

EI/ECSE Summative Assessment Conference: ECSE Term

Term: _____ Meeting Date: _____ Time: _____

Indicator:	N/E = No Evidence	Level 1 Foundational Typical Term Scores	Level 2 Emerging Level Typical Term II Scores	Level 3 Proficient Typical Term III Scores	Level 4 Independent EI Ready	
				Teacher Candidate Self Score	Clinical Teacher Score	University Supervisor Score
1. Child Development & Early Learning						
1.1	Demonstrates knowledge of the impact of environmental, cultural, family, biological, and health/medical influences on child growth and development, as well as access to information sources and techniques to address impact.					
1.2	Adapts strategies and environments to meet the specific needs of all including those who experience disability and/or developmental delay in inclusive settings and/or natural environments.					
1.3	Applies knowledge of normative sequences of early development, individual differences, and families' social, cultural and linguistic diversity to support each child's development and learning across contexts.					
2. Early Learning Environment						
2.1	Applies the principles of universal design for learning (UDL) in setting up the environment for activities, lessons, and overall classroom design.					
2.2	Demonstrates developmentally appropriate and individually appropriate classroom management skill for the whole class, small groups, and individuals.					
2.3	Creates a respectful, equitable and inclusive early learning environment.					
2.4	Creates multiple opportunities for all children to engage in positive social interactions with peers and adults.					
3. Content Knowledge						
3.1	Demonstrates accurate, deep, and current knowledge of content area and developmentally appropriate curriculum.					

3.2 Connects and aligns instruction to appropriate state & national curriculum standards			
3.3 Instruction supports learning, connects to higher order thinking, conceptual knowledge, and problem-solving skills.			
3.4 Demonstrates the ability to individualize and adapt instruction to meet the unique needs of children who experience disabilities, as well as all others in the classroom.			
4. Assessment & Evaluation			
4.1 Collects, interprets and reports information from available records.			
4.2 Develops and administers informal assessments and/or selects and uses valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families and other professionals.			
4.3 Analyzes, interprets, documents and shares assessment information using a strength-based approach with families and other professionals.			
4.4 Individualizes and adapts the assessment procedures to meet the unique needs of the child, the family, and the members of the child's team.			
4.5 Demonstrates knowledge of state eligibility criteria, and the ability to analyze, interpret documents and shares assessment information using a strength-based approach with families and other professionals.			
4.6 Involves the family as a member of the child's team in the assessment of their child.			
4.7 In collaboration with families and other team members, uses assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for intervention and instruction, and monitor progress to determine efficacy of programming.			
4.8 Demonstrates an understanding of the IFSP process and timeline (screening, evaluation, meetings, reviews, & transition).			
4.9 Demonstrates cultural responsiveness throughout the assessment and evaluation process.			
5. Instructional Planning and Strategies			
5.1 Engages in ongoing planning and uses flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.			

5.2 Promotes young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.			
5.3 Identifies and creates multiple opportunities for young children to develop and learn play skills and engage in meaningful experiences independently and with others across contexts.			
5.4 Uses responsive interactions (verbal and non-verbal), interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.			
5.5 Plans for, adapts, and improves approaches to interaction, intervention, and instruction based on multiple sources of data across a range of natural environments and inclusive settings.			
6. Partnering with Families			
6.1 Applies knowledge of family-centered practices and the changing needs and priorities in family's lives to develop trusting, respectful, culturally responsive and affirming partnerships with all families that allow for the mutual exchange of knowledge and information.			
6.2 Communicate clear, comprehensive, objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive settings.			
6.3 Engages families in identifying their strengths, priorities and concerns; support families to achieve the goals they have for their family and their young child's development; and promote families' competence and confidence during assessment, individualized planning, intervention, instruction, and transition process.			
6.4 Demonstrates culturally responsive professional written and verbal communication skills that enhance interactions with family members.			
6.5 Utilizing culturally responsive practices, explain the IFSP process to promote a family's comfort level and participation in the process.			
7. Collaboration and Teaming			
7.1 Applies teaming models, skills and process, including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies.			

7.2 Uses a variety of collaborating strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive and taken into consideration the environment and service delivery approach.			
7.3 Partners with families and other professionals to develop IFSPs and other individualized plans, and support the various transitions that occur for the young children and family.			
7.4 Demonstrates appropriate and effective interpersonal and communication skills in working with, supporting, and directing instructional assistants.			
7.5 Collaborate and consult with community programs to provide needed services without duplication, gaps or delays.			
8. Professional Learning and Ethical Practice			
8.1 Demonstrates professional roles in EI/ECSE settings by following the clinical practice and early learning program policies and practices.			
8.2 Is consistently dependable, punctual, shares and meets work schedule demands, tasks and responsibilities.			
8.3 Demonstrate flexibility in response to diversity and change.			
8.4 Demonstrate an appreciation for diverse perspectives, needs and characteristics of individuals.			
8.5 Engages in ongoing reflective practice to improve their own practices.			
8.6 Exhibits leadership skills in advocating for improved outcomes for young children, families, and the profession including the promotion of and use of evidence-based practices and decision-making.			
Success/Strengths:			

Suggestions/Considerations:

Candidate Goals for Next Term:

Printed Name

Signature

Teacher Candidate

Clinical Teacher

University Supervisor
