Nebraska Department of Education Rule 24 Report

SPECIAL EDUCATION EARLY INTERVENTION SPECIALIST

(Content Area)

Educator Preparation Content Program Review

Name of institution	**University of Nebraska at Kearney**
Date Submitted	**8/22/2016**
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Folio type: ☐ **Regular**   **X** **Mini**   **X** **Advanced Program**

Program(s) Covered by this Folio

Press tab in last column to add rows

Endorsement(s)	Type	Grade Level	Program Level
List Endorsements	Subject Field Supplemental Low-Enrollment	PK-12 6-12 7-12 Etc.	Baccalaureate Post-Baccalaureate Master's Etc.
Special Education Early Intervention Specialist	**Supplemental**	**BIRTH-PK**	**Master's/Post Bacc**

Is the endorsement offered at more than one site?   ☐ **Yes**   **x** **No**

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status: **X** National   ☐ State

Is this a Nationally Accredited Program?   ☐ Yes   **X** No
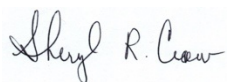
If Yes, list Accrediting Organization:		Attach National Letter to Cover Sheet

Introduction/Welcome

Welcome!

Thank you for your willingness to participate in the Nebraska Department of Education program approval review process for the University of Nebraska Kearney Educator Preparation Programs (UNK EPPs). The Rule 20 and Rule 24 Folios report information and data for the academic years 2013-14 and 2014-15 (as per permission from NDE and CAEP). Documentation is provided in the form of assessment data, handbooks, catalogs, advising sheets, etc.

Thank you for your time and insight,

Sheryl R. Crow

Sheryl R. Crow, Ph.D.
Associate Dean and Accreditation Officer
University of Nebraska
College of Education

Directions for Navigating

✓ **Organization:** This document page provides narrative, data, data analysis, and supporting documentation for the University of Nebraska Kearney Rule 24 Folio for the Early Childhood Inclusive Endorsement Program. The folio is a single PDF document that may be accessed with Adobe Reader. If you do not have Adobe Acrobat Reader, please follow this link to upload it: https://get.adobe.com/reader/. When opening the file, a bookmarks navigation panel should appear to the left of the document. This panel lists the headings corresponding to specific components of the Folio. If the panel is not visible, please click on View in the top menu > Show/Hide > Navigation Panes > Bookmarks. This will expose the bookmark panel. Some resources are hyperlinked within the document. Clicking on a hyperlink (blue underlined) will open a web page.

✓ Links to UNK's Course Catalogs: Should reviewers need to reference UNK Course Catalogs, please use this link to access current and previous undergraduate and graduate course catalogs.

Support

Should you encounter difficulties with accessing any documents, please contact Sheryl Crow at 308-224-1552 or Brian Wojcik at 309-261-2158.

Section 1: Contextual and Endorsement Program Information

1a. Contextual Information

Please use this link to view, *Institution and Educator Preparation Program Contextual Information*, from Section 1 of the UNK Rule 20 Folio.

1b. Admission, Retention, Transition, and Completion of Endorsement Program

Students must have completed a baccalaureate program to be admitted to this program. In addition the student must at least two years of teaching in an endorsement area.

Key information regarding the admission, retention, transition, and completion of endorsement programs may be found within the UNK Rule 20 Folio.

Please use this link to view Table 004.06-2 entitled, *Requirements for Program Admission and Progression*, from the UNK Rule 20 Folio.

Completion of UNK Educator Preparation Program

Please refer to **Folio Appendix A** – *Student Advising Sheet for the Special Education Behavior Intervention Specialist Endorsement Program at University of Nebraska at Kearney*' for a sample progression of courses for teacher candidates pursuing this endorsement.

1c. Endorsement Program Field Experiences

. Individuals in this endorsement are required to take TESE 816 (Practicum in Special Education). During this course, they are expected to complete a series of assignments some of which require time in PK-12 settings, through the actual time commitment varies. .

Please use this link to view Table 005.03 entitled, *Field Experiences for Initial Certification*, from the UNK Rule 20 Folio.

Please use this link to view Table 006.02 entitled, *Field Experiences for Advanced Certification*, from the UNK Rule 20 Folio.

1d. Endorsement Program Completers Data

Program Completers and Level – Content Area:			Special Education Behavior Intervention Specialist					
Calendar Year			Number of Endorsement Program Completers					
			Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
20 14	to	20 14	0	0	0	0	0	0
20 15	to	20 15	0	0	0	0	0	0

Section 2: Endorsement Program Key Assessments and Related Data

Artifact 1: Table of Endorsement Program Key Assessments

	Name of Assessment used for the following areas:	Type or Form of Assessment	Brief Description of Assessment, including indicated information obtained from Assessment	When Assessment is Administered
1	Content - GPA **GPA**	GPA	Cumulative GPA	At point of Graduation.
2	Content - Knowledge **Content Mastery**	IEP Assignment	Program candidates are asked to create an IEP for a student based on a case study.	TESE 333; Class within endorsementprogram.
3	Learner/Learning Environments **Evidence of Planning**	IFSP Assignment	Program participants are asked to develop an IFSP for a student based on a case study.	TESE 333; Class within endorsement program
4	Knowledge and Effective Use of Professional Practices **Impact on P-12 Learning**	Child One Assessment and Intervention Child Two Assessment and Intervention	For TESE 334, Child one and two are in two parts. Child one has an assessment and planning rubric only for instructions/grading because the child uses the DAYC-2. Child Two has an assessment and planning rubric, but also an assessment and planning form which guides the student for a functional behavioral analysis. After both are approved, both child one and two have an intervention and reflection form which they document data, teaching, and reflection, and the rubric for instructions/grading.	TESE 334; Class within endorsement program.
5	Professional Responsibility and Overall Proficiency **Employer Survey**	Survey	Employer survey asks a number of questions related to overall proficiency of program completers.	Upon completion of the program

Please refer to **Appendix B – Endorsement Program Key Assessments and Scoring Rubrics** to view specific information about the assessments described in the table above.

Artifact 2. Data Related to Program Endorsement Key Assessments by Level

Artifact 2 is not required for a Mini-Folio.

Artifact 3: Interpretation and Summary of Assessment Data

Since this program was added, there were no program completers during the review period. The first potential program completer should be finishing the program within the next semester as of the time of this analysis. As of this time there is 1 program candidate enrolled in the program.

Section 3: Use of Related Data and Information for Continuous Program Improvement of Endorsement Program

The endorsement program currently has only one candidate enrolled in the program. At the time of this review, the candidate has not yet completed any of the courses aligned with the assessments noted in this report. As candidate performance data becomes available, the program will use the data to make improvements as necessary. Efforts to increase enrollment in this program will continue though primary emphasis on enrollment expansion remains focused on the initial certification and endorsement program for Early Childhood Inclusive.

APPENDIX A - Student Advising Sheet for the Special Education Early Intervention Specialist Supplemental Endorsement Program at University of Nebraska at Kearney

PROGRAM OF STUDY for SUPPLEMENTAL ENDORSEMENT

Name: ___   **ID:** __   **Date:** ____
Address: ___   **Phone:** ____
Degree Held: ___   **Email:** ____

ACADEMIC DEPARTMENT(S) Teacher Education, Special Education – Advisor: Donna J. Montgomery
STUDENT: Please SAVE THIS REVIEW for future reference and UPDATE as courses are completed. Praxis Subject Assessment exam is required for certification in Nebraska. Contact Educator Certification office when all courses are completed to apply for certification (www.unk/certification).
A previously obtained Special Education endorsement is required for this endorsement.

SPED Early Intervention Specialist B-PK					
Content Courses:	cr. hrs./ grade	**Content Course Substitutions:**	cr. hrs./ grade	**Professional Sequence:**	
TESE 333 Serving Young Child w/ Special Needs	3			TESE 816d Practicum	3
TESE 334 Assessment & Intervention	3			**Hours remaining in professional sequence**	
TESE 334L Field Experience: Assessment & Intervention	.5				
TE 343 Inclusive Methods Birth – 3	3			Practicum is the last course in the program.	
TE 343L Field Experience: Inclusive Birth – 3	.5				
TE 344 Inclusive Methods 3 – 5	3				
TE 344L Field Experience: Inclusive 3 – 5	.5				
TE 338 Infant-Toddler Mental Health	2				
TE 336 Methods for Pre-K Classrooms – **(Prerequisites: TE 341 & TESE 333)**	3				
TE 341 Foundations of Early Childhood Education	2				
TE 342 Literacy Methods for the Preschool Teacher	2				
Total Content Hrs.	22.5				
Hours remaining in content:					
☐ SPED endorsement verified					
		Advisor			
Signature/Date:		**Signature/Date:**		**Signature/Date:**	
Donna J. Montgomery, Ph. D.		Dawn Mollenkopf		Jenny Jansky	
Ph. 308-865-1546		Ph. 308-865-8362		Ph. 308-865-8266	
Email: montgomerydj@unk.edu		Email: mollenkopfdl@unk.edu		Email: janskyjl@unk.edu	

11/30/15 KB

APPENDIX B - Program/Endorsement Assessment Instruments and Scoring Rubrics

INDIVIDUALIZED EDUCATION PLAN (IEP)

IEP meeting Date:	IEP Effective Date: _____ to _____	Purpose of IEP Meeting: Initial [ ] Annual Review [ ] Amendment [ ]
Student Name: Student ID#		Date of Birth:
Eligibility Category:	Most Recent MDT Date:	Anticipated Date of Next Reevaluation:
Resident School:	Grade:	School Year:
Parent(s)/Guardian(s):		
Address:		E-mail address:
Phone (home):	Phone (work):	Cell Phone:
Primary Language or Communication Mode(s) [ ] English [ ] Spanish [ ] Sign Language [ ] Other (specify)_____		

PARTICIPANTS IN IEP MEETING

The names and roles of individuals participating in developing the IEP meeting		Method of Participation
Name	**Role**	
	Parent/Guardian	[ ] in person [ ] phone [ ] other
	Parent/Guardian	[ ] in person [ ] phone [ ] other
	Student when appropriate or if 16 yrs. or older	[ ] in person [ ] phone [ ] other
	School District Representative	[ ] in person [ ] phone [ ] other
	Special Education Teacher or Service Provider	[ ] in person [ ] phone [ ] other
	Regular Education Classroom Teacher	[ ] in person [ ] phone [ ] other
	Individual to interpret Instructional Implications of Evaluation Results	[ ] in person [ ] phone [ ] other
	Representative of an agency which may provide postsecondary education transition services (if applicable)	[ ] in person [ ] phone [ ] other
	Other (determined by parent or district – special knowledge or expertise)	[ ] in person [ ] phone [ ] other
	Nonpublic school representative	[ ] in person [ ] phone [ ] other

	Educator of Hearing Impaired	[ ] in person [ ] phone [ ] other
	Educator of Visually Impaired	[ ] in person [ ] phone [ ] other
	Approved Service Agency representative	[ ] in person [ ] phone [ ] other

SPECIAL CONSIDERATIONS: FEDERAL AND STATE REQUIREMENTS

During the IEP meeting the following factors must be considered by the IEP team. The IEP team must document that the factors were considered and any decisions made relative to each. Factors may be addressed in other sections of the IEP if not documented on this page.

Is the student blind or visually impaired?
[ ] No
[ ] Yes
[ ] Student will be provided instruction in Braille and the use of Braille.
[ ] IEP team determined, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media
(including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of
Braille is not appropriate for the student.

Is the student deaf or hearing impaired?
[ ] No
[ ] Yes The IEP team has considered the student's language and communication needs, opportunities for direct communication with peers and professionals in the student's language and communication mode, academic level, and full range of needs including opportunities for direct instruction in the student's language and communication mode in the development of the IEP.

Does the student exhibit behaviors that impede his/her learning or that of others? (007.07B3)
[ ] No
[ ] Yes If yes, strategies including positive behavior interventions and supports must be considered by the IEP Team, and if determined necessary, addressed in this IEP.

Does the student have limited English proficiency?
[ ] No
[ ] Yes   If yes, indicate where the student's language needs are addressed in the IEP.

Does the student have communication needs? (007.07B6)
[ ] No
[ ] Yes   If yes, indicate where the student's communication needs are addressed in the IEP.

Does the student require Assistive Technology device(s) and/or services?
[ ] No
[ ] Yes If yes, indicate where the student's assistive technology needs are addressed in the IEP.

Will the student receive Extended School Year Services?
[ ] No The student is not eligible for ESY services.
[ ] Yes The student is eligible for ESY services.
[ ] The need for ESY services will be addressed at a later date. Will be addressed by the IEP Team by _____/_____ (month/year).

State or District-wide Assessments

Are there state or district-wide assessments administered for this student's age/grade level? [ ] No [ ] Yes If yes, indicate where the state or district-wide assessments are addressed in the IEP.
Post-Secondary Transition Services: (Must be included not later than the first IEP to be in effect when the student turns 16, and updated annually thereafter) Is a Post-secondary Transition Planning required? [ ] No (Student will not turn 16 while this IEP is in effect) [ ] Yes (Student is/will be 16 while this IEP is in effect)
Will the student be graduating or exceeding the age of eligibility this year? (006.06E1) [ ] No [ ] Yes, graduating with regular diploma [ ] Yes, exceeding age of eligibility for special education If yes, a Summary of Performance must be provided to the student prior to graduating or exceeding the age of eligibility.

PRESENT LEVEL OF ACADEMIC ACHIEVEMEN AND FUNCTIONAL PERFORMANCE

The Present Level of Academic Achievement and Functional Performance describes the effect of the student's disability on the students' involvement and progress in the general education

curriculum and area(s) of need. This includes the student's performance in academic areas (reading, math, science, history/social sciences, etc.) and functional areas (socialization, communication, behavior, personal management, self-determination, etc.). Test scores should include an explanation. For preschool age students this section should include how the student's disability affects the student's participation in appropriate activities. There should be a direct relationship between the present level of Academic Achievement and Function Performance and the other components of the IEP.

Present level must include:
• How the student's disability affects his/her involvement and progress in the general education curriculum; or for preschool children, participation in age-appropriate activities. (For students with transition plans, consider how the student's disability will affect the student's ability to reach his/her post-secondary goals (what the student will do after high school)).   • The strengths of the student (for students with transition plans, consider how the strengths of the student relate to the student's post-secondary goals.)   • Concerns of the parent/guardian for enhancing the education of the student (for students with transition plans, consider the parent/guardian's expectations for the Student after the student leaves high school).   • A summary of the most recent evaluation/reevaluation results, and the academic, developmental, and functional needs of the child (test scores should include an explanation).   • A summary of the results of the student's performance on: o Formal or informal age appropriate transition assessments:

SECONDARY TRANSITION

Secondary Transition:
State measurable post-secondary goal(s) based upon age appropriate transition assessments related to education, training, employment, and where appropriate, independent living skills.
Transition Services means a coordinated set of activities designed within a results –oriented process focused on improving the academic and functional achievement of the student with a

disability to facilitate the student's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation and is based on the student's needs, taking into account the student's strengths, preferences and interests.

- Describe the transition services needed to assist the student in reach the above goals. (Transition services include but are not limited to instruction, related services, community experience, integrated employment including supported employment, development of employment and other post-school adult living objectives, functional vocational evaluations, and if appropriate, the acquisition of daily living skills).

[ ] Yes [ ]No Student participated in IEP meeting. If no, describe steps taken to ensure student's preferences/interests were considered.

Will other agencies be involved in providing or paying for any transition services? (007.03A10b)
[ ] No
[ ] Yes If yes, describe the services
    1)

    2) Was a representative of the other agencies, with parent consent, invited to the IEP meeting?
       [ ] No   [ ] Yes

    3) If no, why not?

Describe the course(s) of study that focus on academic and functional achievement needed to assist the student in reaching the above goals.

ANNUAL GOAL(S)

Measurable annual goals including academic and functional goals designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum; and meet each of the student's other educational needs that result from the student's disability and how the student's progress toward meeting the annual goals will be measured.

IEP GOAL

Annual Measurable Goals

Annual Goal #: _____

Short-term objectives/benchmarks: Measurable, immediate steps or targeted sub-skills to enable student to reach annual goals. (Required for a student taking an alternate assessment.)

For students with Post-secondary Transition Plans, please indicate which goal domain(s) this annual goal will support:
[ ]Post-secondary Education/Training   [ ] Employment   [ ] Independent Living

Progress toward the goal will be measured by: (check all that apply)

[ ] Work samples   [ ] Curriculum-based tests   [ ] Portfolios
[ ] Checklists
[ ] Scoring guides   [ ] Observation chart   [ ] Reading records
[ ] Others:

Annual Goal #: _____

Short-term objectives/benchmarks: Measurable, immediate steps or targeted sub-skills to enable student to reach annual goals. (Required for a student taking an alternate assessment.)

For students with Post-secondary Transition Plans, please indicate which goal domain(s) this annual goal will support:
[ ]Post-secondary Education/Training   [ ] Employment   [ ] Independent Living

Progress toward the goal will be measured by: (check all that apply)		
[ ] Work samples	[ ] Curriculum-based tests	[ ] Portfolios
[ ] Checklists		
[ ] Scoring guides	[ ] Observation chart	[ ] Reading records
[ ] Others:		

Annual Goal #: _____

Short-term objectives/benchmarks: Measurable, immediate steps or targeted sub-skills to enable student to reach annual goals. (Required for a student taking an alternate assessment.)

For students with Post-secondary Transition Plans, please indicate which goal domain(s) this annual goal will support:
[ ]Post-secondary Education/Training   [ ] Employment   [ ] Independent Living

Progress toward the goal will be measured by: (check all that apply)
[ ] Work samples   [ ] Curriculum-based tests   [ ] Portfolios [ ] Checklists [ ] Scoring guides   [ ] Observation chart   [ ] Reading records [ ] Others:

Annual Goal #: _____

Short-term objectives/benchmarks: Measurable, immediate steps or targeted sub-skills to enable student to reach annual goals. (Required for a student taking an alternate assessment.)

For students with Post-secondary Transition Plans, please indicate which goal domain(s) this annual goal will support:
[ ]Post-secondary Education/Training   [ ] Employment   [ ] Independent Living

Progress toward the goal will be measured by: (check all that apply)
[ ] Work samples   [ ] Curriculum-based tests   [ ] Portfolios [ ] Checklists [ ] Scoring guides   [ ] Observation chart   [ ] Reading records [ ] Others:

Report of Student Progress:
When will the parents be informed of the student's progress in meeting the annual goals?

SPECIAL EDUCATION AND RELATED SERVICES

If the student is **Not** receiving his/her special education and related services in his/her home school or resident district, indicate below where the services are being provided:

District/Agency Name:

_____

_____

Address:

_____

_____ Phone: _____

+Special Education Services	Location*	Frequency**	Amount of Time ***	Duration (beginning/ending date)

+*Special Education Services:* specially designed instruction to meet the unique needs of a child with a verified disability, including classroom instruction, home instruction, instruction in hospitals and institutions and in other settings and instruction in physical education. It includes travel training, vocational education, speech-language pathology, occupational therapy and physical therapy if the service consists of specially designed instruction, to meet the unique needs of a child with a disability.

Related Services	Location*	Frequency**	Amount of Time ***	Duration (beginning/ending date)
Speech and Language Services				
Occupational Therapy				
Physical Therapy				
Social Work Services				
Transportation				
Other				

Supplementary aids, services, modifications for the student and/or supports for personnel	Location*	Frequency**	Amount of Time ***	Duration (beginning/ending date)

Supplementary aids and services includes aids, services, and other supports that are provided in regular education classes or other education-related settings and in extracurricular and non-academic settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

* Location – i.e., regular class, special class, special school, home instruction, instruction in hospital or institution
** Frequency – i.e., number of minutes per day, number of minutes per week
*** Amount of time, number of minutes or hours per session.

REGULAR EDUCATION PARTICIPATION

Extent of Participation in Regular Education

The regular education environment includes all academic instruction as well as meals, recess, field trips, etc. Will this student participate 100% of the time with non-disabled peers in the regular education environment?

[ ] Yes

[ ] No If no, describe: 1) Percent of time student receives Special Education Services:

                     with nondisabled Peers: _____%

                     not with nondisabled Peers: _____%

                2) Percent of time student receives Regular Education

Services_____%

                3) To the maximum extent appropriate, all students shall be educated and participate with students who are

                non-disabled. Provide an explanation of the extent, if any, to which the student will not participate in general

                education classes and activities.

                4) Will student participate in nonacademic activities with nondisabled peers and have an equal opportunity to

                participate in extracurricular activities as nondisabled peers?

        [ ] Yes   [ ] No   Explain:

_____

_____

                5) Will student attend the school he or she would attend if nondisabled? (008.01G)

        [ ] Yes [ ] No   Explain:

_____

_____

STATE AND DISTRICT WIDE ASSESSMENTS

A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on state and district-wide assessments.
Accommodations for state-wide assessment must come from the approved list of accommodations for the assessment.

Accommodations
1)
2)
3)
4)

If the IEP team determines that the student shall take an alternate assessment on a particular state or district-wide assessment of student achievement, include a statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student.

Participation in Physical Education
The student will participate in: [ ] Regular physical education

[ ] Regular physical education with accommodations as addressed in this IEP
[ ] Adapted physical education (includes special PE, adapted PE, movement education and motor development)
[ ] No physical education activities because:

TRANSPORTATION

Check all that apply:

[ ] Yes [ ] No Special transportation is required to and from schools and/or between schools
[ ] Yes [ ] No Special transportation is required in and around school buildings
[ ] Yes [ ] No Transportation is required to and from school because the child is below age
[ ] Yes [ ] No Specialized equipment (such as special or adapted buses, lifts, and ramps) is required. Please explain: _____
_____

If yes, transportation must be included as a related service on the services page.

EXTENDED YEAR SERVICES

[ ] Yes   [ ] No   Extended school year services are needed.
If yes, measurable goals to be addressed:

Special Education Services	Location	Amount/Frequency of Services	Initiation of Services	Duration of Services

PARENT PARTICIPATION IN THE IEP PROCESS

DOCUMENTATION OF NOTICE OF IEP MEETING

	Date	Method of Notification	By Whom
1ST Notification		[ ] Invitation [ ] Phone call [ ] In person [ ] Reminder Notice [ ] Other:_____	
2nd Notification		[ ] Invitation [ ] Phone call [ ] In person [ ] Reminder Notice [ ] Other:_____	
3rd Notification		[ ] Invitation [ ] Phone call [ ] In person [ ] Reminder Notice [ ] Other:_____	

The following documents were provided to parent(s) at no cost:

[ ] Parental Rights in Special Education _____ (date)   By Whom: _____

[ ] Individualized Education Program (IEP) _____ (date)   By Whom: _____

[ ] Other:

_____

_____

[ ] Yes [ ] No   The school district has taken the necessary action to insure that I understand the proceedings of this IEP conference (including arrangement for an interpreter, if appropriate).

Parent Signature:

_____ Date:

_____

If no parent signature, reason why parent signature could not be obtained:

[ ] The IEP has been made accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation.

[ ] Each teacher and provider who is responsible for implementation of the IEP has been informed of his or her specific responsibilities related to implementing the IEP, and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

State law requires public schools to access Federal Medicaid funding for IEP and IFSP directed therapies provided to children eligible for Medicaid. Federal Law requires parental consent for districts to access this Medicaid funding. The district will not require parents or their children to enroll in the Nebraska Medicaid program and claims will only be submitted when the child/student is eligible. Regardless, all required special education services must still be provided by the school district at no cost to the family. This consent is voluntary and may be withdrawn at any time.

[ ] I give CONSENT to the school district to access Medicaid funding on behalf of my child and understand that I may withdraw this consent at any time upon written notice to the school district.

[ ] I REFUSE to give consent to the school district to access Medicaid funding on behalf of my child and understand that my refusal will not affect the district's obligation to provide my child a Free Appropriate Public Education (FAPE) at no cost.

Parent Signature: _____
Date: _____

IEP Activity
Due Tuesday, December 6th

Students will create an IEP for a case study of a preschooler, Morgan Young, who has a rare syndrome. Students will create an IEP for a case study of a preschooler assigned to them. The IEP must include all of the required components to the IEP. The IEP should include at least three goals that are reasonable, match the child's developmental and learning needs, and provide clear objectives and activities to help the child be ready for kindergarten. Given the child's age, however, a transition plan for kindergarten will not be needed for this IEP. There is space on the IEP form for more than three goals. You may leave this blank or delete goal four if not using it.

To complete the assignment, students will need to read the case study and note the information

supplied for various components of the IEP. Because the IEP covers a child from age 3-21,

some of the IEP areas are not needed for Morgan. These sections also make the IEP more

complicated than the IFSP. Students will find the assignment easier to address if keeping in

mind the following:

1. For page one, fill in the demographic information at the top based on the case study and attendeess. After completing the goals and deciding the services, go back to page one and then fill any additional names or specialists you feel may fit your goals.
2. For special considerations, complete the special conditions according to the case study and your goals.
3. For present level of academic achievement and functional performance, you do not need to put in all of the child's history. Put in only the areas of disability that impact participation and performance. Decide some strengths based on the child's case study of things she can do. Include the parent's concerns. Provide a brief description of Morgan's academic, developmental, and functional needs based on the case study. The primary goal is to capture Morgan's needs as a justification and logical connection for the IEP goals. Morgan is too young for assessments for transition, and secondary transition plans.
4. Write a minimum of three goals. Each should clearly match a developmental or learning need for Morgan and should include parental concerns. Each goal should be a target for what Morgan can likely learn in a year. Write a minimum of three short-term objectives for each goal. They should be specific, understandable, easy to measure, and easy to carry out in the

classroom. Check measures for progress that make sense for the goal and check all that apply. At the end of the goals, determine your best sense of when parents will be updated with Morgan's progress. At a minimum, it needs to be as often as other preschoolers' parents get updated. So if this is monthy, quarterly, etc. than these are acceptable notifications.

5. Based on the goals, write all of the special services and related supports Morgan will need to receive to meet her goals. You will need to estimate the time and frequency. Duration for most services will be the regular school year. For example, Morgan might receive speech from an SLP for 45 minutes once a week during the school year from August 30-June 1.

6. Morgan participates 100% of the time in a regular education preschool with supports that occur in her preschool setting. So you can note this on the regular education participation form and answer the questions accordingly.

7. Morgan is too young for state-wide assessments. At this point, she participates in regular physical education activities without real accomodations or assistive devices. She does not need adapted PE.

8. Morgan requires transportation to and from school. Remember to include this as a related service.

9. Morgan will receive extended year services. Briefly list the IEP goals you created that she will need to continue to work on in the summer (which is probably all of them) and any services she will need in the summer.

10. Assume Morgan's parents are compliant and at the first notification by phone call, Morgan's parents said they would attend. Make up a notification date and who made the call. Assume that Morgan's parents were notified of their rights and informed about the IEP process, and that they did not need an interpreter. Type in a parental signature—italics is fine.

11. Assume Morgan's has been made available to all who need it, Assume that the parents consent to the district accessing Medicaid. Type in a parental signature and make up a date.

Students will be graded on the following:

_____Descriptive and medical information (16 points)

Student will fill out each of the following areas based on the case study information.

_____ a. Demographics and Participants (2 points),

_____ b. Special Considerations (2 points)

_____ c. Present Level of Academic Achievement and Functional Performance, including:

(1) how disability affects participation (2 points)
(2) child's strengths (2 points)
(3) parental concerns (2 points)
(4) summary of academic, developmental, and functional needs

_____ d. Information will be sufficiently covered in each area and will capture the

pertinant information in Morgan's case study. (6 points)

_____Goals and Objectives: (25 points)

      _____a. Decide upon 3 goals for this child. Goals should appear feasible for the
          child to attain in a year and be relevant to the child's needs. (6 points)

      _____b. Goals will be designed to enable the child to better participate and perform in

          preschool, prepare her for future needed skills, and include family concerns (3 points)

      _____c. Write a mimimum of three objectives for each goal. Each objective should show a

          logical progression toward the goal and the first objective should be attainable for

          Morgan as a logic next step to her current functioning level. (9 points)

      _____d. State all of the methods to be used to monitor child's progress toward each goal.

          When possible, multiple measures should be used and should be a logical

          measurement to assess progres toward that goal. (6 points)

      _____e. Student performance reported to parents will be at least as frequent as that of typical

          preschoolers (1 point)

_____ Special Education and Related Services (12 points)

      _____ b. List each special education and related service, and any supplemental aids relevant to
          the goals. (e.g. if fine motor skills are mentioned and an occupational therapist is the best
          fit to help the child meet the goal, then that service should be listed). (5 points)
      _____c. Fill in appropriate details for each service: home, how often, etc. (3 points)
      _____d. Services and related information will show a direct match to goals, be realistic to
          help child reach goals in one year, be reasonable, and will maximize the
          natural environment which in this case, is the regular education preschool. (4 points)

_____Final Information (7 points) Fill in the following information according to the case study and
      directions on this sheet:
      _____a. Regular classroom participation (1 point)
    ____ b. Statewide assessment information (leave blanke) and physical education (2 points)
      _____c. Transportation (1 point)
      _____d. Extended year services (1 point)
      _____e. Parental participation and consent. (2 points)

Total: _____/60

NEBRASKA INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)

Child's
Name: _Caleb Reynolds_ Phone: (308)123-4567_____   Address:_ 1234 Oak Avenue_____
_Smalltown, NE 68543___

Child's   Social Security   Medicaid
Birth date: __ February 1, 2016____   Number_ 987-65-4321_   Number_123456789-10_____

Date of Referral   Date of consent   Date of
to Early Intervention: _10-25-16_ for Evaluation: __11-1-16_____ MDT:_____11-8-16_____

Family's language   Family would like an interpreter?
choice_____English_____   [ ]Yes   [X]No

Parent(s)/Guardian:

Name:	Home phone:	Address: (if different)
_____Joelle Reynolds_____	__(308)123-4567_____	_____same_____
Role:	Work phone:	
_____Mother_____	__(308)222-5556_____	_____
Name:	Home phone:	Address: (if different)
_____Brian Reynolds_____	__(308)123-4567_____	_____same_____
Role:	Work phone:	
_____Father_____	___(308)222-5555_____	_____
Name:	Home phone:	Address: (if different)
_____	_____	_____
Role:	Work phone:	
_____	_____	_____

If you have any questions about this plan or any of the people working with your child, please call the person listed as Services Coordinator:
Name: ___Sharon Moss_____   Phone: ___(308)987-6543_____   Agency/Address____EDN_____

_____999 2nd Avenue__
Smalltown, NE 68543

IFSP Meeting Dates:

Interim	Initial	Annual	Transition
_____/_____	_____/_____	_____/_____	_____/_____
(Date Sent)	(Date Sent)	(Date Sent)	(Date Sent)

Periodic Review	Periodic Review	Periodic Review	Periodic Review
_____/_____	_____/_____	_____/_____	_____/_____
(Date Sent)	(Date Sent)	(Date Sent)	(Date Sent)

IFSP: FAMILY'S CONCERNS AND DESIRED PRIORITIES

Date: _____

Caleb is feeding well with a bottle but is having a hard time learning to eat baby food because of his tongue-thrusting pattern when his parents try to feed him with spoon. His parents would like help with Caleb for better feeding and want him to be able to eat baby foods like cereals and pureed fruits and vegetables when they try to feed him with a spoon.

Caleb can turn his head with controlled movements and can track objects with his eyes. He laughs when he touches toys that have light up or make sounds. He will swipe at toys but doesn't have many toys he can play with well because of his uncoordinated movements. His parents would like him to have some cause and effect toys that he can manipulate on his own. (Cause and effect means he does something to the toy and the toy gives a response e.g. bangs a lever and the duck pops up or puts the ball in a hole and it rolls down the tube).

Caleb cannot yet sit up or roll over. Caleb's mom particularly finds it difficult to bathe Caleb because he cannot sit up, and he cannot sit on the floor by himself to play with toys. His parents are particularly interested in finding ways for him to sit supported and to get his arm and leg muscles to relax more so he can use them better.

Caleb can communicate with a few different cries and sounds and will attempt to imitate sounds but does not babble on his own. He will smile if someone plays peek-a-boo with him. He does not imitate simple movements like waving "hi" or "bye." His parents would like him to be able to imitate more baby sounds, babble on his own, and wave "hi" or "bye" if someone waves at him.

IFSP: CHILD AND FAMILY STRENGTHS

Date: _____

Caleb has an easy-going personality. He smiles and laughs a lot.

His weight is good and he is not having problems with bottle-feeding so he is able to get enough nourishment. He also sleeps through the night.

Caleb's best skills are tracking with his eyes. His head movements are largely controlled which makes him able to communicate with his head and eyes. Caleb's favorite toys are those he can bang on.

Caleb's family is very supportive of Caleb and is pleased to see him making progress after he was so sick.

Joelle is able to stay home with Caleb and work with him. (Caleb is Joelle and Brian's only child.)

Both Joelle and Brian have vehicles so Joelle can take Caleb to medical appointments as needed.

CHILD'S PRESENT LEVELS OF DEVELOPMENT

Vision
Date of Evaluation: Child's Age: Current Abilities:

Caleb was tested by Dr. Richards, an Ophthalmologist, on October 25th, 2016 when he was 8 months old. His vision is normal for his age.

Hearing
Date of Evaluation: Child's Age: Current Abilities:

Caleb was examined by Dr. Patterson, an Otolaryngologist, on October 5th, 2016 when he was 8 months old. His ears are clear and he is not prone to ear infections more than typical children his age. His hearing was tested the same day by Augiologist Mrs. Miller and his hearing is normal.

Health Status
Date of Evaluation: Child's Age: Current Abilities:

Caleb was last seen by his pediatrician, Dr. Oliver, on October 15th, 2016 when he was 8 months old. His height and weight are in 40th percentile for his age. He has had no infections since his high fever infection at 5 months. His feeding is difficult due to reflex issues but he is maintaining weight with bottle feedings. His immunizations are current.

Cognitive Thinking Skills:
Date of Evaluation: Child's Age: Current Abilities:

Caleb was tested with the Bailey Scales of Infant and Toddler Development on November 9, 2016 when he was 9 months old to measure Language, Cognition, and Motor Development. His scores show he is functioning at a developmental age of 5 months in the cognitive domain. Caleb will show purposeful interactions with mobiles and toys he can see in his visual range. He will intentionally swipe at toys to get them to react. However, if an object is dropped or moved out of sight, he will lose interest. He does not currently imitate movements or sounds.

Communication Skills
Date of Evaluation: Child's Age: Current Abilities:

Caleb was tested with the Bailey Scales of Infant and Toddler Development on November 9, 2016 when he was 9 months old to measure Language, Cognition, and Motor Development. His scores show he is functioning at a developmental age of 5 months in the language domain. Caleb will make cooing and gurgling noises when a caregiver talks to him or smiles. He will look at someone if they call his name. He will communicate his needs and wants through crying. He laughs when people make faces at him, although he doesn't imitate back. He will

smile when someone sings a familiar song like "Five Little Ducks", "Twinkle, Twinkle Little Star" and "Old MacDonald had a Farm."

_____

CHILD'S PRESENT LEVELS OF DEVELOPMENT (CONT'D)

Social/Behavior Skills
Date of Evaluation: Child's Age: Current Abilities:

Caleb was tested through play-based observation on November 9, 2016, when he was also tested with the Bailey. Caleb easily responds with a smile when someone smiles at him. He will play peek-a-boo. He laughs when tickled gently or bounced up and down on his dad's knee. He gazes more at his parents than at strangers and both parents mentioned Caleb can be soothed when they rock him and talk to him. Caleb, however, is not bothered when a toy is taken from him and he does not show stranger anxiety around adults he doesn't know, which most infants will exhibit by about 8 months.

_____

Self-Help/Adaptive Skills
Date of Evaluation: Child's Age: Current Abilities:
Caleb was tested through play-based observation on November 9, 2016, when he was also tested with the Bailey. He will feed from a bottle and will attempt to grab onto it when being fed. He does not attempt to pick up finger foods or use a spoon.

_____

Fine and Gross Motor Skills
Date of Evaluation: Child's Age: Current Abilities:

Caleb was tested with the Bailey Scales of Infant and Toddler Development on November 9, 2016 when he was 9 months old to measure Language, Cognition, and Motor Development. His scores show he is functioning at a developmental age range of 2-4 months in the Motor domain. When Caleb is put on his stomach, he can lift his head but not his chest. He hates this position and will start to cry quickly. He cannot roll over or pivot when on his stomach or back. He can track moving objects well with his eyes. He can swipe at toys but cannot pick them up. He can hold a toy if handed one. If given a toy such as a rattle, he will grasp it and can move enough to shake it to get sound. He will look at an object he his holding. He can sit with support but sometimes it is hard to get him in a sitting position due to the spasticity of muscles. He can hold his head up for a short time while sitting with supports but responds well to having some support for the back of his head. This allows him to turn his head easily and track objects with his eyes.

GOAL/OUTCOME (#1)

Goal/Outcome

Child/Family strengths and resources related to this goal

What will be done/by whom

Progress will be reviewed_____ **by** _____ **through** _____

_____

                               (when--date)   **(whom)**   **(what method)**

Plan to Review for this Goal:
Date of Review
_____/_____/_____

How Much Progress (since last IFSP review or if first IFSP, current level)?

Next Steps/Comments (for this IFSP period—first objective toward goal)

GOAL/OUTCOME (#2)

Goal/Outcome

Child/Family strengths and resources related to this goal

What will be done/by whom

Progress will be reviewed_____ **by** _____ **through** _____

_____

                  (when--date)   **(whom)**   **(what method)**

Plan to Review for this Goal:
Date of Review
_____/_____/_____

How Much Progress (since last IFSP review or if first IFSP, current level)?

Next Steps/Comments (for this IFSP period—first objective toward goal)

GOAL/OUTCOME (#3)

Goal/Outcome

Child/Family strengths and resources related to this goal

What will be done/by whom

Progress will be reviewed_____ **by** _____ **through** _____

                                             _____

                   (when--date)   **(whom)**   **(what method)**

Plan to Review for this Goal:
Date of Review
_____/_____/_____

How Much Progress (since last IFSP review or if first IFSP, current level)?

Next Steps/Comments (for this IFSP period—first objective toward goal)

GOAL/OUTCOME (#4)

Goal/Outcome

Child/Family strengths and resources related to this goal

What will be done/by whom

Progress will be reviewed_____ **by** _____ **through** _____

                                                                      _____

                        (when--date)   **(whom)**   **(what method)**

Plan to Review for this Goal:
Date of Review
_____/_____/_____

How Much Progress (since last IFSP review or if first IFSP, current level)?

Next Steps/Comments (for this IFSP period—first objective toward goal)

SERVICES

Transportation:
Are there special conditions for safe transportation for this child?

Caleb's parents each have a car. Mom's car has a car seat, which is up to code and is working well for Caleb. There are no transportation concerns at this time.

THE SERVICES THAT WILL BE PROVIDED TO SUPPORT ALL GOALS AND OBJECTIVES ARE:

Service #1:

Services: Where:

How Often?   How Much (time)?   Group/Individual?   Natural Environment

Start/End Dates   Who pays?   Who is responsible?
_____/_____/_____,   _____/_____/_____

Include a justification of the extent, if any, to which a service will not be provided in a natural environment:

General Notes (if needed)

Service #2:

Services: Where:

How Often?   How Much (time)?   Group/Individual?   Natural Environment

Start/End Dates   Who pays?   Who is responsible?
_____/_____/_____,   _____/_____/_____

Include a justification of the extent, if any, to which a service will not be provided in a natural environment:

General Notes (if needed)

SESRVICES (CONT'D)

Service #3:

Services: Where:

How Often?   How Much (time)?   Group/Individual?   Natural Environment

Start/End Dates   Who pays?   Who is responsible?
_____/_____/____,   ____/____/_____

Include a justification of the extent, if any, to which a service will not be provided in a natural environment:

General Notes (if needed)

Service #4:

Services: Where:

How Often?   How Much (time)?   Group/Individual?   Natural Environment

Start/End Dates   Who pays?   Who is responsible?
_____/_____/____,   ____/____/_____

Include a justification of the extent, if any, to which a service will not be provided in a natural environment:

General Notes (if needed)

Service #5:

Services: Where:

How Often?   How Much (time)?   Group/Individual?   Natural Environment

Start/End Dates   Who pays?   Who is responsible?
_____/_____/____,   ____/____/_____

Include a justification of the extent, if any, to which a service will not be provided in a natural environment:

General Notes (if needed)

IFSP TRANSITION PLAN

Transition Conference Date: Estimated Transition Date:

_____ / _____ / _____   ____ / ____ / _____

What needs to be done?	Who is responsible?	Time Line	Date Completed

Caleb will turn three on February 1, 2019. No transition plans are applicable at this time since Caleb is not within 90 days of his 3rd birthday.

CHILD/FAMILY TEAM

[ ]Interim [ ]Initial [ ]Annual [ ]Transition [ ]Periodic Review   Date: ____/____/_____

Team Members Present at the Meeting:

Name/Signature: Role: Address: Signature on File?
                                                                                  [ ]Yes [ ]No
_____   _____   _____

Name/Signature: Role: Address: Signature on File?
                                                                                  [ ]Yes [ ]No
_____   _____   _____

Name/Signature: Role: Address: Signature on File?
                                                                                  [ ]Yes [ ]No
_____   _____   _____

Name/Signature: Role: Address: Signature on File?
                                                                                  [ ]Yes [ ]No
_____   _____   _____

Name/Signature: Role: Address: Signature on File?
                                                                                  [ ]Yes [ ]No
_____   _____   _____

Name/Signature: Role: Address: Signature on File?
                                                                                  [ ]Yes [ ]No
_____   _____   _____

Name/Signature: Role: Address: Signature on File?
                                                                                  [ ]Yes [ ]No
_____   _____   _____

Others Who are Part of the Child/Family Team

Name: Role: Address: Family Initials for
                                                                                   copy of pages sent
_____   _____   _____   _____

PARENTS/FAMILY

I (we) understand the content of the IEP and give consent for all services in the IEP to begin unless indicated below. [ ]Yes [ ]No

I (we) understand that a copy of the IEP will be distributed to me (us) within 7 calendar days.   [ ]Yes [ ]No

Parent/Guardian Signature(s)	Date	Signature on file
1._____	_____	[ ]Yes [ ]No
2._____	_____	[ ]Yes [ ]No (If no, explain)

Any Comments:

IFSP Activity
Due Tuesday, November 29th

Students will create an IFSP for a case study of an infant, Caleb Reynolds. The IFSP must include all of the required components and incorporate the families' needs, priorities and concerns. At least three IFSP goals should be included and be reasonable, address the priority concerns of the family and show a good match to the child's developmental and learning needs. There is space on the IFSP form for more than three goals. You may leave this blank or delete goal four if not using it.

To complete the assignments students will need to read the case study and note the information supplied for various components of the IFSP. The information is similar to what would be gathered by the service coordinator during an interview and an observation/visit to the home. The medical information would be supplied by either the person doing the assessment or by the family who could share the child's medical records. Since most of this has been gathered and presented in Caleb's case study, the primary task for the student will be to fill in the information provided on the IFSP in the correct areas, and then to focus on prescribing goals, outcomes, next steps, and services that take into accound the child's needs and family concerns/priorities. A sample IFSP taken from the Nebraska Department of Education website can provide insights to goals, outcomes, next steps, services, and service details (like how long a typical session is and who pays).

Students will be graded on the following:

_____Descriptive and medical information (14 points)
    Student will fill out each of the following areas based on the case study information.
    NOTE: These do not have to be reworded—it is OK to copy and paste and move things around to be properly formatted):
    _____ a. Demographics (2 points),

_____ b. Family's Concerns and Desired Priorities (2 points)

_____ c. Child and Family Strengths (2 points)

_____ d. Child's Present Levels of Development (4 points)

_____ Note: Information will be sufficiently covered in each area and will capture the

pertinant information in Caleb's case study. (4 points)

_____Goals and Outcomes: (24 points)

_____a. Decide upon 3 goals/outcomes relevant to this child (3 points)

_____b. State family resources related to each goal, (3 points)

_____c. Decide who will carry each out and what they will do to help the child (3 points)

_____d.When progress will be reviewed (include date), how they will know if

progress is being made, and the next steps to take when goal is reached (3 points)

_____e. Goals will be relevant to the child's needs, capitalize on the child's strengths,

and include family concerns and priorities (6 points)

_____f. Goals and next steps will be measurable, feasible for the family to carry out,

and be clear enough to see if progress is being made in a six-month time period

when the next IFSP would take place (6 points)

_____ Transportation and Services (12 points)

_____ a. Fill in appropriate transportation information based on the case study (2 points)

_____ b. List services for each service provider that is relevant to the goals. (e.g. if

feeding is mentioned and an occupational therapist is the best fit to help the family with

the goal, then that service provider should be listed). (3 points)

_____c. Fill in appropriate details for each service: home, how often, etc. (3 points)

_____d. Services and related information will show a direct match to goals, be realistic to

help child reach goals in six months, be reasonable, and will maximize the

natural environment which in this case, is the child's home. (4 points)

_____Final Information (5 points)

_____a. Fill in the IFSP Transition Plan information according to the case study (1 point)

____ b. Write in the names, roles, and addresses for all people that should be included

at the initial IFSP meeting. This would include at least one parent, all service

providers, and anyone else that may be useful to the IFSP meeting. Assume

that all members have signatures on file. Make up addresses and names for the service providers as needed. (2 points).

_____ c. Include parental consent information. (2 points)

Total: _____/55

TESE 334 Child One Assessment and Planning
Due Monday, October 10th

The primary objective for this assignment is to connect assessment results to instructional planning to maximize learning for the assigned child. Students will work with their cooperating teacher to determine the child that they will be assigned to work with (or if appropriate, select a child from their own classroom if they are teachers). The child must have a verified disability so that the student will be able to assess the child comprehensively and understand the process of verifying a child. Instructional objectives this child should also reflect the types of skills that could be put on a child's IEP. **Please upload a scanned copy of your Examiner Summary Sheet and your paper onto Blackboard. Remember to return the DAYC-2 manual and sheets to Chilene Black or Sarah Bartling in room B117 (see full address on Blackboard).**

Students will:

- Assess the assigned child with the DAYC-2 developmental assessment in all five areas of the assessment and record the data on the scoring forms and summarize the results for each domain. **Do write on the consumable test sheets for each domain on and the executive summary.** What are the child's strengths and needs? How does this child compare to his or her peers?
- Determine **two skills** the child needs improvement on based on the DAYC-2 data. If the child has similar goals on his or her IFSP or IEP, the student may use these as long as the student justifies their connection to the DAYC-2 results. For example, if the child scores a 0 on the question, "understands "in front of" and "behind" and an IEP objective says "child will work on the prepositions in, out, up down, front, behind and master 3 out of 6" then the student may choose to work on the IEP objective because there is a good match.
- Plan activities/interventions to help the child master **each of the two skills.** This can include items from the child's IFSP or IEP. Makes sure the plans are specific enough to implement and use small enough steps that the plan builds success for the child. The plan should show that the child will have sufficient opportunities to practice the skill.

Points are assigned as follows:

_____ **Assessment Process: (18 points)**

_____ Tell the age and gender of the child, how the child was chosen, and summarize the disability or delays the child has or any other issues (e.g. health) that may affect the child's development (4 points)

_____ Describe your preparation to administer the screening tool before you met with the child. (1 point)

_____ How did you set up the environment for testing and how did you assess each domain? Did you provide breaks? How did you keep the child on task during the testing? (4 points)

_____ Tell how well you believe the assessment process went for you and the child. Describe the child's responses to tasks required for each of the domains. Were some domains easier or harder for the child? (5 points)

____ Administration of the assessment and reflection of the assessment process will show appropriate understanding of the assessment and the developmental level of the child. (4 points)

____ **Analysis of Results: (26 points)**

    ____ Describe how the child performed in each of the domains. For each domain, include strengths, needs, what skills the child maxed out on (ceiling) and what skills were easy for the child (basal).

        ____ Cognitive Development (4 points)

        ____ Communication (4 points)

        ____ Physical Development (4 points)

        ____ Social-Emotional Development (4 points)

        ____ Adaptive Behavior (4 points)

    ____ Include a summary of the child's general strengths and needs and how the child performs compared to his or her typically developing peers. (2 points)

    ____ Student's descriptions of the child's responses and performance show solid understanding and interpretation of the assessment results. (4 points)

____ **Planning based on Assessment Data: (26 points)**

    ____ Identify two skills the child needs to work on based on the DAYC-2. (2 points)

    ____ For each skill, write the skill as a functional goal with a minimum of three objectives to meet the goal. These should be measurable and specific so it is obvious when progress occurs. (e.g. "When presented with a choice between two items, Amber will select the item with an eye gaze for a minimum of 3 seconds for 4 out of 5 opportunities.") (4 points)

    ____ Identify at least three activities per skill you would like to implement to help the child learn the identified skills the child needs to work on. Keep the activities simple so the skill the child needs to demonstrate is obvious to the child, within the child's ability to do with help, and increases chances for success. (6 points)

    ____ Include what settings (e.g. during snack time or outdoor play) you plan to use to introduce the activities. Include multiple opportunities for the skill (3 points)

    ____ Describe at least one authentic assessment per skill that you will likely use to measure progress and help you know when to adjust instruction if what you are planning isn't working. The assessment should be realistic and well-matched to the activities and the skills (4 points)

    ____ Summary of the child's identified skills to work on are functional, measurable, consistent with the test results, and appropriate for the child. (4 points)

    ____ Students' suggested activities will be reasonable to support learning of the targeted skills and will be developmentally appropriate for the child. (3 points)

Sub-total: ____/70 points

____Overall Organization, Clarity, Grammar, and Writing Style ____/5 points

Total: ____/75 points

TESE 334 Child One Activity/Intervention Teaching and Reflection Form
(Use one form for <u>each time</u> you teach the child one of the target skills.
Plan to teach each skill at least 5 times)

Child's name:_____ Date: _____

Target skill/objective:_____

_____

Activity/intervention planned for the child to practice the target skill:

Strategy used to teach the target skill: (Tell where and when the activity/intervention was done, what materials you used, and how you got the child interested in the activity):

Authentic assessment used to measure progress on the skill and how you documented the progress (e.g. observed hand washing and used checklist on steps to hand washing, to check off the steps):

Teacher-child interaction during the activity/intervention: (Describe how you and the child interacted throughout the activity/intervention. What did you say and do, how did the child respond to you and, how did you respond to the child? If one or more peers were included in the activity/intervention, include their responses as well).

Child's response to the activity/intervention in terms of learning the skill: (Did the child appear to be interested or engaged in the activity? Was the activity/intervention motivating enough for the child to sufficiently practice the target skill? Did the child make progress either in motivation to do the skill, or in doing the skill longer or better?)

Reflections on the activity/intervention: (Was the activity/intervention successful in creating an opportunity for the child to practice the skill? Was the activity/intervention appropriately matched to the child so that the child was motivated to practice, worked harder or longer on the skill, or showed improvement in the skill itself?)

Plans for the next session with child: Continue or change activity? What do you want to make sure you do the next time you work with the child on this target skill?

TESE 334 Child One Summary Report Form
(Use one form to summarize child on both skills)

Child's Name_____ Date _____

Description of child: Provide your observations of the child's personality, skills child is good at, interests the child has or things the child likes to do.

Disability and performance: Provide a description of the child's disability and how it affects this child's performance in the classroom.

Skills you selected to teach the child and why:

Summary of the activities/interventions you implemented for each skill, the child's general response over time, how you assessed the child and monitored progress, how you adjusted your teaching over time, and the final level of progress child demonstrated.

How well does the child do now on each of the two skills? Should the child continue to work on them? Should they be reviewed periodically? Is the child independent on these? What would be your recommendations for the future for this child on these skills? Do you feel the child is ready for new skills? What might you suggest?

Reflection: What went well about the overall teaching experience with this child? What did you learn most in working with this child?

____ Child Summary Report Form (26 points)

    ____ The description of the child will be detailed enough to provide an overall picture of the child in terms of personality, strengths, interests, and activities   (2 points)

    ____ The description of the child's disability and how it affects the child's performance will be clear, with sufficient detail, and be consistent with the results of the DAYC-2   (2 points)

    ____ Summary of skills selected and rationale will be consistent with the child's needs   (2 points)

    ____ Summary of the teaching experience will be succinct but sufficient to capture an accurate reflection of the following: (8 points)

        ____ Activities/interventions implemented for each skill,   (2 points)

        ____ The child's general response over time   (2 points)

        ____ How teaching was adjusted to maximize student learning   (2 points)

        ____ The final level of progress the child demonstrated   (2 points)

    ____ Summary of the child's performance will be succinct but sufficient to capture an accurate reflection of what the child needs to do to continue progress or retain the skills, and what skills the child might be ready to work on next   (3 points)

    ____ Overall reflection of the teaching experience is appropriate and consistent with comments on the Planning and Progress Monitoring and the Teaching and Reflection Forms   (3 points)

Sub-total: ____/70 points

____Overall Organization, Clarity, Grammar, and Writing Style   ____/5 points

Total: ***____/75 points***

TESE 334 Child Two Antecedent—Behavior—Consequence Chart

Date/ Time	Activity	Antecedent: What happened just before the behavior occurred?	Behavior: How did the child respond?	What happened after the behavior or as a result of that behavior?

Is there a pattern of antecedents or consequences surrounding the behavior? Yes   No

What might be triggering the behavior? What reasons might the child have for doing the behavior?

Is there anything you see happening after the behavior that may be reinforcing the child to keep doing the behavior? What makes this behavior work for this child? Is the child getting something he or she wants or escaping something she doesn't want?

TESE 334 Child Two Behavior Intervention Plan

Child's Name:_____Date_____

Behavior of concern:

Desired behavior:

Behavioral Goal:

Measurable objectives (steps) to meet the goal:

Strategies planned to prevent or reduce behavior and require child to use the desired behavior: (e.g. shadow child during transition or free play, redirect child to task, remind of rule to keep hands to self, stop child before she hits and ask her to say specific phrase to use her words; have child sit for only 10 minutes of circle time and then help lay out snack)

Specific activities, events, or routines for when the strategies will be used with the child: (e.g. free play, in the block area, transition from clean up, line up time; snack time; circle/small group time)

Motivators, reinforcements, or interest activities that will be provided if child exhibits desired behavior (e.g. high five; verbal feedback; first to choose a toy; first to line up; 5 minutes of computer time; 5 minutes of a sensory activity, etc.)

Consequences that will be provided if child exhibits undesired behavior (e.g. 5 minutes in a calming area, lose turn; must go to a new free play area; lose computer time; line up at the end of the line, etc.). NOTE: If a consequence is not appropriate for this child, just indicate this.

Best ways to collect data and document performance of desired and undesired behaviors in ways that will be able to show small steps of progress. What evidence will be used to determine if satisfactory progress is being made or if changes need to be made to the intervention?

Simplification of the task or environmental adaptations to increase the likelihood the child will reach the goal.

Alternate plans, modifications, or adaptations to consider if the child is demonstrating little or no improvement in either increasing the desired behavior or decreasing the undesired behavior. (Note that sometimes a behavior may get worse before it gets better or that changes may be in duration, latency, intensity, or levels of help rather than the frequency of occurrence).

____ Behavior Intervention Plan Form: (30 points)

    ____ The undesired behavior are clearly defined and observable; the desired behavior are a strong match to replace the behavior of concern   (3 points)

    ____ The goal and objectives are specific, clear, and measurable (3 points)

    ____ The strategies planned are clearly related to the behavior and have a strong likelihood of preventing or reducing the undesired behavior and increasing the desired behavior   (3 points)

    ____ The activities, events, or routines are logical places to practice the desired behaviors and are supported by the information from the Behavioral Intake and Observation Form and the A-B-C Chart. (3 points)

    ____ The identified motivators selected reflect as much as possible, naturally occurring and logical responses to the child's behavior, are consistent with the child's interests, and appear to be reinforcing to the child (3 points)

    ____The identified consequences for undesired behaviors are naturally occurring, logical responses to the child's behavior, and are unpleasant enough to the child to decrease the undesired behavior   (3 points)

    ____ The data collection process is well-matched to the behavior and the evidence cited to determine progress is reasonable and likely to keep the child on a trajectory to meet the goal.   (3 points)

    ____ The simplification of the task and possible environmental adaptations are reasonable would likely contribute to the child's success in meeting the goal   (3 points)

    ____ Alternate plans, modifications, or adaptations if needed are appropriate choices to explore, are appropriate for the child, and are likely to help the child meet the goal.   (3 points)

    ____ The Behavior Intervention Plan shows solid understanding of the behavior, the impact of environmental influences, ways to manipulate the environment to support the child in meeting the goal, and how to adjust intervention based on the child's performance.   (3 points)

Sub-total: ____/70 points

____Overall Organization, Clarity, Grammar, and Writing Style   ____/5 points

Total: ____/75 points

TESE 334 Child Two Intervention Teaching and Reflection Form
(Use one form for each time you work with the child on behavior—about 8)

Child's name:_____ Date: _____

Behavior of Concern:

Desired Behavior:

Behavioral Goal and Objectives:

Strategies (intervention) planned to prevent or reduce the undesired behavior and require the child to use the desired behavior and how you planned to teach the proper behavior:

Activity, event, or routine that occurred when you worked on the strategies with the child:

Authentic assessment used to measure progress on the behavior and how you documented the progress (e.g. observed turn taking and used chart with opportunities and responses to record whether child did the behavior when the opportunity occurred:

Teacher-child interaction during the activity/intervention: (Describe how you and the child interacted throughout the activity/intervention. What did you say and do, how did the child respond to you and, how did you respond to the child? If one or more peers were included in the activity/intervention, include their responses as well):

Child's response to the strategy during the activity or event: (How did the strategy affect the child's behavior? Did the child exhibit the undesired behavior? Was there anything you noticed about the frequency, duration (length), or intensity? Did the child exhibit the desired behavior? Was there anything you noticed about the frequency, duration, or intensity? NOTE: Sometimes a child's behavior will get worse before it gets better)

Reflections on the intervention: (Was the intervention successful in creating an opportunity for the child to practice the desired behavior or reduce the undesired behavior? Was the intervention appropriately matched to the child so that the child was motivated or at least better able to do the appropriate skill?)

Plans for the next session with child: Continue or change anything in the intervention? What do you want to make sure you do the next time you work with the child on this behavior?

TESE 334 Child Two Summary Report Form

Child's Name_____ Date _____

Description of child: Provide your observations of the child's personality, skills child is good at, interests the child has or things the child likes to do.

Behavior challenge area and performance: Provide a summary of the results from the Behavioral Intake and Observation Form, the A-B-C chart, and a rationale for what you came up with on the Behavior Intervention Plan.

Behavioral goal and objectives and why these were chosen:

Summarize the activities/interventions you implemented from the Behavior Intervention Plan, the child's general response over time, how you adjusted your interventions over time, and the final level of progress child demonstrated in his or her behavior. Include a discussion of the data collection and progress monitoring and your interpretation of the data results.

How well does the child do now in performing the desired behavior? Should the child continue to work on the behavior? Has the undesired behavior been sufficiently reduced? What would be your recommendations for the future for this child on the behavior? Do you feel the child is ready to work on new behaviors? What might you suggest?

Reflection: What went well about the overall teaching experience with this child? What did you learn most in working with this child?

TESE 334 Child Two Intervention and Reflection Grading Rubric
Due Monday, December 5th

Student will be graded on the following:

____ **Data Collection and Progress Monitoring Forms (20 points)**
    ____ The data collection method is logically matched to the child's behavior and is reasonable to measure change in both the desired and undesired behaviors. (4 points)
    ____ The data collected are sufficient enough in quantity to monitor and show progress. The data are presented in a way that is logical to read and the behavioral changes are evident (4 points)
    ____ The quality of the data presented support the reflections made from the data results (4 points)
    ____Changes made to the intervention over time, if any, are consistent with data results and show a response to the child's behavioral changes. (4 points)
    ____ The summary of the child's progress is consistent with the data collected and presented and also with the Intervention Teaching and Reflection forms. (4 points)

____ **Intervention Teaching and Reflection Forms (24 points)**
    ____The strategies (intervention) are well-planned, aligned to the Behavior Intervention Plan, and are designed to increase the likelihood the child will learn the desired behavior and reduce the child's use of the undesired behavior. (4 points)
    ____ The activities, event, or routines are logical opportunities to implement the intervention strategies and are consistent with information from the Behavioral Intake and Observation Form and the A-B-C chart. (4 points)
    ____ The quality of the teacher-child interactions are high, and show adequate implementation of the intervention. The teacher's interactions are responsive to the child's responses and adapt intervention accordingly. (4 points)
    ____ The child's responses over time to the intervention show increases in the desired behavior and decreases in the undesired behavior. (4 points)
    ____Student's reflections of the teaching experiences show an accurate understanding of what the child is learning, what the child needs continued help on, what works well, and what needs to be changed to maximize the child's learning of the desired behavior. (4 points)
    ____Student's planning for subsequent teaching sessions shows an accurate understanding of the child's behavioral responses and ability to adjust instruction to maximize learning. (4 points)

____ **Child Summary Report Form (26 points)**
    ____ The description of the child will be detailed enough to provide an overall picture of the child in terms of strengths, interests, and activities (3 points)

____ The summary of the Behavioral Intake and Observation form and A-B-C
chart will be clear, succinct, and show an obvious understanding of the
interaction between the child's behavior and the learning environment. The
summary will provide an obvious rationale for what was put on the Behavior
Intervention Plan   (4 points)
____ Summary of the teaching experience will be succinct but sufficient to
capture an accurate reflection of the following: (12 points)
  ____ Interventions implemented for the skill, (3 points)
  ____ The child's general response over time (3 points)
  ____ How teaching was adjusted to maximize student learning (3 points)
  ____ The final level of progress the child demonstrated (3 points)
____ Summary of the child's performance will be succinct but sufficient to
capture an accurate reflection of what the child needs to do to continue
making progress or retain the desired behavior, and what behaviors the
child might be ready to work on next   (3 points)
____ Overall reflection of the teaching experience is appropriate and
consistent with comments on the Behavioral Intake and Observation
Form, The A-B-C Chart, The Behavior Intervention Plan, The Data
Collection and Progress Monitoring form, and the Intervention Teaching
and Reflection Forms   (4 points)

Sub-total: ____/70 points

____Overall Organization, Clarity, Grammar, and Writing Style   ____/5 points

Total: ___/75 points

TESE 334 Child Two Intervention Teaching and Reflection Form

(Use one form for each time you work with the child on behavior—about 8)

Child's name:_____ Date: _____

Behavior of Concern:

Desired Behavior:

Behavioral Goal and Objectives:

Strategies (intervention) planned to prevent or reduce the undesired behavior and require the child to use the desired behavior and how you planned to teach the proper behavior:

Activity, event, or routine that occurred when you worked on the strategies with the child:

Authentic assessment used to measure progress on the behavior and how you documented the progress (e.g. observed turn taking and used chart with opportunities and responses to record whether child did the behavior when the opportunity occurred:

Teacher-child interaction during the activity/intervention: (Describe how you and the child interacted throughout the activity/intervention. What did you say and do, how did the child respond to you and, how did you respond to the child? If one or more peers were included in the activity/intervention, include their responses as well):

2014 Employer Survey

Q2 In an effort to continue improving our graduate level EDUCATOR PREPARATION programs, UNK seeks your evaluation as an employer of UNK graduate(s). The 7 standards you will be rating in this survey have been identified as priority student learning outcomes by national accreditation (NCATE/CAEP) and state endorsement (NDE). Thank you in advance for taking the 5-10 minutes to complete this survey. Directions: Please indicate your rating of the educator's performance on each standard according to the following rubric. For each standard, example indicators are provided to clarify and develop the standard but are not an exhaustive list. There is a text box at the end of the evaluation for you to include comments.

Please select how you will be completing this survey
○ as a recent UNK graduate, evaluating myself
○ as an employer, evaluating a UNK graduate

1 = Beginning/Novice - The educator demonstrates serious difficulties with   implementation of this standard; he/she exhibits a lack of awareness about   the need for and/or the ways to demonstrate the standard.
2 = Progressing - The educator demonstrates occasional difficulties with   implementation of the standard, but is generally successful and able to   handle situations independently.
3 = Proficient - The educator consistently   demonstrates what is expected for the standard.

Learning Environments. The educator works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. Collaborate with students and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work Manage the learning environment to actively and equitably engage students by organizing, allocating, and coordinating the resources of time, space, and students' attention   Communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives students bring to the learning environment
Promote responsible student use of interactive technologies. Develop learning experiences that engage students in collaborative and self-directed learning. Demonstrate/Model a firm commitment to the core democratic principles of freedom (liberty), equality, and justice in ways that help prepare others for productive living in a democratic society.

Demonstrates a belief that all learners can be successful and an understanding of the impact of diverse perspectives and experiences on learning.
○ 1. Beginning / Novice (4)
○ 2. Progressing (5)
○ 3. Proficient (6)

Content Knowledge. The educator understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make

these aspects of the discipline accessible and meaningful for students to assure mastery of the content. This includes the ability to integrate literacy skills and Nebraska Content Standards into instruction. Effectively use multiple representations and explanations that capture key ideas in the discipline. Engage students in learning experiences in the discipline(s) that encourage students to understand, question, and analyze ideas from diverse perspectives. Stimulate student reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to students' experiences. Use supplementary resources and technologies effectively to ensure accessibility and relevance for all students. Evaluate and modify instructional resources and curriculum materials

○ 1. Beginning / Novice
○ 2. Progressing
○ 3. Proficient

Assessment. The educator understands and uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the teacher candidate's and student's decision making. Balance the use of formative and summative assessment as appropriate to support, verify, and document learning. Design assessments that match learning objectives with assessment methods and minimizes sources of bias. Work independently and collaboratively to examine test and other performance data. Effectively use multiple and appropriate types of assessment data. Engage students in understanding and identifying quality work. Provide students with effective descriptive feedback to guide their progress toward that work. Engage students in multiple ways of demonstrating knowledge and skill as part of the assessment process. Continually seek appropriate ways to employ technology to support assessment practice

○ 1. Beginning / Novice
○ 2. Progressing
○ 3. Proficient

Planning for Instruction. The educator plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy, as well as knowledge of students and the community context. Individually and collaboratively select and create learning experiences that are appropriate for curriculum goals and content standards, and are relevant to students. Plan how to achieve each student's learning goals. Choose appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of students. Plan for instruction based on formative and summative assessment data, prior student knowledge, and student interest. Plan collaboratively with professionals who have specialized expertise. Evaluate plans in relation to short- and long-range goals. Systematically adjust plans to meet each student's learning needs and enhance learning. Develop appropriate sequencing of learning experiences. Provides multiple ways to demonstrate knowledge and skill

○ 1. Beginning / Novice
○ 2. Progressing
○ 3. Proficient

Instructional Strategies. The educator understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. This includes developing competency for utilizing technology for instruction, assessment, and communication. Uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of students. Continuously monitor student learning, engage students in assessing their progress, and adjust instruction in response to student learning needs. Collaborate with students to design and implement relevant learning experiences. Vary his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students. Provide multiple models and representations of concepts and skills. Engage all students in developing higher order questioning skills and metacognitive processes. Engage students in using a range of learning skills and technology tools. Ask questions to stimulate discussion that serves different purposes

○ 1. Beginning / Novice
○ 2. Progressing
○ 3. Proficient

Professional Learning and Ethical Practice. The educator engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student. Engage in ongoing learning opportunities to develop knowledge and skills. Engage in meaningful and appropriate

professional learning experiences. Advocate, model, and teach safe, legal, and ethical use of information and technology. Use a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice. Reflect on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences. Demonstrates the ability to evaluate the impact and refine instruction/treatment (intervention). Engages in reflective management decisions for the welfare of those served. Selects and analyses appropriate assessment strategies for individuals or systems served.

○ 1. Beginning / Novice
○ 2. Progressing
○ 3. Proficient

Leadership and Collaboration. The educator seeks opportunities to take responsibility for student learning, to collaborate with students, families, colleagues, and other school professionals, and community members to ensure student growth, and to advance the profession. Take an active role on the instructional team. Work with other school professionals to plan and jointly facilitate learning. Work collaboratively with students and their families to establish mutual expectations and ongoing communication. Use technological tools and a variety of communication strategies to build local and global learning communities. Advocates at individual and systemic levels. Facilitates positive influences on decision-making affecting those served.

○ 1. Beginning / Novice
○ 2. Progressing
○ 3. Proficient

Comments:

Q11 What UNK program did the student that you are evaluating graduate from? Refer back to your email if you have any questions.

- ○ Educational Administration: MAE School Principalship PK-8 & 7-12 (1)
- ○ Educational Administration: MAE Supervisor of Special Education,MAE Curriculum Supervisor of Academic Area, EdS School Superintendent (2)
- ○ Art/Art History: MAE Art Education (3)
- ○ Counseling and School Psychology: MSE School Counseling - Elementary/Secondary (4)
- ○ Counseling and School Psychology: EdS School Psychology (13)
- ○ Science/Math Education: MSE Science / Math Education (6)
- ○ Physical Education Master Teacher: MAE (Pedagogy Emphasis, Special Populations Emphasis) (7)
- ○ Modern Languages: MAE Spanish Education (8)
- ○ Teacher Education: MAE Curriculum and Instruction (Early Childhood Education Concentration, Elementary Education Concentration, Reading/Special Education Concentration, English as a Second Language Concentration, Secondary Education Concentration, Instructional Effectiveness Concentration) (10)
- ○ Teacher Education: MAE Reading PK-12 (includes Nebraska Endorsement) (11)
- ○ Teacher Education: MAE Special Education (Gifted Emphasis - Includes Nebraska Endorsment, Advanced Practitioner Empasis, Mild/Moderate Emphasis) (9)
- ○ Teacher Education: MSE Technology Concentration (Instructional Technology, School Librarian Concentration - Includes Nebraska Endorsement, Information Technology Concentration) (12)

If Educational Administration:... Is Selected, Then Skip To The remainder of the survey is based ...If Educational Administration:... Is Selected, Then Skip To The remainder of the survey is based ...If Art/Art History: MAE Art E... Is Selected, Then Skip To End of SurveyIf Counseling and School Psych... Is Selected, Then Skip To End of SurveyIf Science/Math Education: MSE... Is Selected, Then Skip To End of SurveyIf Physical Education Master T... Is Selected, Then Skip To End of SurveyIf Modern Languages: MAE Span... Is Selected, Then Skip To End of SurveyIf Teacher Education: MAE Spec... Is Selected, Then Skip To End of SurveyIf Teacher Education: MAE Cur... Is Selected, Then Skip To End of SurveyIf Teacher Education: MAE Read... Is Selected, Then Skip To End of SurveyIf Teacher Education: MSE Tech... Is Selected, Then Skip To End of SurveyIf Counseling and School Psych... Is Selected, Then Skip To End of Survey

The remainder of the survey is based on the Nebraska Department of Education's Rule 24 and the National Policy Board for Educational Administration Standards for District Administrators. Please use the following rating scale to finish the survey:

1 = Beginning/Novice - The educator demonstrates serious difficulties with implementation of this standard; he/she exhibits a lack of awareness about the need for and/or the ways to demonstrate the standard.

2 = Progressing - The educator demonstrates occasional difficulties with implementation of the standard, but is generally successful and able to handle situations independently.

3 = Proficient - The educator consistently demonstrates what is expected for the standard

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

1.1: Understands and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

1.2: Understands and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

1.3: Understands and can promote continual and sustainable school improvement
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

1.4: Understands and can evaluate school progress and revise school plans supported by school stakeholders
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

Comments:

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

2.1: Understands and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students
O 1. Beginning / Novice (1)
O 2. Progressing (2)
O 3. Proficient (3)

2.2: Understands and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program
O 1. Beginning / Novice (1)
O 2. Progressing (2)
O 3. Proficient (3)

2.3: Understands and can develop and supervise the instructional and leadership capacity of school staff
O 1. Beginning / Novice (1)
O 2. Progressing (2)
O 3. Proficient (3)

2.4: Understands and can promote the most effective and appropriate technologies to support teaching and learning in a school environment
O 1. Beginning / Novice (1)
O 2. Progressing (2)
O 3. Proficient (3)

Comments:

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

3.1: Understands and can monitor and evaluate school management and operational systems
- O 1. Beginning / Novice (1)
- O 2. Progressing (2)
- O 3. Proficient (3)

3.2: Understands and can efficiently use human, fiscal, and technological resources to manage school operations
- O 1. Beginning / Novice (1)
- O 2. Progressing (2)
- O 3. Proficient (3)

3.3: Understands and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school
- O 1. Beginning / Novice (1)
- O 2. Progressing (2)
- O 3. Proficient (3)

3.4: Understands and can develop school capacity for distributed leadership
- O 1. Beginning / Novice (1)
- O 2. Progressing (2)
- O 3. Proficient (3)

3.5: Understands and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning
- O 1. Beginning / Novice (1)
- O 2. Progressing (2)
- O 3. Proficient (3)

Comments:

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

4.1: Understands and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

4.2: Understands and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

4.3: Understands and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

4.4: Understands and can respond to community interests and needs by building and sustaining productive school relationships with community partners
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

Comments:

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

5.1: Understands and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

5.2: Understands and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

5.3: Understands and can safeguard the values of democracy, equity, and diversity within the school
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

5.4: Understands and can evaluate the potential moral and legal consequences of decision making in the school
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

5.5: Understands and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

Comments:

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

6.1: Understands and can advocate for school students, families, and caregivers
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

6.2: Understands and can act to influence local, district, state, and national decisions affecting student learning in a school environment
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

6.3: Understands and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

Comments:
If Comments: Is Empty, Then Skip To End of SurveyIf Comments: Is Not Empty, Then Skip To End of Survey

The remainder of the survey is based on the Nebraska Department of Education's Rule 24 and the National Policy Board for Educational Administration Standards for District Administrators. Please use the following rating scale to finish the survey:

1 = Beginning/Novice - The educator demonstrates serious difficulties with implementation of this standard; he/she exhibits a lack of awareness about the need for and/or the ways to demonstrate the standard.

2 = Progressing - The educator demonstrates occasional difficulties with implementation of the standard, but is generally successful and able to handle situations independently.

3 = Proficient - The educator consistently demonstrates what is expected for the standard

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

1.1: Understands and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

1.2: Understands and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

1.3: Understands and can promote continual and sustainable school improvement
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

1.4: Understands and can evaluate school progress and revise school plans supported by school stakeholders
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

Comments:

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

2.1: Understands and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

2.2: Understands and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

2.3: Understands and can develop and supervise the instructional and leadership capacity of school staff
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

2.4: Understands and can promote the most effective and appropriate technologies to support teaching and learning in a school environment
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

Comments:

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

3.1: Understands and can monitor and evaluate school management and operational systems
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

3.2: Understands and can efficiently use human, fiscal, and technological resources to manage school operations
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

3.3: Understands and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

3.4: Understands and can develop school capacity for distributed leadership
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

3.5: Understands and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

Comments:

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

4.1: Understands and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment
 ○ 1. Beginning / Novice (1)
 ○ 2. Progressing (2)
 ○ 3. Proficient (3)

4.2: Understands and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community
 ○ 1. Beginning / Novice (1)
 ○ 2. Progressing (2)
 ○ 3. Proficient (3)

4.3: Understands and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers
 ○ 1. Beginning / Novice (1)
 ○ 2. Progressing (2)
 ○ 3. Proficient (3)

4.4: Understands and can respond to community interests and needs by building and sustaining productive school relationships with community partners
 ○ 1. Beginning / Novice (1)
 ○ 2. Progressing (2)
 ○ 3. Proficient (3)

Comments:

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

5.1: Understands and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success
- 1. Beginning / Novice (1)
- 2. Progressing (2)
- 3. Proficient (3)

5.2: Understands and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school
- 1. Beginning / Novice (1)
- 2. Progressing (2)
- 3. Proficient (3)

5.3: Understands and can safeguard the values of democracy, equity, and diversity within the school
- 1. Beginning / Novice (1)
- 2. Progressing (2)
- 3. Proficient (3)

5.4: Understands and can evaluate the potential moral and legal consequences of decision making in the school
- 1. Beginning / Novice (1)
- 2. Progressing (2)
- 3. Proficient (3)

5.5: Understands and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling
- 1. Beginning / Novice (1)
- 2. Progressing (2)
- 3. Proficient (3)

Comments:

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

6.1: Understands and can advocate for school students, families, and caregivers
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

6.2: Understands and can act to influence local, district, state, and national decisions affecting student learning in a school environment
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

6.3: Understands and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

Comments:
If Comments: Is Empty, Then Skip To End of SurveyIf Comments: Is Not Empty, Then Skip To End of Survey