular resources for ELL, Special Education, Gifted, and At Risk populations, 2) Adjustment in content to accommodate learning modalities of strength , multiple intelligence, and different learning abilities.	Clear and consistent evidence of adjusting level of content and differentiated curricular resources for instruction to include the following: 1) Variations in curricular resources for ELL, Special Education, Gifted, and At Risk populations, 2) Adjustment in content to accommodate learning modalities of strength , multiple intelligence, and different learning abilities, 3) Pause and reflection to ensure that "all" students are considered.	
Considerations for	Little or no evidence is given to address the use of multiple	Partial evidence is given to address the use of multiple	Clear evidence is given to address the use of multiple	Clear and consistent evidence is given to address	

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
differentiating PRODUCT (How will they convey their learning?)	assessment products along with evidence and criteria for assessing student progress.	assessment products along with evidence and criteria for assessing student progress: 1) Variations in the assessment products for ELL, Special Education, Gifted, and At Risk populations.	assessment products along with evidence and criteria for assessing student progress: 1) Variations in the assessment products for ELL, Special Education, Gifted, and At Risk populations, 2) Variations in the assessment products to include learning modalities of strength, multiple intelligence, and different learning abilities, 3) Pause and reflection to ensure that "all" students are considered.	to address the use of multiple assessment products along with evidence and criteria for assessing student progress: 1) Variations in the assessment products for ELL, Special Education, Gifted, and At Risk populations, 2) Variations in the assessment products to include learning modalities of strength, multiple intelligence, and different learning abilities, 3) Pause and reflection to ensure that "all" students are considered.	
Considerations for a differentiated instructional PROCESS (How will they engage in learning?)	Little or no evidence for considerations for a differentiated instructional process.	Partial evidence for considerations for a differentiated instructional process to include MORE THAN two of the following: 1) Format (adapted lecture, activity-based, web-based, etc), 2) Arrangement (cooperative group structure, small group, tutorial,etc.), 3) Strategies (research-based, Blooms Taxonomy, ELL/SPED, etc), 4) Social/Physical (learning stations, individual seats, outside class, community learning, etc.), 5) Co-teaching (supportive, parallel, complementary, team).	Clear evidence for considerations for a differentiated instructional process to include MORE THAN two of the following: 1) Format (adapted lecture, activity-based, web-based, etc), 2) Arrangement (cooperative group structure, small group, tutorial,etc.), 3) Strategies (research-based, Blooms Taxonomy, ELL/SPED, etc), 4) Social/Physical (learning stations, individual seats, outside class, community learning, etc.), 5) Co-teaching (supportive, parallel, complementary, team).	Clear evidence for considerations for a differentiated instructional process to include MORE THAN two of the following: 1) Format (adapted lecture, activity-based, web-based, etc), 2) Arrangement (cooperative group structure, small group, tutorial,etc.), 3) Strategies (research-based, Blooms Taxonomy, ELL/SPED, etc), 4) Social/Physical (learning stations, individual seats, outside class, community learning, etc.), 5) Co-teaching (supportive, parallel, complementary, team), 6) Pause and reflection to ensure that "all" students are included.	
Identification of	Little or no evidence of	Partial evidence of the	Clear evidence of the	Clear and consistent	

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
implementation stage	responsibilities of the involved staff during the instructional process.	responsibilities of the involved staff, highlighting responsibilities during the instructional process.	responsibilities of the involved staff, highlighting responsibilities before and during the instructional process.	evidence of the responsibilities of the involved staff, highlighting responsibilities before, during, and after the instructional process.	
Reflection	Little or no statement of staff reflection.	Partial statement of staff reflection.	Clear statement of staff reflection to include: 1) how staff and students engaged and performed, 2) recommendation for design of the next lesson.	Clear and consistent statement of staff reflection to include: 1) how staff and students engaged and performed, 2) recommendation for design of the next lesson, 3) where, when, and how often collaborative reflection takes place.	

GED 651 Understanding Emotional/Behavioral Disorders: Interventions and Supports (Rev. 11.19.11)

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
Discussion of relevant demographic data on student	Little or no discussion of relevant demographic data on the student.	A partial statement/discussion of relevant demographic data on the student.	Clearly gives statements/discussion of relevant demographic data on the student.	Clearly and thoroughly discusses the relevant demographic data on the student.	
Standards CA- PLNU/Emotional Disturbance (ED) Added Authorization (2011) Standard: Program Standard 1: Causes, Characteristics, and Definitions of Students with Emotional Disturbance					
Description of the school and community.	Little or no description of the school and community for the student.	A partial description of the school and community for the student.	Clearly gives a description of the school and community for the student.	Clearly and coherently gives a description of the school and community for the student.	
Standards CA- PLNU/Emotional Disturbance (ED) Added Authorization (2011) Standard: Program Standard 1: Causes, Characteristics, and Definitions of Students with Emotional Disturbance					
Educational history including schools attended, reason for initial referral, disability category, placement. decisions, IEP goals and objectives, behavior support plan.	Little or no evidence of descriptions of the educational history including schools attended, reason for initial referral, disability category, placement. decisions, IEP goals and objectives, behavior support plan.	Partial evidence of description of the educational history including schools attended, reason for initial referral, disability category, placement. decisions, IEP goals and objectives, behavior support plan	Clearly relates a description of educational history including schools attended, reason for initial referral, disability category, placement. decisions, IEP goals and objectives, behavior support plan	Clear and coherent description of educational history including schools attended, reason for initial referral, disability category, placement. decisions, IEP goals and objectives, behavior support plan	
Standards CA- PLNU/Emotional Disturbance (ED) Added Authorization (2011) Standard: Program Standard 1: Causes, Characteristics, and Definitions of Students with Emotional Disturbance Standard: Program Standard 2: Assessment, Curriculum Design, and Interventions in Academic and Social Domains for Students with ED					
Statements about family system elements important	Little or no evidence of statements about family system elements important	Partial evidence is given regarding specifications about the data collection	Clear evidence is given regarding specifications about the data collection	Clear, consistent, and convincing evidence is given regarding specifications	

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
to understand the student's behavior.	to understand the student's behavior.	system used.	system used.	about the data collection system used.	
Standards CA- PLNU/Emotional Disturbance (ED) Added Authorization (2011) Standard: Program Standard 3: Consultation and Coordination with Families and Other Service Providers					
Description of classroom accommodations needed to support the student.	Vaguely written, so there is little or no description of classroom accommodations needed to support the student.	Partially written to include some description of classroom accommodations needed to support the student.	Clearly written discussion and description of classroom accommodations needed to support the student.	Clearly and coherently written discussion and description of classroom accommodations needed to support the student.	
Standards CA- PLNU/Emotional Disturbance (ED) Added Authorization (2011) Standard: Program Standard 2: Assessment, Curriculum Design, and Interventions in Academic and Social Domains for Students with ED					
Observational information related to goals and objectives in IEP.	Little or no observational information given that is related to goals and objectives in IEP.	Some observational information given that is related to goals and objectives in IEP.	Clearly written statements about observational information that is related to goals and objectives in IEP.	Clearly and coherently written statements about observational information that is related to goals and objectives in IEP.	
Standards CA- PLNU/Emotional Disturbance (ED) Added Authorization (2011) Standard: Program Standard 1: Causes, Characteristics, and Definitions of Students with Emotional Disturbance Standard: Program Standard 2: Assessment, Curriculum Design, and Interventions in Academic and Social Domains for Students with ED					
Description of outcomes from teacher/paraeducator interviews regarding the student.	Little or no description of outcomes from teacher/paraeducator interviews regarding the student.	Partially stated, not necessarily clear, description of outcomes from teacher/paraeducator interviews regarding the student.	Clearly stated description of outcomes from teacher/paraeducator interviews regarding the student.	Clear and coherent description of outcomes from teacher/paraeducator interviews regarding the student.	
Standards CA- PLNU/Emotional Disturbance (ED) Added Authorization (2011) Standard: Program Standard 2: Assessment, Curriculum Design, and Interventions in Academic and Social Domains for Students with ED					

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
Summary and synthesis statements indicating the comparison of student's characteristics with those described in textbooks or research.	Little or no summary/synthesis statements given to indicate the comparison of the student's characteristics with those described in textbooks or research.	Partially stated, not necessarily clear, summary/synthesis statements given to indicate the comparison of the student's characteristics with those described in textbooks or research.	Clear summary/synthesis statements given to indicate the comparison of the student's characteristics with those described in textbooks or research.	Clear and coherent summary/synthesis statements given to indicate the comparison of the student's characteristics with those described in textbooks or research.	
	Standards CA- PLNU/Emotional Disturbance (ED) Added Authorization (2011) Standard: Program Standard 1: Causes, Characteristics, and Definitions of Students with Emotional Disturbance Standard: Program Standard 3: Consultation and Coordination with Families and Other Service Providers				

<http://www.taskstream.com/>GED 652 Methods for Teaching Students with ASD (Rev. 11.15.11)

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
Daily Class Schedule, Task Completion, & Long-Short Term	Little or no evidence of statements of the development of the following: Daily class schedule, Task	Partial statements of the development of the following: Daily class schedule, Task completion process, Long-	Clearly statements of the development of the following: Daily class schedule, Task completion process, Long-	Clear, consistent, and convincing statements of the development of the following: Daily class schedule, Task	

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
Assignments Planning	completion process, Long-Short term assignments planning	Short term assignments planning	Short term assignments planning	completion process, Long-Short term assignments planning	
Standards CA- PLNU/Autism Spectrum Disorders (ASD) Added Authorization (2011) Standard: Program Standard 1: Characteristics of ASD Standard: Program Standard 2: Teaching, Learning, and Behavior Strategies for Students with ASD					
Identification of DIS Services and a Sensory Diet	Little or no evidence relating to the identification of DIS services with no clear rationale as to the sensory diet selected	Partial evidence relating to the identification of DIS services with no clear rationale as to the sensory diet selected	Clearly relates the identification of DIS services and a clear rationale as to the sensory diet selected	Clearly, consistently, convincingly relates the identification of DIS services and a clear rationale as to the sensory diet selected	
Standards CA- PLNU/Autism Spectrum Disorders (ASD) Added Authorization (2011) Standard: Program Standard 1: Characteristics of ASD Standard: Program Standard 2: Teaching, Learning, and Behavior Strategies for Students with ASD Standard: Program Standard 3: Collaborating with Other Service Providers and Families					
How the Anticipation of Change and a Relaxation System Are Addressed	Little or no evidence of analysis of how the Anticipation of Change is taught with no clear rationale for how a Relaxation System is used with the individual student	Partial evidence of analysis of how the Anticipation of Change is taught with no clear rationale for how a Relaxation System is used with the individual student	Clear evidence of analysis of the Anticipation of Change is taught with rationale for how a Relaxation System is used with the individual student	Clear and consistent, evidence of analysis of how the Anticipation of Change is taught with clear rationale for how a Relaxation System is used with the individual student	
Standards CA- PLNU/Autism Spectrum Disorders (ASD) Added Authorization (2011) Standard: Program Standard 1: Characteristics of ASD Standard: Program Standard 2: Teaching, Learning, and Behavior Strategies for Students with ASD					
How a	Little or no evidence is given	Partial evidence is given to	Clear evidence is given to	Clear, consistent, and	

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
Communication System of Needs/Questions is Taught and Utilized	to identify how a Communication System of Needs/Questions is taught to and utilized by the student with Autism Spectrum Disorder	identify how a Communication System of Needs/Questions is taught to and utilized by the student with Autism Spectrum Disorder	identify how a Communication System of Needs/Questions is taught to and utilized by the student with Autism Spectrum Disorder	convincing evidence is given to identify how a Communication System of Needs/Questions is taught to and utilized by the student with Autism Spectrum Disorder	
	Standards CA- PLNU/Autism Spectrum Disorders (ASD) Added Authorization (2011) Standard: Program Standard 1: Characteristics of ASD Standard: Program Standard 2: Teaching, Learning, and Behavior Strategies for Students with ASD				

<http://www.taskstream.com/>GED 653 TBI Case Study Analysis and Program Plan (Rev. 11.15.11)

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
Review and analyze the neurological and academic assessment reports.	Little or no evidence of review and analysis of relevant neurological, and academic assessment reports.	Partial statements about relevant neurological and academic assessments without a thorough review and analysis.	Clear statements to show review and analysis of relevant neurological and academic assessments.	Clearly and coherently shows evidence of review and analysis of relevant neurological and academic assessments.	
Standards CA- PLNU/Traumatic Brain Injury (TBI) Added Authorization (2011) Standard: Program Standard 1: Characteristics of Students with TBI Standard: Program Standard 2: Assessment, Communication, Teaching & Learning for Students with TBI					
Identify areas of strength and areas of need for the student; instructional needs and issues.	Little or no description and identification of areas of strength and areas of need for the student; instructional needs and issues.	Partial description and identification of areas of strength and areas of need for the student; instructional needs and issues.	Clear description and identification of areas of strength and areas of need for the student; instructional needs and issues.	Clear and coherent statements as evidence of identification of areas of strength and areas of need for the student; instructional needs and issues.	
Standards CA- PLNU/Traumatic Brain Injury (TBI) Added Authorization (2011) Standard: Program Standard 2: Assessment, Communication, Teaching & Learning for Students with TBI Standard: Program Standard 3: Specialized Health Care and Behavior and Emotional Issues and Strategies for Students with TBI Standard: Program Standard 4: Transition and Collaborating with Families and Other Service Providers for Students with TBI					
Generate classroom recommendations of services and supports for IEP.	Little or no evidence of recommendations of specialized academic instructional setting (home, natural environment, hospitals, treatment center, classroom, itinerant instructional delivery) services and supports for the	Partial statements given as recommendations of specialized academic instructional setting (home, natural environment, hospitals, treatment center, classroom, itinerant instructional delivery) services and supports for the	Clear description given for recommendations of specialized academic instructional setting (home, natural environment, hospitals, treatment center, classroom, itinerant instructional delivery) services and supports for the	Clear and coherent of recommendations of specialized academic instructional setting (home, natural environment, hospitals, treatment center, classroom, itinerant instructional delivery) services and supports for the	

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
	IFSP, IEP, and ITP	IFSP, IEP, and ITP.	IFSP, IEP, and ITP	IFSP, IEP, and ITP	
	Standards CA- PLNU/Traumatic Brain Injury (TBI) Added Authorization (2011) Standard: Program Standard 2: Assessment, Communication, Teaching & Learning for Students with TBI Standard: Program Standard 3: Specialized Health Care and Behavior and Emotional Issues and Strategies for Students with TBI Standard: Program Standard 4: Transition and Collaborating with Families and Other Service Providers for Students with TBI				
Goals /objectives for a Positive Behavior Support Plan addressing behavior challenges and self-esteem issues	Little or no evidence showing goals/objectives for a Positive behavior Support Plan addressing behavior challenges and self-esteem issues.	Partial evidence given showing goals/objectives for a Positive Behavior Support Plan addressing behavior challenges and self-esteem issues.	Clear description given of goals/objectives for a Positive Behavior Support Plan addressing behavior challenges and self-esteem issues.	Clear and coherent description given showing goals/objectives for a Positive Behavior Support Plan addressing behavior challenges and self-esteem issues.	
	Standards CA- PLNU/Traumatic Brain Injury (TBI) Added Authorization (2011) Standard: Program Standard 2: Assessment, Communication, Teaching & Learning for Students with TBI Standard: Program Standard 3: Specialized Health Care and Behavior and Emotional Issues and Strategies for Students with TBI Standard: Program Standard 4: Transition and Collaborating with Families and Other Service Providers for Students with TBI				
Assistive technology goals/objectives	Little or no discussion and description of Assistive technology goals/objectives	Partial discussion and description of Assistive technology goals/objectives	Clear discussion and description of Assistive technology goals/objective	Clear and coherent discussion and description of Assistive technology goals/objectives	
	Standards CA- PLNU/Traumatic Brain Injury (TBI) Added Authorization (2011) Standard: Program Standard 2: Assessment, Communication, Teaching & Learning for Students with TBI				
Academic goals/objective;	Little or no evidence of academic	Partial statements regarding of academic	Clear description of academic goals/objective;goals/objectiv	Clear and concise of academic	

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
Goals/objectives shared by a collaborative support team	goals/objective;goals/objectives shared by a collaborative support team.	goals/objective;goals/objectives shared by a collaborative support team.	es shared by a collaborative support team.	goals/objective;goals/objectives shared by a collaborative support team.	
Standards CA- PLNU/Traumatic Brain Injury (TBI) Added Authorization (2011) Standard: Program Standard 2: Assessment, Communication, Teaching & Learning for Students with TBI Standard: Program Standard 4: Transition and Collaborating with Families and Other Service Providers for Students with TBI					

<http://www.taskstream.com/>GED 654 OHI Case Study Analysis and Program Plan (Rev. 11.18.11)

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
Review and analyze the neurological and academic assessment reports.	Little or no evidence of review and analysis of relevant neurological, and academic assessment reports.	Partial statements about relevant neurological and academic assessments without a thorough review and analysis.	Clear statements to show review and analysis of relevant neurological and academic assessments.	Clearly and coherently shows evidence of review and analysis of relevant neurological and academic assessments.	
Standards CA- PLNU/Other Health Impairments (OHI) Added Authorization (2011) Standard: Program Standard 1: Characteristics of Students with OHI Standard: Program Standard 2: Assessment, Communication, Teaching and Learning for Students with OHI					
Identify areas of strength and areas of need for the student; instructional	Little or no description and identification of areas of strength and areas of need for the student; instructional needs and issues.	Partial description and identification of areas of strength and areas of need for the student; instructional needs and issues.	Clear description and identification of areas of strength and areas of need for the student; instructional needs and issues.	Clear and coherent statements as evidence of identification of areas of strength and areas of need for the student; instructional	

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
needs and issues.				needs and issues.	
	Standards CA- PLNU/Other Health Impairments (OHI) Added Authorization (2011) Standard: Program Standard 2: Assessment, Communication, Teaching and Learning for Students with OHI Standard: Program Standard 3: Specialized Health Care and Supports for Students with OHI				
Generate classroom recommendations of services and supports for IEP.	Little or no evidence of recommendations of specialized academic instructional setting (home, natural environment, hospitals, treatment center, classroom, itinerant instructional delivery) services and supports for the IFSP, IEP, and ITP	Partial statements given as recommendations of specialized academic instructional setting (home, natural environment, hospitals, treatment center, classroom, itinerant instructional delivery) services and supports for the IFSP, IEP, and ITP.	Clear description given for recommendations of specialized academic instructional setting (home, natural environment, hospitals, treatment center, classroom, itinerant instructional delivery) services and supports for the IFSP, IEP, and ITP	Clear and coherent of recommendations of specialized academic instructional setting (home, natural environment, hospitals, treatment center, classroom, itinerant instructional delivery) services and supports for the IFSP, IEP, and ITP	
	Standards CA- PLNU/Other Health Impairments (OHI) Added Authorization (2011) Standard: Program Standard 2: Assessment, Communication, Teaching and Learning for Students with OHI Standard: Program Standard 3: Specialized Health Care and Supports for Students with OHI Standard: Program Standard 4: Transition and Collaborating with Families and Other Service Providers				
Goals /objectives for a Positive Behavior Support Plan addressing behavior challenges and self-esteem issues	Little or no evidence showing goals/objectives for a Positive behavior Support Plan addressing behavior challenges and self-esteem issues.	Partial evidence given showing goals/objectives for a Positive Behavior Support Plan addressing behavior challenges and self-esteem issues.	Clear description given of goals/objectives for a Positive Behavior Support Plan addressing behavior challenges and self-esteem issues.	Clear and coherent description given showing goals/objectives for a Positive Behavior Support Plan addressing behavior challenges and self-esteem issues.	
	Standards CA- PLNU/Other Health Impairments (OHI) Added Authorization (2011) Standard: Program Standard 2: Assessment, Communication, Teaching and Learning for Students with OHI				

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
	Standard: Program Standard 3: Specialized Health Care and Supports for Students with OHI Standard: Program Standard 4: Transition and Collaborating with Families and Other Service Providers				
Assistive technology goals/objectives	Little or no discussion and description of Assistive technology goals/objectives	Partial discussion and description of Assistive technology goals/objectives	Clear discussion and description of Assistive technology goals/objective	Clear and coherent discussion and description of Assistive technology goals/objectives	
	Standards CA- PLNU/Other Health Impairments (OHI) Added Authorization (2011) Standard: Program Standard 2: Assessment, Communication, Teaching and Learning for Students with OHI				
Academic goals/objective; Goals/objectives shared by a collaborative support team	Little or no evidence of academic goals/objective;goals/objectives shared by a collaborative support team.	Partial statements regarding of academic goals/objective;goals/objectives shared by a collaborative support team.	Clear description of academic goals/objective;goals/objectives shared by a collaborative support team.	Clear and concise of academic goals/objective;goals/objectives shared by a collaborative support team.	
	Standards CA- PLNU/Other Health Impairments (OHI) Added Authorization (2011) Standard: Program Standard 2: Assessment, Communication, Teaching and Learning for Students with OHI Standard: Program Standard 3: Specialized Health Care and Supports for Students with OHI Standard: Program Standard 4: Transition and Collaborating with Families and Other Service Providers				

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Description of Policy and Procedures Related to IDEA.	<p>Little or no description of specific policies and procedures related to:</p> <ul style="list-style-type: none"> - Identification, assessment, and eligibility of special education services -Inclusive practices and programming -Parent involvement, parental rights, and due process -Collaborative teams and shared leadership decision-making -Effective collaboration, consultation, and special education programming. 	<p>Partial description of specific policies and procedures related to:</p> <ul style="list-style-type: none"> - Identification, assessment, and eligibility of special education services -Inclusive practices and programming -Parent involvement, parental rights, and due process -Collaborative teams and shared leadership decision-making -Effective collaboration, consultation, and special education programming. 	<p>Clear description of specific policies and procedures related to:</p> <ul style="list-style-type: none"> - Identification, assessment, and eligibility of special education services -Inclusive practices and programming -Parent involvement, parental rights, and due process -Collaborative teams and shared leadership decision-making -Effective collaboration, consultation, and special education programming. 	<p>Clear and complete description of specific policies and procedures related to:</p> <ul style="list-style-type: none"> - Identification, assessment, and eligibility of special education services -Inclusive practices and programming -Parent involvement, parental rights, and due process -Collaborative teams and shared leadership decision-making -Effective collaboration, consultation, and special education programming. 	
Analysis of School Resources.	<p>Little or no analysis of the following components:</p> <ul style="list-style-type: none"> -Enhancing effective leadership skills in special education personnel -Effective lesson planning/design, classroom instruction, lesson delivery -Progress monitoring, assessment, and program evaluation. 	<p>Partial analysis of the following components:</p> <ul style="list-style-type: none"> -Enhancing effective leadership skills in special education personnel -Effective lesson planning/design, classroom instruction, lesson delivery -Progress monitoring, assessment, and program evaluation. 	<p>Clear analysis of the following components:</p> <ul style="list-style-type: none"> -Enhancing effective leadership skills in special education personnel -Effective lesson planning/design, classroom instruction, lesson delivery -Progress monitoring, assessment, and program evaluation. 	<p>Clear and complete analysis of the following components:</p> <ul style="list-style-type: none"> -Enhancing effective leadership skills in special education personnel -Effective lesson planning/design, classroom instruction, lesson delivery -Progress monitoring, assessment, and program evaluation. 	
Personal Reflection	<p>Little or no statements indicating personal reflection about the following:</p> <ul style="list-style-type: none"> -The strengths of the school as they relate to policy and procedures as well as school resources -The perceived areas of need for improvements as they relate to policy and procedures 	<p>Partial statements indicating personal reflection about the following:</p> <ul style="list-style-type: none"> -The strengths of the school as they relate to policy and procedures as well as school resources -The perceived areas of need for improvements as they relate to policy and procedures 	<p>Clear statements indicating personal reflection about the following:</p> <ul style="list-style-type: none"> -The strengths of the school as they relate to policy and procedures as well as school resources -The perceived areas of need for improvements as they relate to policy and procedures 	<p>Clear and convincing statements indicating personal reflection about the following:</p> <ul style="list-style-type: none"> -The strengths of the school as they relate to policy and procedures as well as school resources -The perceived areas of need for improvements as they relate to policy and procedures 	

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
	as well as school resources.	as well as school resources.	as well as school resources.	as well as school resources.	

<http://www.taskstream.com/>GED 658 Individual Induction Plan (Rev. 11.16.11)

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
Focus: Determining What the Candidate Needs to Know and Be Able To Do.	Little or no evidence cited to determine what the candidate needs to know and be able to do.	Partial evidence cited to determine what the candidate needs to know and be able to do.	Clear evidence given to determine what the candidate needs to know and be able to do.	Clear, consistent, and convincing evidence given to determine what the candidate needs to know and be able to do.	
Standards CA- PLNU/Education Specialist Clear Credential (2011) Standard: Program Standard 4: Formative Assessment Standard: Program Standard 5: Pedagogy Standard: Program Standard 6a: Universal Access: Equity for all Students – Teaching English Learners Standard: Program Standard 6b: Universal Access: Equity for all Students – Teaching Special Populations					
Action Plan: Examining Research and Applying New Learning in Their Assignment.	Little or no evidence of an Action Plan that examines research and makes application of new learning in their assignment.	Partial evidence of an Action Plan that examines research and makes application of new learning in their assignment.	Clear evidence of an Action Plan that examines research and makes application of new learning in their assignment.	Clear, consistent, and convincing evidence of an Action Plan that examines research and makes application of new learning in their assignment.	
Standards					

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
	CA- PLNU/Education Specialist Clear Credential (2011) Standard: Program Standard 4: Formative Assessment Standard: Program Standard 5: Pedagogy Standard: Program Standard 6a: Universal Access: Equity for all Students – Teaching English Learners Standard: Program Standard 6b: Universal Access: Equity for all Students – Teaching Special Populations				
Implementation Steps: Applying New Learning in Their Assignment.	Little or no evidence of implementation steps that apply new learning in their assignment.	Partial evidence of implementation steps that apply new learning in their assignment.	Clear evidence of implementation steps that apply new learning in their assignment.	Clear, consistent, and convincing evidence of implementation steps that apply new learning in their assignment.	
	Standards CA- PLNU/Education Specialist Clear Credential (2011) Standard: Program Standard 4: Formative Assessment Standard: Program Standard 5: Pedagogy Standard: Program Standard 6a: Universal Access: Equity for all Students – Teaching English Learners Standard: Program Standard 6b: Universal Access: Equity for all Students – Teaching Special Populations				
Reflection/Application Regarding Instructional Strategies and Student Attainment of Goals/Objectives.	Little or no evidence of reflection/application regarding instructional strategies and student attainment of goals/objectives.	Partial evidence of reflection/application regarding instructional strategies and student attainment of goals/objectives.	Clear evidence of reflection/application regarding instructional strategies and student attainment of goals/objectives.	Clear, consistent, and convincing evidence of reflection/application regarding instructional strategies and student attainment of goals/objectives.	
	Standards CA- PLNU/Education Specialist Clear Credential (2011) Standard: Program Standard 4: Formative Assessment Standard: Program Standard 5: Pedagogy Standard:				

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
	Program Standard 6a: Universal Access: Equity for all Students – Teaching English Learners Standard: Program Standard 6b: Universal Access: Equity for all Students – Teaching Special Populations				

GED 661 Early Childhood Special Education Curriculum, Services, and Supports (Rev. 11.18.11)

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
Description of the objectives and their relationships to the IEP goals.	Little or no evidence of description of the objectives and their relationships to the IEP goals.	A partial statement of the description of the objectives and their relationships to the IEP goals.	Clearly states the description of the objectives and their relationships to the IEP goals.	Clearly, consistently, and convincingly states the description of the objectives and their relationships to the IEP goals.	
	Standards CA- PLNU/Early Childhood Special Education (ECSE) Added Authorization Standard: Program Standard 1: Characteristics of Infants, Toddlers, and Preschoolers with IFSP and IEPs Standard: Program Standard 4: Experience in Early Childhood Special Education Programs				
Statements about the adaptations and accommodations needed for the child including EL	Little or no evidence of statements about the adaptations and accommodations needed for the child including EL	A partial statement about the adaptations and accommodations needed for the child including EL.	Clearly relates statements about the adaptations and accommodations needed for the child including EL	Clearly, consistently, convincingly, and coherently relates statements about the adaptations and accommodations needed for the child including EL.	
	Standards CA- PLNU/Early Childhood Special Education (ECSE) Added Authorization Standard: Program Standard 1: Characteristics of Infants, Toddlers, and Preschoolers with IFSP and IEPs Standard: Program Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten				
Description of the environment/setting and the materials needed.	Little or no evidence of descriptions of the environment/setting and the materials needed.	Partial evidence of a description of the environment/setting and the materials needed.	Clearly relates a description of the environment/setting and the materials needed.	Clear and consistent, evidence of description of the environment/setting and the materials needed.	
	Standards CA- PLNU/Early Childhood Special Education (ECSE) Added Authorization Standard: Program Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten				
Specifications about the data collection system used.	Little or no evidence is given regarding specifications about the data collection system used.	Partial evidence is given regarding specifications about the data collection system used.	Clear evidence is given regarding specifications about the data collection system used.	Clear, consistent, and convincing evidence is given regarding specifications about the data collection system used.	

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
	Standards CA- PLNU/Early Childhood Special Education (ECSE) Added Authorization Standard: Program Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten				
Discussion about the way in which family members are included in the activity.	Vaguely written, so there is little or no discussion about the way in which family members are included in the activity.	Partially written to include some discussion about the way in which family members are included in the activity.	Clearly written discussion about the way in which family members are included in the activity.	Clearly, consistently, and convincingly written discussion about the way in which family members are included in the activity.	
	Standards CA- PLNU/Early Childhood Special Education (ECSE) Added Authorization Standard: Program Standard 2: Role of the Family in Early Childhood Special Education				
Strategies for inclusion to accomplish curriculum adaptation, scheduling, class composition, grouping, and transitioning.	Little or no listing of strategies for inclusion to accomplish curriculum adaptation, scheduling, class composition, grouping, and transitioning.	Partial listing of strategies for inclusion to accomplish curriculum adaptation, scheduling, class composition, grouping, and transitioning.	Clearly written listing of strategies for inclusion to accomplish curriculum adaptation, scheduling, class composition, grouping, and transitioning.	Clearly and convincing listing of strategies for inclusion to accomplish curriculum adaptation, scheduling, class composition, grouping, and transitioning.	
	Standards CA- PLNU/Early Childhood Special Education (ECSE) Added Authorization Standard: Program Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten Standard: Program Standard 4: Experience in Early Childhood Special Education Programs				
Description of the roles and responsibilities of paraprofessionals in instruction.	Little or no description of the roles and responsibilities of paraprofessionals in instruction.	Partially stated, not necessarily clear, description of the roles and responsibilities of paraprofessionals in instruction.	Clearly stated description of the roles and responsibilities of paraprofessionals in instruction.	Clear and convincing statement of the roles and responsibilities of paraprofessionals in instruction.	
	Standards CA- PLNU/Early Childhood Special Education (ECSE) Added Authorization Standard: Program Standard 4: Experience in Early Childhood Special Education Programs				

<p>1. Dignity & Honor: The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace, and service.</p>	<p>Demonstrates indicator infrequently if at all.</p>	<p>Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.</p>	<p>Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.</p>	<p>Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed</p>
<p>2. Honesty & Integrity: The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community.</p>	<p>Demonstrates indicator infrequently if at all.</p>	<p>Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.</p>	<p>Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.</p>	<p>Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed</p>
<p>3. Caring, Patience, and Respect: The candidate demonstrates caring, patience, fairness and respect for the knowledge level, diversity, and abilities of others, ensuring that all students have the opportunity to achieve.</p>	<p>Demonstrates indicator infrequently if at all.</p>	<p>Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.</p>	<p>Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.</p>	<p>Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed</p>
<p>4. Spirit of Collaboration, Flexibility and Humility: The candidate actively participates in and contributes to the achievement of the learning community, explaining own thought process with humility and considers those of others with a positive, open-minded attitude.</p>	<p>Demonstrates indicator infrequently if at all.</p>	<p>Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.</p>	<p>Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.</p>	<p>Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed</p>
<p>5. Harmony in Learning Community: The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community.</p>	<p>Demonstrates indicator infrequently if at all.</p>	<p>Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.</p>	<p>Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.</p>	<p>Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed</p>
<p>6. Self-Awareness/Calling: The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to</p>	<p>Demonstrates indicator infrequently if at all.</p>	<p>Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.</p>	<p>Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.</p>	<p>Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed</p>

empower every student to fulfill his or her full potential.					
<p>7. Perseverance with Challenge: The candidate perseveres, remains engaged, and persists as a life-long learner, especially when academic and professional assignments are perceived as challenging.</p>	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed	
<p>8. Diligence in Work Habits & Responsibility for Learning: The candidate attends to the roles and responsibilities of the learning community, and is well-prepared and on time. The candidate completes required assignments on time and is reflective and receptive to formative feedback.</p>	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed	