

EXTERNSHIP EVALUATION
SPED 682

Dispositions:

Demonstrates effective communication with fellow professionals and parents

- EC has some difficulty communicating ideas clearly (in writing and/or orally).
- EC demonstrates effective communication (written and oral).
- EC's written and/or oral communication skills are exemplary and especially effective.

Demonstrates effective collaborative skills with fellow professionals and parents, works cooperatively with others

- EC fails to demonstrate successful collaborative skills and/or fails to work cooperatively with others.
- EC demonstrates some collaborative skills and has demonstrated some cooperative effort with others.
- EC demonstrates the necessary ability to work collaboratively and cooperatively with others in order to successfully provide LDTC services to students.

Displays dependability, integrity and caring

- EC fails on occasion to display respect for others, trustworthiness, dependability, honesty, integrity, caring, fairness.
- EC displays respect for others, trustworthiness, dependability, honesty, integrity, caring, fairness
- EC demonstrates respect for others, trustworthiness, dependability, honesty, integrity, caring, fairness at a superior level

Completes duties on time, is prepared in advance and on time for all scheduled activities

- EC fails on occasion to complete assignments, duties, and tasks on time.
- EC completes assignments, duties, and tasks on time.
- EC is obviously prepared in advance of all timelines and completes all required duties on time

Demonstrates initiative in assuming LDTC responsibilities

- EC needs direction from others to assume LDTC responsibilities
- EC shows some initiative in assuming professional responsibilities
- EC recognizes what needs to be done as the LDTC and takes action without prompting.

Able to maintain composure under stress

- EC demonstrates inappropriate emotional responses when under stress.
- EC is able to maintain composure under stress.
- EC demonstrates composure under unusually stressful conditions.

Seeks feedback and advice to improve and reacts positively to suggestions for improvement

- EC does not seek feedback and advice without prompting and/or fails to react positively to such feedback when given.
- EC works for professional growth (seeks feedback and advice to improve) and responds to feedback positively.
- EC regularly seeks feedback and incorporates it into work as an LDTC extern.

Demonstrates self reflection

- EC's reflections are situated at a superficial level
- EC's reflects on his or her own work thoughtfully and reflexively
- EC demonstrates a superior ability to reflect on his or her own actions and uses it effectively to further his or her professional growth

Demonstrates appropriate professional boundaries

- EC does not demonstrate appropriate professional boundaries when interacting with students, parents or peers
- EC demonstrates an appropriate awareness of professional boundaries when interacting with students, parents and peers.

Maintains appropriate confidentiality of pupil records and information

- EC needs to be reminded to maintain students' privacy and confidentiality of information.
- EC maintains students' privacy and confidentiality of information.

Performance:

Chooses tests appropriate to the student and his/her needs

- EC does not select appropriate tests for the student and his or her needs
- EC more or less selects appropriate tests of the student and his or her needs
- EC selects tests that are very appropriate and indicate a sound understanding of student needs

Chooses technically adequate tests

- EC shows no evidence of awareness of technical adequacy in choosing tests
- EC is able to explain to some degree the technical adequacy of the tests chosen
- EC is able to explain fully the technical adequacy of the tests chosen

Demonstrates assessment behaviors which would avoid overrepresentation and stigmatization of individuals with racial, cultural or linguistic diversity.

- EC demonstrates little to no awareness of need to avoid overrepresentation and or stigmatization of individuals with racial, cultural or linguistic diversity during assessment design, administration, scoring and reporting.
- EC demonstrates some awareness of need to avoid overrepresentation and or stigmatization of individuals with

racial, cultural or linguistic diversity during assessment design, administration, scoring and reporting.

- EC demonstrates adequate awareness of need to avoid overrepresentation and or stigmatization of individuals with racial, cultural or linguistic diversity during assessment design, administration, scoring and reporting.
- EC demonstrates outstanding awareness of need to avoid overrepresentation and or stigmatization of individuals with racial, cultural or linguistic diversity during assessment design, administration, scoring and reporting.

Demonstrates effective assessment/testing skills including establishing rapport with student

- EC fails to establish adequate rapport with student during assessments.
- EC establishes minimal level of rapport with student during assessments.
- EC establishes acceptable level of rapport with student during assessments.
- EC establishes exceptional level of rapport with student during assessments.

Collects thorough but not excessive assessment data

- EC either collects excessive amounts of unnecessary assessment data or does not collect a sufficient amount to make necessary determinations.
- EC collects sufficient amounts of assessment data to make necessary determinations.

Demonstrates accurate scoring and interpretation of testing results

- EC shows limited skill in the scoring and interpretation of testing results. Scoring contains multiple errors, is not reported correctly as obtained and/or interpretation is unclear or incorrect.
- EC shows moderate levels of skill in the scoring and interpretation of testing results. Scoring contains a few errors, is generally reported correctly as obtained and interpretation is essentially correct and clear.
- EC shows excellent skill in the scoring and interpretation of testing results. Scoring is fully correct, reported exactly as obtained and interpreted clearly and correctly.

Writes appropriate and clear evaluation summaries

- EC writes evaluation summaries which are difficult for parents and professionals to understand and/or which include extremely inappropriate information.
- EC writes evaluation summaries which include some areas of confusion impacting the ability of parents and professionals to understand and/or which include any inappropriate information.
- EC writes evaluation summaries which are easy to understand and which include only appropriate information.

Is able to make academic recommendations based upon assessment data

- EC is unable to draw any conclusions from assessment data or makes inappropriate recommendations based on the assessment data.
- EC makes generally appropriate academic recommendations based correctly on the data.
- EC makes academic recommendations which are clearly and correctly based on the data from the assessment.

Keeps accurate and detailed records as appropriate.

- ❑ EC fails to keep mandated pupil records and logs as required.
- ❑ EC keeps records of mandated pupil records and logs but in a disorganized or inaccurate manner.
- ❑ EC keeps records of mandated pupil records and logs in an orderly, accurate, detailed manner.

Demonstrates ability to teach teachers to administer informal assessments and develop necessary forms or provide necessary information for the IEP

- ❑ EC shows no evidence of the ability to provide training in critical areas to teachers in either materials development or delivery.
- ❑ EC has shown evidence of the ability to provide training to teachers but needs to improve delivery or content of materials.
- ❑ EC has shown skill in the ability to provide training to teachers in critical areas through both materials development and delivery.

Demonstrates knowledge of vocational and career assessment and transitional planning

- ❑ EC has provided no evidence of ability to conduct vocational or career assessment and/or transitional planning, through actual assessments, IEP transitional plans or research in the field of transition.
- ❑ EC has provided minimal evidence of ability to conduct vocational or career assessment and/or transitional planning through actual assessments, IEP transitional plans or research in the field of transition.
- ❑ EC has show excellent evidence of ability to conduct vocational or career assessment and/or transitional planning through actual assessments, IEP transitional plans or research in the field of transition.

Demonstrates knowledge of laws pertaining to special education and conducts work in compliance with same

- ❑ EC has failed to demonstrate sufficient knowledge of special education laws, through testing and/or through complaint practice.
- ❑ EC has demonstrated a minimal level of knowledge of special education laws necessary to provide LDTC services, through testing and compliant practice.
- ❑ EC has demonstrated an advanced level of knowledge of special education laws necessary to provide LDTC services, through testing and compliant practice.