

(2e) Assessment Tool

Summative Evaluation for Internship

Instructions to Candidates:

The Internship Summative evaluation is a culminating evaluation required at the end of your student teaching Internship. You are expected to create lesson plans and demonstrate teaching that exemplifies the work of highly effective teachers and showcase teaching expectations and practices (TEPs) aligned to the CEC Standards. You are also expected to reflect on your teaching as it impacts instruction. Using your lesson plans, your teaching observations, and your reflections, your University Supervisor and Cooperating Teacher will use this evaluation tool to evaluate your overall performance in internship.

Instructions to Supervisors:

The Internship Summative evaluation is a culminating evaluation required at the end of the student teaching Internship. The intern is expected to create lesson plans and demonstrate teaching that exemplifies the work of highly effective teachers and showcase teaching expectations and practices (TEPs) aligned to the CEC Standards. The intern is also expected to reflect on his/her teaching as it impacts instruction. Using the lesson plans, your teaching observations, and the student reflections, please use this evaluation tool to evaluate the intern's overall performance in Internship. The term "Always" denotes that the intern exhibits the behavior at least 80% of the time; "Usually" denotes that the intern exhibits this behavior 61-79% of the time, and "Does not" means that the intern exhibits this behavior less than 60% of the time.

(2f) Assessment Rubric

The rubric is found on the next page.

Form Completed by: ____ University Supervisor ____ Cooperating Teacher ____ Intern

COASTAL CAROLINA UNIVERSITY - SPADONI COLLEGE OF EDUCATION
 Special Education Multi-categorical Addendum
 2020 Council for Exceptional Children (CEC) Standards

Intern: _____ CCU ID: _____

School Site: _____ Grade/Subject: _____

Cooperating Teacher: _____

University Supervisor: _____

Milestone: Formative Summative Evaluation

Evaluation Date: _____

Score Levels				
Exemplary - 4 points Far exceeds expectations of a beginning special educator.	Proficient - 3 points Meets expectations of a beginning special educator.	Developing - 2 points Beginning to meet expectations of a beginning special educator.	Unacceptable - 1 point Does not meet expectations of a beginning special educator.	Score
Initial CEC Standard 6.1 EI/EC standard 6.2	Beginning special education professionals, through regular collaboration with educational stakeholders who contribute to the delivery of special education services (e.g., general educators, behavior interventionist, related service professionals, family members), design and implement research-based practices that create safe, caring, respectful, and productive learning environments and engage	Beginning special education professionals implement effective routines and procedures that foster a safe, caring, respectful, and productive learning environment to engage individuals with mild to moderate disabilities in meaningful learning activities and social interactions.	Beginning special education professionals implement effective routines and procedures that foster a safe and productive learning environment to engage individuals with mild to moderate disabilities	The environment is unsafe, and the learning environment diminishes the likelihood that individuals with mild to moderate disabilities will engage in meaningful learning activities and social interactions.

	Exemplary - 4 points Far exceeds expectations of a beginning special educator.	Proficient - 3 points Meets expectations of a beginning special educator.	Developing - 2 points Beginning to meet expectations of a beginning special educator.	Unacceptable - 1 point Does not meet expectations of a beginning special educator.	Score
	individuals with mild to moderate disabilities in meaningful and relevant learning activities and social interactions				
Initial CEC Standard 6.2 EI/EC standard 6.4	Beginning special education professionals implement a range of preventive and responsive practices (e.g., environmental adaptations, teaching self-direction, and teaching self-advocacy) that reflect individual preferences and interests to support students with mild to moderate disabilities in their social, emotional, and educational well-being in different environments (e.g., general education classroom, specials classrooms, community settings) and collect student performance data across settings.	Beginning special education professionals implement a range of preventive and responsive practices (e.g., environmental adaptations, teaching self-direction, and teaching self-advocacy) that reflect individual preferences and interests to support students with mild to moderate disabilities in their social, emotional, and educational well-being in different environments (e.g., general education classroom, specials classrooms, community settings).	Beginning special education professionals can identify preventive and responsive practices (e.g., environmental adaptations, teaching self-direction, and teaching self-advocacy) to support students with mild to moderate disabilities in their social, emotional, and educational well-being in their classroom	Beginning special education professionals cannot identify preventive and responsive practices (e.g., environmental adaptations, teaching self-direction, and teaching self-advocacy) to support students with mild to moderate disabilities in their social, emotional, and educational well-being in their classroom	
Initial CEC Standard 6.3 EI/EC standard 6.7	Beginning special education professionals serve as a resource in behavior management related to both preventative strategies and crisis intervention; develops and consistently implements a	Beginning special education professionals use data to identify and implement behavior management practices to prevent and address challenging behavior of students, and consistently	Beginning special education professionals use data to identify behavior management practices to prevent and address challenging behavior of students, but inconsistently	Beginning special education professionals do not implement behavior management practices to prevent and address	

	Exemplary - 4 points Far exceeds expectations of a beginning special educator.	Proficient - 3 points Meets expectations of a beginning special educator.	Developing - 2 points Beginning to meet expectations of a beginning special educator.	Unacceptable - 1 point Does not meet expectations of a beginning special educator.	Score
	crisis plan for classroom staff and learners with mild to moderate disabilities	implements the plan as developed.	implements the plan as developed	challenging behavior of students	
Initial CEC Standard 3.1 EI/EC standard 5.2	Beginning special education professionals use subject matter content knowledge of the general curriculum to develop instructional plans, design appropriate learning and performance accommodations and modifications in academic subject matter content and inform instructional decisions throughout the unit for students with mild to moderate disabilities.	Beginning special education professionals use subject matter content knowledge of the general curriculum to develop instructional plans and inform instructional decisions throughout the unit of instruction for students with mild to moderate disabilities.	Beginning special education professionals use general knowledge to develop instructional plans for academic subject matter curriculum to be delivered to students with mild to moderate disabilities.	Beginning special education professionals require further content knowledge to effectively teach and make instructional decisions regarding students with mild to moderate disabilities	
Initial CEC Standard 4.3 EI/EC standard 4.4	Beginning special education professionals analyze student data and contextual factors to make educational decisions for learners with mild to moderate disabilities. Identifies goals for future student performance.	Beginning special education professionals analyze student data and contextual factors to make educational decisions for learners with mild to moderate disabilities.	Beginning special education professionals analyze student data to make educational decisions for learners with mild to moderate disabilities.	Beginning special education professionals make educational decisions that are not supported by the student data for learners with mild to moderate disabilities.	
Initial CEC Standard 2.2 EI/EC standard 6.3	Beginning special education professionals describe several instances in which planned and implemented instructional experiences and environments using their knowledge of the learner's abilities, interests,	Beginning special education professionals describe in a reasonable and precise way the relationship between how they planned and implemented instructional experiences and environments using their	Beginning special education professionals provide a rationale for how they planned and implemented instructional experiences and environments, but lacks logical connections to individual abilities, interests,	Beginning special education professionals state factors considered when planning instructional experiences, such as individual abilities,	

	Exemplary - 4 points Far exceeds expectations of a beginning special educator.	Proficient - 3 points Meets expectations of a beginning special educator.	Developing - 2 points Beginning to meet expectations of a beginning special educator.	Unacceptable - 1 point Does not meet expectations of a beginning special educator.	Score
	and cultural and linguistic factors.	knowledge of the learner's abilities, interests, and cultural and linguistic factors.	and cultural and linguistic factors.	interests, learning environments, and cultural and linguistic factors in the selection of the intervention. However, misinformation is evident.	
Initial CEC Standard 5.2 EI/EC standard 6.6	Beginning special education professionals integrate multiple technologies to enhance instruction of learners with mild to moderate disabilities	Beginning special education professionals integrate technology into planning, instruction, and assessment to support learning among learners with mild to moderate disabilities	Beginning special education professionals consistently implement instruction that integrates one type of technology in planning, instruction, or assessment to support learning among learners with mild to moderate disabilities	Beginning special education professionals rarely implement instruction that integrates technology to support learning among students with mild to moderate disabilities	
Initial CEC Standard 3.2 EI/EC standard 5.2	Beginning special education professionals design learning environments and use appropriate instructional, adaptive, and assistive technologies to support communication and meet the learning goals of students with mild to moderate disabilities using specialized curricula when appropriate.	Beginning special education professionals design learning environments and use appropriate instructional, adaptive, and assistive technologies to meet the learning goals of students with mild to moderate disabilities.	Beginning special education professionals use appropriate instructional, adaptive, and assistive technologies to meet the learning goals of students with mild to moderate disabilities.	Beginning special education professionals rarely implements instruction that integrates augmentative and alternative communication systems or an assistive technology to support the communication and learning among	

	Exemplary - 4 points Far exceeds expectations of a beginning special educator.	Proficient - 3 points Meets expectations of a beginning special educator.	Developing - 2 points Beginning to meet expectations of a beginning special educator.	Unacceptable - 1 point Does not meet expectations of a beginning special educator.	Score
				learners with mild to moderate disabilities	
Initial CEC Standard 5.1 EI/EC standard 4.4	Beginning special education professionals use appropriate formative and summative assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to plan and implement instruction for specific individuals or small groups. They collect student data and reflect on ways instruction can be adjusted.	Beginning special education professionals use appropriate formative and summative assessment to plan and implement instruction for specific individuals or small groups. They collect student data and reflect on ways instruction can be adjusted.	Beginning special education professionals use appropriate formative and summative assessment to plan and implement instruction for specific individuals or small groups.	Beginning special education professionals rarely use formative or summative assessment to plan and implement instruction for specific individuals or small groups.	
Initial CEC Standard 5.3	Candidate uses explicit, systematic instruction to teach content, strategies, and skills to make clear what a student needs to do or think about while learning. The instruction includes a clear purpose, advance organizers, examples, explicit connections between prior and new knowledge/skills for the lesson, and scaffolding to enable independent learning.	Candidate uses explicit, systematic instruction to teach content, strategies, and skills to make clear what a student needs to do or think about while learning. The instruction includes a clear purpose and advance organizers for the lesson.	Candidate uses explicit, systematic instruction to teach content, strategies, and skills	Candidate uses instruction to teach content, strategies, and skills but it is not explicit and systematic in nature	
Initial CEC Standard 5.4	Beginning special education professionals use effective grouping structures based on	Beginning special education professionals use effective grouping structures based on	Beginning special education professionals identify effective grouping structures and ensure	Beginning special education professionals rarely	

	Exemplary - 4 points Far exceeds expectations of a beginning special educator.	Proficient - 3 points Meets expectations of a beginning special educator.	Developing - 2 points Beginning to meet expectations of a beginning special educator.	Unacceptable - 1 point Does not meet expectations of a beginning special educator.	Score
<p>EI/EC standard 6.2</p> <p>Initial CEC Standard 5.5</p>	<p>assessment data, learning goals, prepare students to use the grouping structure, ensure that all students equitably participate, and monitors student learning and makes adjustments as needed.</p> <p>Beginning special education professionals use intensive small group instruction based on assessment data, learning goals, and common instructional needs. They ensure active student engagement and multiple opportunities to respond, monitor student progress and makes adjustments as needed.</p>	<p>assessment data and learning goals. They ensure that all students equitably participate.</p> <p>Beginning special education professionals use intensive small group instruction based on assessment data, learning goals, and common instructional needs. They use strategies to support learners in developing self-direction.</p>	<p>that all students equitably participate.</p> <p>Beginning special education professionals use small grouping instruction based on student needs.</p>	<p>use grouping structures, and when used, they are not based on assessment data or learning goals.</p> <p>Beginning special education professionals rarely use small group instruction, and when used, it is not based on assessment data, learning goals, or student needs.</p>	
<p>Initial CEC 1.3</p> <p>EI/EC Standard 7.2</p>	<p>Beginning special education professionals participate in professional activities and learning communities. They identify opportunities for professional development and initiate professional activities, and learning communities, where appropriate.</p>	<p>Beginning special education professionals participate in professional activities and learning communities.</p>	<p>Beginning special education professionals identify their own needs/ areas for professional growth.</p>	<p>No evidence to demonstrate the participation in professional activities and learning communities.</p>	
<p>Initial CEC 1.2</p> <p>EI/EC Standard 7.3</p>	<p>Beginning special education professionals interview other professionals and/or families to identify the barriers faced by students from diverse backgrounds and secure</p>	<p>Beginning special education professionals interview other professionals and/or families to identify the barriers faced by students from diverse backgrounds and secure</p>	<p>Beginning special education professionals interview other professionals and/or families to identify the barriers faced by</p>	<p>No evidence to demonstrate the participation advocacy for improved outcomes for students</p>	

	Exemplary - 4 points Far exceeds expectations of a beginning special educator.	Proficient - 3 points Meets expectations of a beginning special educator.	Developing - 2 points Beginning to meet expectations of a beginning special educator.	Unacceptable - 1 point Does not meet expectations of a beginning special educator.	Score
	resources to overcome these barriers. They advocate for administrative support in implementation of resources or write to local, state, and/or federal representatives concerning special education issues.	resources to overcome these barriers.	students from diverse backgrounds	with mild to moderate disabilities.	
Initial CEC 1.1 EI/EC Standard 7.4	Beginning special education professionals adhere to national, state, and local regulations in assessing, planning, and implementing instruction. They identify ethical issues and formulate an appropriate response based on CEC code of ethics.	Beginning special education professionals adhere to national, state, and local regulations in assessing, planning, and implementing instruction.	Beginning special education professionals are learning national, state, and local regulations for assessing, planning, and implementing instruction.	Beginning special education professionals cannot identify any national, state, and local regulations pertaining to assessing, planning and implementing instruction.	
Initial CEC 7.4 EI/EC Standard 3.1	Beginning special education professionals use appropriate communication skills while interacting with paraprofessionals or other classroom personnel. They develop an instructional or behavior intervention plan for the paraprofessional to implement in school settings where appropriate.	Beginning special education professionals use appropriate communication skills while interacting with paraprofessionals or other classroom personnel to address student needs.	Beginning special education professionals communicates with paraprofessionals or other classroom personnel but the communication is not consistent or not related to student needs.	Beginning special education professionals rarely communicates with paraprofessionals or other classroom personnel.	
Initial CEC Standard 7.1 EI/EC standard 2.3	Beginning special education professionals participate in meetings with families and/or other professionals to identify the needs of students with	Beginning special education professionals participate in meetings with families and/or other professionals to identify the needs of students	Beginning special education professionals participate in meetings with families and/or other professionals to identify the needs of students with mild	Beginning special education professionals has not participated in meetings with families	

	Exemplary - 4 points Far exceeds expectations of a beginning special educator.	Proficient - 3 points Meets expectations of a beginning special educator.	Developing - 2 points Beginning to meet expectations of a beginning special educator.	Unacceptable - 1 point Does not meet expectations of a beginning special educator.	Score
	mild to moderate disabilities across a range of learning experiences and settings.	with mild to moderate disabilities in the educational setting and develop strategies to meet those needs.	to moderate disabilities in the educational setting.	and/or other professionals in the educational setting.	
Initial CEC 7.2 EI/EC Standard 3.3	Beginning special education professionals consistently participate in weekly meetings with other professionals (including paraprofessionals) to review student learning and development across a wide range of settings and develop new instruction and social goals based on progress and IEP goals.	Beginning special education professionals consistently participate in weekly meetings with other professionals (including paraprofessionals) to review student learning and plan new instruction based on progress and IEP goals.	Beginning special education professionals participates in meetings with other professionals (including paraprofessionals) to review student learning but instruction is not consistently based on student progress and IEP goals.	Beginning special education professionals rarely participates meetings with other professionals (including paraprofessionals) to review student learning.	

Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> Exemplary rating requires supporting evidence. Expectation is Proficient or Developing. Developing may require an Improvement plan or other assistance as deemed necessary. Unacceptable rating requires an Improvement plan. 	<ul style="list-style-type: none"> Exemplary rating requires supporting evidence. Expectation is Proficient. Unacceptable requires an Improvement plan and Internship must be extended or repeated if time is insufficient for teacher candidate to achieve Proficient or Developing level.

Comments

University Supervisor Signature _____ Date _____

Cooperating Teacher Signature _____ Date _____

Intern Signature _____ Date _____

Total Points (out of 128): _____