Dispositions Assessment: Behavior Intervention Specialist

Candidate Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_E#:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Semester/Year:\_\_\_\_\_\_\_\_\_\_\_

Assessment Decision Point: \_\_\_\_Entry \_\_\_\_\_Mid-Point \_\_\_\_Completion

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|  | Exceeds Standards | Meets Standards | Does Not Meet | Not Observed | |
| **EPP Dispositional Areas** | 5 | 3 | 1 |  | |
| **Interaction with students (IWS)** |  |  |  |  | |
| Models and promotes respect for all individuals and facilitates ethical professional practice  Adv St CEC 6.3, EIU GCLG 5, CAEP GPS 6 | Candidate models and promotes respect for all individuals and facilitates ethical professional practice through their interactions with learners with exceptionalities and their families. | Candidate models and promotes respect for all individuals and facilitates ethical professional practice through their interactions with learners with exceptionalities. | Candidate articulates the importance of ethical behavior and demonstrating respect for all individuals, but the candidate uses verbal and/or nonverbal behaviors with learners with exceptionalities that could be viewed as disrespectful. |  |
| Advocates for using culturally responsive communication skills with learners with exceptionalities  Adv St CEC 5.2, EIU GCLG 3, CAEP GPS 6 | Candidate advocates for using culturally responsive verbal and nonverbal communication skills with learners with exceptionalities.  When interacting with learners, the candidate is responsive to the impact the learners’ cultural values have on the selection and use if the curricular adaptation. | Candidate advocates for using culturally responsive verbal communication skills with learners with exceptionalities.  When interacting with learners, the candidate considers how the learners’ cultural values may impact the selection and use if the curricular adaptation. | Candidate uses communication skills at a level commensurate with the language level of the learner but does not appear to consider the impact the learners’ cultural values have on the selection and use if the curricular adaptation. |  |
| Understands how culture biases and differences impact student interactions Adv St CEC 6, EIU GCLG 5, CAEP GPS 6 | Candidate is responsive to how culture biases and differences impact student interactions and behavior. | Candidate understands how culture biases and differences impact student interactions and behavior.  Candidate attempts to minimize perceived communication bias by being aware of how culture impacts communication preferences and differences. | Candidate lacks approachability because the candidate lacks meaningful understanding of how their views of cultural differences impact student interactions. |  |

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|  | Exceeds Standards | Meets Standards | Does Not Meet | Not Observed | |
| **EPP Dispositional Areas** | 3 | 2 | 1 |  | |
| **Planning for teaching and student learning (PTSL)** |  |  |  |  | |
| Understands the moral and ethical implications of intrusive and aversive interventions  Adv St CEC 1.2, EIU GCLG 1, CAEP GPS 1 |  | Candidate understands the moral and ethical implications of using intrusive and aversive interventions with learners who demonstrate challenging behaviors. |  |  |
| Fosters the use of positive interventions to meet the needs of learners with challenging behaviors  CEC 6 |  | Candidate fosters the use of positive interventions to meet the needs of learners with challenging behaviors. |  |  |
| Promotes the systematic adoption of a continuum of behavioral interventions that increase learner independence and self- determination.  Adv St CEC 3.3, EIU GCLG 1, CAEP GPS 6 | Candidate advocates and uses behavioral interventions that increase individual growth and achievement in curricular and non-curricular content areas for learners with exceptionalities. | Candidate promotes the systematic adoption of behavioral interventions that increase individual growth and achievement in curricular content areas for learners with exceptionalities. | Candidate articulates the importance of individual learner growth and achievement, but selects instructional practices based on comfort and familiarity instead of learner abilities. |  |
| Promote the implementation of evidence-based behavioral interventions that address programmatic needs of individuals with exceptionalities CEC 3 | Candidate empowers others in the implementation of evidence-based behavioral interventions that address programmatic needs of individuals with exceptionalities. | Candidate promotes the implementation of evidence-based behavioral interventions that address programmatic needs of individuals with exceptionalities. | Candidate has knowledge of evidence-based behavioral interventions. |  |
| Creates supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities who demonstrate challenging behavior  Adv St CEC 6.2, EIU GCLG 1, CAEP GPS 6 | Candidate creates and maintains supportive learning environments that safeguard the legal rights of and improve outcomes and social acceptance for learners with exceptionalities and their families. | Candidate creates supportive learning environments that safeguard the legal rights of and improve outcomes for learners with exceptionalities and their families. | Candidate facilitates a divisive work environment by complaining about learners with exceptionalities and their families.  Consequently, it is unclear that the candidate is protecting the legal rights of learners with exceptionalities and their families. |  |
| Supports others in using evidence-based behavioral prevention and intervention  Adv St CEC 3.3, EIU GCLG 1, CAEP GPS 6 | Candidate empowers others in using evidence-based practices in teaching academic content by guiding them in the use of practices and adaptations that have been documented to enhance learner outcomes in academic curricular areas. Candidate provides colleagues with feedback on the implementation of the instructional practice(s)/adaptation(s). | Candidate assists others in using evidence-based practices in teaching academic content by suggesting practices and adaptations that have been documented to enhance learner outcomes in academic curricular areas. | When requested by a colleague, the candidate suggests resources that document evidence-based practices in teaching academic content. |  |
| **Effective communication (EC)** |  |  |  |  | |
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| Advocates collaborative decision making on behavioral interventions  Adv St CEC 7.1, EIU GCLG 3, CAEP GPS 4 |  |  |  |  | |
| Practices collegially with others who are implementing behavior interventions to learners with exceptionalities  Adv St CEC 5.3, EIU GCLG 3, CAEP GPS 4 | Candidate practices collegially with others who are providing adaptations to learners with exceptionalities by respectfully acknowledging that everyone has shared accountability and that everyone’s viewpoint is valued/respected regardless of position or title. | Candidate practices collegially with others who are providing curricular adaptations to individuals with exceptionalities by respectfully acknowledging viewpoints of various service providers regardless of position or title. | Candidate acknowledges the viewpoints of colleagues. However, the degree to which the candidate accepts or gives merit to others’ viewpoints is dependent on the position or title of the individual. |  | |
| **Sensitivity to diversity and equity (SED)** |  |  |  |  | |
| Advocates for ethical interventions for learners with challenging behavior  CEC 5.2 |  |  |  |  | |
| Promotes meaningful and inclusive participation of learners with exceptionalities and their families in their schools and communities.  Adv St 5.4, EIU GCLG 5, CAEP GPS 6 | Candidate seeks out meaningful and inclusive opportunities for learners with exceptionalities to participate in their schools and communities.  Candidate seeks out opportunities based on the learners’ interests and abilities. | Candidate promotes meaningful and inclusive participation of learners with exceptionalities in their schools and communities by informing learners of opportunities to participate in school and community activities. | Candidate relies on learners with exceptionalities or their families to ask about opportunities to participate in school or community activities. |  | |
| **Professional and ethical practices (PEP)** |  |  |  |  | |
| Maintains a high level of professional competence and integrity and exercises professional judgment to benefit learners with exceptionalities  Adv St CEC 6.2, EIU GCLG 5, CAEP GPS 6 | Candidate models professional competence and integrity and exercises professional judgment in selecting and implementing curricular adaptations to benefit learners with exceptionalities and promote learner independence.  Candidate uses a least intrusive adaptation before moving to more intrusive adaptations. | Candidate maintains a high level of professional competence and integrity and exercises professional judgment in selecting curricular adaptations that benefit learners with exceptionalities and their families.  Candidate selects reasonable accommodations but promotes dependence on the teacher for its implementation. | Candidate demonstrates professional competence but is distracted by other school-related voices and variables that impact their professional judgement.  As a result, the candidate implements accommodations based on the suggestions of others instead of the learner’s needs. |  | |
| Ethically uses technologies to make accommodations  Adv St CEC 3.4, EIU GCLG 1 and 5, CAEP GPS 5 | Candidate ethically uses and promotes the access of various levels of technologies to accommodate learner needs and improve learner outcomes.  Candidate considers the learner’s needs, interests, and the ability for the technology to provide the learner support in accessing instruction and promoting learner dependence. | Candidate ethically uses district available technologies to make learner accommodations.  Candidate considers the learner’s needs and the ability for the technology to support the learner in accessing instruction. | Candidate uses available technology regardless of whether the technology facilitates the learner’s access to instruction. |  | |
| Advocates engaging in reflective inquiry and professional self-assessment  CEC 6.4, EIU GCLG 1 and 5, CAEP GPS 6 | Candidate engages in reflective inquiry and professional self-assessment to improve their instructional practice.  Candidate triangulates their self-reflection and assessment with other sources to establish professional goals. | Candidate advocates for engaging in reflective inquiry and professional self-assessment to improve their instructional practice. | Candidate discusses the importance of reflective inquiry and professional self-assessment when participating in the district evaluation process. |  | |
| Promote universal design for learning principles  Adv St CEC 3.3, EIU GCLG 1, CAEP GPS 6 | Candidate purposefully and proactively utilizes universal design learning principles removing the need for curricular adaptations. | Candidate promotes the use of universal design learning principles and differentiated instruction as evidenced in his/her practice, to enhance the effectiveness of curricular adaptations. | Candidate verbally promotes the use of universal design learning principles and differentiated instruction, however the candidate does not appear to use UDL and differentiation in his/her practice. |  | |
| Actively participates in professional development and professional learning communities to increase professional knowledge and expertise.  CEC 6.4 | Candidate participates and provides leadership in the development of professional learning communities and professional development opportunities to increase the professional knowledge and expertise of colleagues. | Candidate actively participates and seeks out professional development and professional learning communities to increase professional knowledge and expertise.  Candidate disseminates acquired information to colleagues. | Candidate attends required district-sponsored professional development opportunities. |  | |
| Creates a supportive work environment that safeguard the legal rights of learners with exceptionalities and their families  CEC 6.2 | Candidate creates and maintains a supportive collegial work environment and promotes colleagues to safeguard the legal rights of learners with exceptionalities and their families. | Candidate creates a supportive work environment and safeguards the legal rights of learners with exceptionalities and their families. | Candidate facilitates a divisive work environment by complaining about learners with exceptionalities and their families.  Consequently, it is unclear that the candidate is protecting the legal rights of learners with exceptionalities and their families. |  | |
| Serves as a mentor to fellow special educators | Candidate serves as a mentor to beginning as well as experienced teachers and paraprofessionals. | Candidate serves as a mentor to beginning special educators. | Candidate provides assistance to special educators when requested. |  | |
| Develops and implements a personalized professional development plan  CEC 6 | Candidate independently develops and implements a personalized professional development plan.  Candidate systematically updates his/her progress on the plan and revises the plan as needed. | Candidate in consultation with university faculty or school personnel, develops and implements a personalized professional development plan.  Candidate systematically updates his/her progress on the plan. | Candidate in consultation with university faculty or school personnel, develops personalized professional development plan. However, it is unclear how the candidate is implementing the contents of the plan. |  | |