Dispositions Assessment: Behavior Intervention Specialist

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 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 practiceAdv St CEC 6.3, EIU GCLG 5, CAEP GPS 6 | Entry Midpoint  Completion N = 4100% | Entry Midpoint Completion  | EntryMidpointCompletion | EntryMidpointCompletion |
| Advocates for using culturally responsive communication skills with learners with exceptionalitiesAdv St CEC 5.2, EIU GCLG 3, CAEP GPS 6 | Entry Midpoint Completion N = 4100% | Entry Midpoint Completion | EntryMidpointCompletion | EntryMidpointCompletion |
| Understands how culture biases and differences impact student interactions Adv St CEC 6, EIU GCLG 5, CAEP GPS 6 | Entry Midpoint Completion N = 4100% | Entry Midpoint Completion | EntryMidpointCompletion | Entry 4MidpointCompletion |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 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 interventionsAdv St CEC 1.2, EIU GCLG 1, CAEP GPS 1 | Entry Midpoint Completion N = 250% | Entry Midpoint Completion N = 250% | EntryMidpointCompletion | EntryMidpointCompletion |
| Fosters the use of positive interventions to meet the needs of learners with challenging behaviors CEC 6 | Entry Midpoint Completion N = 4100% | Entry Midpoint Completion | EntryMidpointCompletion | EntryMidpointCompletion |
| 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 MidpointCompletion N = 4100% | Entry MidpointCompletion | EntryMidpointCompletion | EntryMidpointCompletion |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 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 lMidpoint lCompletion N = 250% | EntryMidpoint lCompletionN = 250% | EntryMidpointCompletion  | EntryMidpointCompletion |
| 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 = 250% | EntryMidpoint CompletionN = 250% | EntryMidpoint Completion | EntryMidpointCompletion |
| **Effective communication (EC)** |  |  |  |  |
| Advocates collaborative decision making on behavioral interventionsAdv St CEC 7.1, EIU GCLG 3, CAEP GPS 4 | Entry Midpoint CompletionN = 250%  | EntryMidpoint CompletionN = 250% | EntryMidpointCompletion | EntryMidpointCompletion |
| Practices collegially with others who are implementing behavior interventions to learners with exceptionalitiesAdv St CEC 5.3, EIU GCLG 3, CAEP GPS 4 | Entry Midpoint CompletionN = 375%  | EntryMidpointCompletionN = 125% | EntryMidpointCompletion | EntryMidpointCompletion |
| **Sensitivity to diversity and equity (SED)** |  |  |  |  |
| Advocates for ethical interventions for learners with challenging behaviorCEC 5.2 | Entry Midpoint Completion N = 4100% | Entry Midpoint Completion | EntryMidpointCompletion | EntryMidpointCompletion |
| 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 = 375% | Entry Midpoint CompletionN = 125% | EntryMidpointCompletion | EntryMidpointCompletion |
| **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 = 375% | Entry MidpointCompletionN = 125% | EntryMidpointCompletion | EntryMidpointCompletion |
| Advocates engaging in reflective inquiry and professional self-assessment CEC 6.4, EIU GCLG 1 and 5, CAEP GPS 6 | Entry Midpoint Completion N = 4100% | Entry MidpointCompletion | EntryMidpointCompletion | EntryMidpointCompletion |
| Actively participates in professional development and professional learning communities to increase professional knowledge and expertise.CEC 6.4 | Entry MidpointCompletion N = 375% | Entry Midpoint Completion N = 1 25% | EntryMidpointCompletion | EntryMidpointCompletion |
| Creates a supportive work environment that safeguard the legal rights of learners with exceptionalities and their familiesCEC 6.2 | Entry Midpoint Completion N = 375% | EntryMidpointCompletionN = 1 25% | EntryMidpointCompletion | EntryMidpointCompletion |
| Serves as a mentor to fellow special educators | Entry Midpoint Completion N = 375% | Entry Midpoint CompletionN = 1 25% | EntryMidpointCompletion | EntryMidpointCompletion |
| Develops and implements a personalized professional development planCEC 6 | Entry Midpoint Completion N/A | Entry MidpointCompletion | EntryMidpointCompletion | EntryMidpoint IICompletion III |