Dispositions Assessment: Behavior Intervention Specialist

Candidate Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_E#:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Semester/Year:\_\_Spring 2022\_\_\_\_\_\_\_\_\_

Assessment Decision Point: \_\_\_\_Entry \_\_\_\_\_Mid-Point \_\_N = 4\_\_Completion

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|  | Exceeds Standards | Meets Standards | Does Not Meet | Not Observed | |
| **EPP Dispositional Areas** | 3 | 2 | 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 | Entry  Midpoint    Completion  N = 4  100% | Entry  Midpoint  Completion | Entry  Midpoint  Completion | Entry  Midpoint  Completion |
| Advocates for using culturally responsive communication skills with learners with exceptionalities  Adv St CEC 5.2, EIU GCLG 3, CAEP GPS 6 | Entry  Midpoint  Completion  N = 4  100% | Entry  Midpoint  Completion | Entry  Midpoint  Completion | Entry  Midpoint  Completion |
| Understands how culture biases and differences impact student interactions Adv St CEC 6, EIU GCLG 5, CAEP GPS 6 | Entry  Midpoint  Completion  N = 4  100% | Entry  Midpoint  Completion | Entry  Midpoint  Completion | Entry 4  Midpoint  Completion |

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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 | Entry  Midpoint  Completion  N = 2  50% | Entry  Midpoint  Completion  N = 2  50% | Entry  Midpoint  Completion | Entry  Midpoint  Completion |
| Fosters the use of positive interventions to meet the needs of learners with challenging behaviors  CEC 6 | Entry  Midpoint  Completion  N = 4  100% | Entry  Midpoint  Completion | Entry  Midpoint  Completion | Entry  Midpoint  Completion |
| 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 | Entry  Midpoint  Completion  N = 4  100% | Entry  Midpoint  Completion | Entry  Midpoint  Completion | Entry  Midpoint  Completion |

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|  | Exceeds Standards | Meets Standards | Does Not Meet | Not Observed | | |
| **EPP Dispositional Areas** | 3 | 2 | 1 |  | | |
| Promote the implementation of evidence-based behavioral interventions that address programmatic needs of individuals with exceptionalities CEC 3 | Entry l l l l  Midpoint l  Completion  N = 2  50% | Entry  Midpoint l  Completion  N = 2  50% | Entry  Midpoint  Completion | Entry  Midpoint  Completion | | |
| Supports others in using evidence-based behavioral prevention and intervention  Adv St CEC 3.3, EIU GCLG 1, CAEP GPS 6 | Entry  Midpoint  Completion  N = 2  50% | Entry  Midpoint  Completion  N = 2  50% | Entry  Midpoint  Completion | Entry  Midpoint  Completion | | |
| **Effective communication (EC)** |  |  |  |  | | | |
| Advocates collaborative decision making on behavioral interventions  Adv St CEC 7.1, EIU GCLG 3, CAEP GPS 4 | Entry  Midpoint  Completion  N = 2  50% | Entry  Midpoint  Completion  N = 2  50% | Entry  Midpoint  Completion | Entry  Midpoint  Completion | | | |
| Practices collegially with others who are implementing behavior interventions to learners with exceptionalities  Adv St CEC 5.3, EIU GCLG 3, CAEP GPS 4 | Entry  Midpoint  Completion  N = 3  75% | Entry  Midpoint  Completion  N = 1  25% | Entry  Midpoint  Completion | Entry  Midpoint  Completion | | | |
| **Sensitivity to diversity and equity (SED)** |  |  |  |  | | | |
| Advocates for ethical interventions for learners with challenging behavior  CEC 5.2 | Entry  Midpoint  Completion  N = 4  100% | Entry  Midpoint  Completion | Entry  Midpoint  Completion | Entry  Midpoint  Completion | | | |
| 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 | Entry  Midpoint  Completion  N = 3  75% | Entry  Midpoint  Completion  N = 1  25% | Entry  Midpoint  Completion | | Entry  Midpoint  Completion | | |
| **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 | Entry  Midpoint  Completion  N = 3  75% | Entry  Midpoint  Completion  N = 1  25% | Entry  Midpoint  Completion | | Entry  Midpoint  Completion | | |
| Advocates engaging in reflective inquiry and professional self-assessment  CEC 6.4, EIU GCLG 1 and 5, CAEP GPS 6 | Entry  Midpoint  Completion  N = 4  100% | Entry  Midpoint  Completion | Entry  Midpoint  Completion | | | Entry  Midpoint  Completion | |
| Actively participates in professional development and professional learning communities to increase professional knowledge and expertise.  CEC 6.4 | Entry  Midpoint  Completion  N = 3  75% | Entry  Midpoint  Completion  N = 1  25% | Entry  Midpoint  Completion | | | Entry  Midpoint  Completion | |
| Creates a supportive work environment that safeguard the legal rights of learners with exceptionalities and their families  CEC 6.2 | Entry  Midpoint  Completion  N = 3  75% | Entry  Midpoint  Completion  N = 1  25% | Entry  Midpoint  Completion | | | Entry  Midpoint  Completion | |
| Serves as a mentor to fellow special educators | Entry  Midpoint  Completion  N = 3  75% | Entry  Midpoint  Completion  N = 1  25% | Entry  Midpoint  Completion | | | Entry  Midpoint  Completion | |
| Develops and implements a personalized professional development plan  CEC 6 | Entry  Midpoint  Completion  N/A | Entry  Midpoint  Completion | Entry  Midpoint  Completion | | | Entry  Midpoint II  Completion III | |