

Council on Education of the Deaf

CED Program Review Report Forms and Formats

Approved, February 2022

Council on Education of the Deaf

Program Review Report Format and Forms

COVER SHEET

Institution: _____ Date submitted _____

Program Coordinator/Director: _____ Academic Rank/Title: _____

Address: _____

Phone: _____ Email: _____ Fax: _____

Program documented in this report:

Name of institution's program (s) _____

Degree level _____

Is this program offered online? YES NO HybridTitle of the state license(s)/certification(s) for which candidates are prepared:

Program report status:

- Initial Review
- Reaccreditation Report
- Revised Report (for programs that did not receive initial certification)

State licensure requirement for national recognition:

CED/CAEP requires 80% of the program completers who have taken the test to pass the applicable state licensure or certification test for their field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

 YES NO

If YES, which ones _____

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Introduction

(Limit narrative to six pages)

- Briefly describe the institution:
 - Demographic information for faculty and student body (e.g., hearing status, disability, race, and gender)
 - Provide a brief history of the deaf education program including year it was established, current *accreditation status of the program, teacher education division, and institution. Include dates. Identify periods of interruptions or lapses in the program's accreditation history, the geographic area of service where students find employment and types of programs where employed. (*CED requires that programs are nationally or regionally certified to ensure foundational program quality: CED provides a D/HH-specific review beyond this accreditation).
- Provide a one paragraph summary of the program, the programs' general communication philosophy, and the communication settings for which students are prepared.
- Describe the organizational structure of the institution and program relationships with other divisions and disciplines within the institution. Include the administrative structure of the program including how organizational and program-specific and financial decisions and changes are made. Describe the participation of the teacher training program for *D/deaf and hard of hearing students across institutional levels of decision making for issues of scheduling, resource sharing and management, faculty allocation, recognition and place within the larger structures, and other aspects that affect program continuation and health. (*For ease in reading and writing this document, D/deaf and hard of hearing will be referred to as D/HH).
- List all of the institution's administrative units responsible for the teacher preparation program for students who are D/HH and the name and title of the head of each.

Introduction Tables

Administrative Information

<i>Administrative Unit</i>	<i>Name and Title of Unit Head</i>
1.	1.
2.	2.
3.	3.
4.	4.

Program Data Table

Fill in the table below with the following column headings:

- (a) What degree is granted upon completion of the program?

- (b) What is the average length in semesters of the program?
 (c) What is the number of graduates for each of the previous three years?
 (d) What is the number of full-time candidates expected to graduate this academic year?
 (e) What is the number of full-time candidates expected to graduate in the next two academic years?

	A	B	C Year:	C Year:	C Year:	D Year:	E Year:	E Year:
Undergraduate:								
- Full-time								
- Part-time	X	X						
Graduate:								
- Full-time								
- Part-time	X	X						

Standard I: Program Curriculum

Standard 1.1 Design of Curriculum: *The curriculum reflects the institution's philosophy regarding education of students who are D/HH and personnel preparation, its conception of the role of the teacher, and its program objectives.*

Standard 1.1 Narrative

- Describe the institution's education and instructional philosophy
- Describe the alignment of the teacher or professional preparation program for students who are D/HH in terms with the institution regarding:
 - The role of the teacher,
 - Program objectives,
 - Design of the program to meet the objectives.

Standard 1.2 Curriculum Components

Standard: 1.2.1 *The generic portion of the core curriculum consists of learning experiences designed to develop candidate outcomes in the following areas defined by the CEC-CED Special Education Initial Special Educator Preparation Standards, Specialty Set: Deaf and Hard of Hearing:*

<https://www.cec.sped.org/-/media/Files/Standards/CEC%20Initial%20and%20Advanced%20Specialty%20Sets/Initial%20Specialty%20Set%20%20DHH%20%20Revalidated%202018.pdf>: (1) Learner Development and Individual Learning Differences; (2) Learning Environments; (3) Curricular Content Knowledge; (4) Assessment; (5) Instructional Planning and Strategies; (6) Professional Learning and Ethical Practice; and (7) Collaboration.

Standard 1.2.2 Language and Communication: *The specialized portion of curriculum prepares candidates to meet the unique language and communication needs of D/HH students. The curriculum should include, as appropriate to program objectives, experience, coursework and training in skills that optimize language development, learning and literacy.*

Standard 1.2 Narrative

- Describe the integration of CED-CED, and national or regional accreditation standards (e.g., CAEP, NEASC, MSCHE) within the program's design and course development. Include a website link to these national/regional standards.
- Describe the planning and approval procedures for developing and modifying curricula. Identify factors and issues that have led to curricular change.
- Describe the curriculum design of the program in terms of the scope of the program and academic level (graduate, undergraduate, or both).
- Describe how candidates are given the course-specific CED-CEC standards, either on each syllabus or an overall program document. In Appendix A, include a matrix of the CED-CEC standards addressed in program courses, and a syllabus for each course required for initial teacher certification in education of D/HH students.
- Describe how Standard 1.2.2 is met using one of the performance-based assessments (indicate the assessment on the matrix below).

Tables for Standard 1.2

Plan of Study

Document the program's plan of study, required and elective courses (titles, numbers, credits) and offerings by semesters or quarters for teacher certification in deaf education. Star those courses that include field experiences and include number of practicum hours. Include the General Education program for undergraduate or graduate programs in the course sequence.

Required Courses (title, number, credits)	Elective Courses (title, number, credits)	Fall X = offered	Spring X = offered	Summer X = offered

Course Alignment with CED-CEC Initial Preparation Standards

Show course alignments to 2018 CED-CEC initial teacher preparation standards, and other national or regional accreditation. Standards should be included on each course syllabus taken by candidates in the program or on a program document. Include only those courses taught within the deaf education program unit.

Course Title and Number	CED-CEC Standard Number	Nat'l/Regional Standard Number

Program Assessment Matrix

List the 6-8 assessments that provide evidence of candidates' meeting the 7 CED-CEC initial licensure standards. All programs must have a minimum of 6 assessments which may include one state licensure or standardized content area test. Include a copy of each assessment in Appendix B (identified at the end of this document). Each assessment must be designed as a rubric using observable and measurable terms to describe expected candidate performance outcomes (in compliance with CAEP, CEC, and other national standards). Grades, course performance percentages, or cumulative points earned are not appropriate evidence of skills.

Performance outcomes for each CED-CEC standard must be evaluated and reported separately. Assessments may examine multiple CED-CEC standards within a single project or instructional activity, but each standard must be evaluated and reported separately. This provides the necessary evidence (required by national accreditations), that candidates are competent across each of the 7 standards.

All but one standardized assessment must be performance-based evaluations of skills. Programs may use their CED-CEC, National or Regional data matrices if these include the elements listed below, with outcomes reported separately by individual CED-CEC standard. Assessments must address standard 1.2.2 as well as the following, listed on the assessment matrix below:

1. Content Knowledge
2. Language and Communication Skills, aligned with program philosophy, for example, ASLPI:ASL, SLPI, TOEFL, Praxis I Basic Skills, GRE or other assessments of foundational skills. (Note: ASLPI:ASL and SLPI are the only 2 validated tests of ASL proficiency.)
3. Pedagogical and Professional Knowledge or Skills for Lesson or Unit Instruction
4. Pedagogical and Professional Knowledge or Skills during Student Teaching/Internship
5. Candidate Effects on Student Learning
6. Assessment(s) of CED Standard 1.2.2
7. Optional Assessment of CED Standards
8. Optional Assessment of CED Standards

	CED-CEC Standard #	Type or Name of Assessment	Activity or Course during which assessment occurs	When Administered
1				
2				
3				
4				
5				
6				
7 (optional)				
8 (optional)				

Standard 1.3 Practicum

Standard 1.3.1 Practicum Length and Sequence: *The curriculum incorporates a planned sequence of practicum experiences appropriate to the general curriculum. Practicum includes adequate amounts of observation, participation, and practice for A MINIMUM OF 150 HOURS OF DIRECTED OBSERVATION AND PARTICIPATION AND A MINIMUM OF 250 CLOCK HOURS OF STUDENT TEACHING.* Indicate the total hours spent in direct observation and participation (150 hrs minimum) and in student teaching (250 hrs minimum).

Standard 1.3.2 Practicum Facilities: *A wide range of practicum facilities is available. Candidates should be familiar with the full array of resources and the continuum of alternative placements available to D/HH students and carry out practicum activities in these settings and facilities as appropriate to the objectives of the program and their own professional goals. List the 5 most frequently used settings on the Practicum Centers and Personnel form below.*

Standard 1.3.3 Practicum Supervision: *Qualified personnel from the teacher preparation center and practicum settings and facilities conduct a well-coordinated, planned program of supervision for all phases of practicum. Supervision is adequate and appropriate in terms of its nature, frequency, and amount and its relevance to program objectives. We strongly recommend that each faculty member be assigned no more than 15 student teachers per semester, and count as a full FTE.*

Standard 1.3 Narrative

- Briefly (limit of 4 pages) describe the scope and nature of practicum experiences and facilities, and the supervision of practicum experiences (complete the charts below).
 - Describe how the practica and field experiences are aligned with the program philosophy.
 - Describe how the field program effectiveness is evaluated by candidates and program faculty.
 - Describe how the practica and field experiences include a range of program facilities and exposure to children from diverse cultural, racial and economic backgrounds.
 - Describe how cooperating teachers and program faculty work together to support a positive candidate experience across all phases of the practica. Describe how candidate teaching performance is recorded, monitored, and evaluated.
 - Attach a weblink or electronic copy of the student teaching handbook.
 - Describe the frequency and type of supervision provided at each phase by university supervisors and cooperating teachers.
 - Describe how cooperating teachers and practicum sites are selected. Describe the training and information sharing between cooperating teachers and practicum sites and the institution and program.

Practicum/Field Experience Form

List field experiences by course name and number, from earliest to latest order through student teaching/internship.	Hours and weeks of field experience for each course.	Faculty supervision: number of visits, total hours observed in person or via video.	Ratio of supervisor to candidates in this field experience.

Total Observation/Participation Hours:			
Total Student Teaching Hours:			

Practicum Centers and Personnel

(for observations, participation, student teaching, internships, recreational activities)

Please complete a separate sheet for each practicum facility used, up to 5 of the most frequently used sites.

Facility Name:	
Characteristics: day class, day school, residential, itinerant, resource room, clinic, hospital, other (specify)	
Language and communication approach	
Number of candidates placed in the past 3 yrs	
Types of experiences: observations, tutoring, aiding, non-academic, student teaching, other (specify)	
Number of cooperating teachers with state licensure to teach students who are deaf or hard of hearing	
Number of cooperating teachers with CED certification	
Number of cooperating teachers with a master's degree or higher	

Cooperating Teacher Report Form

List the names of all of the *cooperating/master teachers the program used in the previous three years with a maximum of 10 of the most frequently used teachers. It is strongly recommended that each teacher have a minimum of three years of teaching experience with D/HH students, and is CED certified. For each, provide (1) their highest academic degree, (2) the areas in which they are certified or licensed to teach, and (3) their number of years of teaching experience with students who are D/HH. (*Cooperating teachers are the master or supervising teacher or teacher mentor is the individual to whom the candidate is assigned to oversee and evaluate the candidate's performance.)

Year	Cooperating Teacher's Name	Highest Academic Degree	Areas of Certification	Years of Experience with D/HH	CED Certified

Standard 2: Program Faculty

Standard 2.1 Competence and Utilization of Faculty: *An institution engaged in preparing teachers has a minimum of two qualified full-time faculty members (or their equivalent) in teacher education, each with post-master's degree preparation or demonstrated scholarly and professional competence, and each with appropriate expertise in components of the curricula (e.g., language, communication, pedagogy). One faculty member is officially designated as Program Coordinator or Director who assumes accountability for program administration, direction and evaluation. At least one faculty member must be CED certified.*

Standard 2.2 Faculty Involvement with Schools: *Members of the teacher education faculty have continuing association and involvement with educational programs for students who are D/HH.*

Standard 2.3 Conditions for Faculty Service: The institution provides conditions essential to the effective performance by the teacher education faculty.

Standard 2.4 Part-Time Faculty: *The requirements for part-time faculty in the institution are comparable to those for appointment to the full-time faculty and are employed only when part-time faculty can make special contributions to teacher education programs.*

Standard 2 Narrative

- Briefly describe (limit of 4 pages):
 - Effectiveness of instruction and supervision in each area of Standard 2 is evaluated.
 - Evaluation of program faculty instruction and supervision effectiveness.
 - Faculty engagement in professional activities, organizations, research.
 - Faculty involvement with educational programs for students who are D/HH (*for example, giving presentations, working in schools, conducting research in schools and/or with DHH students*).
 - Program faculty (full- and part-time) opportunities for professional development and support.
 - Program faculty (full- and part-time) is diverse, including hearing status, disability, race, and gender with ongoing efforts to recruit and retain diverse faculty.
 - The rationale for use of part-time faculty in the program.
 - How part-time faculty are recruited and oriented to the institution and to the program.
- Complete the following charts for each faculty member responsible for professional coursework, clinical supervision, or administration in this program. (We strongly recommend that deaf education methods and assessment courses enroll no more than 10-12 students per section with other program courses enrolling no more than 25 students per section. We recommend that online courses enroll no more than 12-15 students per section.)

Professional Personnel Data

Complete the following three-page form for each person who teaches required deaf education courses, including who supervises practicum or student teaching, or has direct administrative responsibilities in the preparation program for teachers of students who are D/HH. (Programs do not need to include faculty who teach courses outside of the deaf education concentration.) Include a full copy of all vitas in Appendix B.

Name:	Title:
Academic Rank & Status	Date of Initial Appointment:

(full/part-time):			
Credentials: CED:		Granting Bodies:	
Degrees and Major Fields:		Granting Bodies:	
Term	Faculty Workload		
Fall			
Spring			
Summer			

Course Offerings and Faculty Responsibilities for the Past Two Years

Courses	Deaf Education Course Dispositions by Faculty (initials) and class size					
	Fall/size	Spring/size	Summer/size	Fall/size	Spring/size	Summer/size

Key: initials, faculty member's name, title, and full-time-equivalent commitment to the preparation program for teachers of students who are D/HH.

Standard 3: Candidates

Standard 3.1 Admission to Programs: *The institution applies specific criteria for admission to the program for the preparation of teachers of students who are D/HH. These criteria require the use of both objective and subjective data.*

Standard 3.2 Retaining Candidates in Programs: *The institution applies specific criteria for retaining candidates who possess academic competencies and dispositions appropriate to the requirements of teaching.*

Standard 3.3 Candidate Participation in Program Evaluation and Development: *The program preparing teachers for students who are D/HH has a systematic procedure for securing feedback on the program and the faculty members from candidates and graduates. (Complete this through Standards 2.1 and 5.2.)*

Standard 3.4 Program Graduation Requirements: *Graduation from a program for the preparation of teachers of students who are D/HH implies more than the satisfactory completion of a series of academic credit hours and includes multiple and valid knowledge, dispositions, and performance-based measures.*

Standard 3 Narrative

- Briefly describe (limit of 5 pages) the criteria for admission, retention, and exit from the program. List required standardized tests and scores, overall GPAs and minimum grade requirements, professional portfolio scores, and measures of ethical behaviors, dispositions and skills that are required by the program and for graduation. Describe which function as “gates” through which candidates must progress in order to verify their initial, ongoing, and final teaching competencies.
- Complete the charts below and summarize in the narrative description. Include information on candidate recruitment and diversity regarding hearing status, disability, race, and gender.
- Describe the supports and services available to candidates, including supports and services to recruit and retain diverse and D/HH candidates.
- Describe the appeals process for candidates who are denied entrance to the program or who are dismissed at any point prior to graduation.

Admission Procedures and Criteria

Indicate procedures, test names, and criteria the program uses to select and retain its candidates.

	<i>Junior</i>	<i>Senior</i>	<i>Master's & Program Year</i>	<i>Post Master's & Program Year</i>
Grade point average (specify)				
Previous credentials				
Professional portfolio				
Graduate school admission				
Experience				

Letters of recommendation				
Standardized tests (specify)				
Other (specify)				

Candidate Information

Provide 3 years of data on candidates enrolled in, and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report separately by level/track (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate).

Program Level:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers

Program Level:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers

Report on Graduates

Indicate the numbers of graduates for the previous two years in each of the following categories:

	<i>Previous Year (specify):</i>	<i>Second Previous Year (specify):</i>
Number of Graduates		
Number of the above CED certified		

Employed in a Birth-to-Three (0-3) Early Intervention Program for D/HH infants and toddlers		
Employed in a pre-school for D/HH children		
Employed in a regular education elementary school, self-contained classes for D/HH students		
Employed in a regular education secondary school, self-contained classes for D/HH students		
Employed in a regular education setting as an itinerant teacher of the deaf or resource teacher (no assigned classroom)		
Employed in a school for D/HH students, elementary level		
Employed in a school for D/HH students, secondary level		
Other teaching setting with D/HH students (please specify) (e.g multiple disabilities center, clinic, mental health setting)		
Employed to teach hearing students		
Employed but not teaching		
Unemployed, but pursuing further education		
Unemployed		

Standard 4: Resources and Facilities

Standard 4.1 Library/Information Resources: *The online and/or print library access is adequate to support the instruction, research, and services of each teacher education program.*

Standard 4.2 Materials, Instructional Technology and Access: *Instructional technology and support for a variety of technologies is adequate to support the teacher education program.*

Standard 4.3 Physical and Online Facilities, Support, and Other Resources: *The institution provides sufficient physical facilities and/or online services and other resources essential to the instructional and training activities of the program.*

Standard 4 Narrative

Provide a brief narrative (limit of 2 pages) that indicates how facilities adhere to the standards and provide adequate access and support service for faculty and candidates. Describe both student and faculty access

to a sufficient quantity and quality of:

- Online and/or print library materials and resources.
- Instructional and/or other technologies.
- Physical, virtual, and/or online educational services or facilities, and other essential resources for faculty and candidates, including communication technology.
- Technological and resource support.

Standard 5: Candidate Evaluation and Program Evaluation and Improvement

Standard 5.1 Evaluating Candidates and Graduates: *The institution conducts a well-defined plan for evaluating the candidates and teachers it prepares, including analyzing and reporting employer satisfaction and feedback surveys and other measures.*

Standard 5.2 Use of Evaluation Results to Improve the Program: *The institution analyzes reports and uses evaluation results to study, develop, and improve its teacher education programs.*

Standard 5.3 Long-Range Planning: *The institution plans for the long-range development of teacher education, including the program for preparing teachers of D/HH students. These plans are part of a design for total institutional development.*

Standard 5 Narrative

- Describe the program's long range evaluation plans and the role of assessment in the overall administrative design, development, and continuous evaluation process. Describe how national, state, or administrative elements may have impacted the program's design and implementation.
- Describe how the timing of assessments is designed across stages of program completion so that candidates are evaluated periodically during program comp
- Report student outcomes assessment data for 5 years based on the chart below.
 - Use separate charts for undergraduate and graduate data similar to the format provided below (add charts for post-baccalaureate, alternate routes, as needed). Programs may use their CEC, National or Regional data matrices if they include the elements listed below.
 - Report on each CED-CEC standard separately. Describe how the program has used candidate outcomes on each standard to evaluate, ~~and~~ revise, and improve their program.
 - Describe procedures for addressing candidates who fail one or more assessments of these standards to ensure their comprehensive preparation prior to graduation.
 - Provide a description of candidates' role in the design, evaluation, development or modification of the program and how this feedback has been used by the program for program improvements
- Use the charts further below or a visual means of presenting numbers/percentages (e.g., line or bar graphs or pie charts) to present data for:
 - Employer survey results based on hirings over the past 5 years. Attach weblinks or electronic copies of the survey forms and describe the recruitment, data collection, rate of return, and resulting program modification or improvement activities.
 - Graduate survey results over the past 5 years. Attach weblinks or electronic copies of the survey forms and describe the recruitment, data collection, rate of return, and resulting program modification or improvement activities.

Candidate Outcomes Data for Standard 1.2

Assmt	CED-CEC Standard #	Type or Name of Assessment	5 Years of Data Outcomes: <i>Undergraduate</i>				
			1	2	3	4	5
			Met/Unmet	Met/Unmet	Met/Unmet	Met/Unmet	Met/Unmet
1							
2							
3							
4							
5							
6							
7 (optional)							
8 (optional)							

Assmt	CED-CEC Standard #	Type or Name of Assessment	5 Years of Data Outcomes: <i>Graduate</i>				
			1	2	3	4	5
			#Met/Unmet	#Met/Unmet	#Met/Unmet	#Met/Unmet	#Met/Unmet
1							
2							
3							
4							
5							
6							
7 (optional)							
8 (optional)							

Employer Survey Data

(or present as line/bar graphs or pie charts)

Item	Item Summary	Means/SD	Employer Comments:
1			
2			
3			
More as needed			

Graduate Survey Data

(or present as line/bar graphs or pie charts)

Item	Item Summary	Means/SD	Graduate Comments:
1			
2			
3			
More as needed			

Appendix A: Course matrix of CEC-CED standards and a syllabus for each required course

Appendix B: Assessments for Standard 1.2 with rubrics

Note: Each assessment must be designed as a rubric using observable and measurable terms to describe expected candidate performance outcomes. See examples below.

Appendix C: Faculty curriculum vitas (full- and part-time)

Assessment Rubrics: Example 1

Assessment activity: Students complete at least two language and communication assessments and use these to plan a lesson that utilizes student strengths to increase learning and performance in areas of need.

Activity and Standard	Exceed	Met Standard	Partially Met	Not Met
CED-CEC 4: Assesses language and communication strengths and needs of a DHH student	The candidate followed all required assessment protocol, with at least two elements that exceeded requirements. Summary of skills and needs showed comprehensive understandings of language and communication development with at least two unique insights or perspectives regarding the student's strengths and needs.	The candidate followed required assessment protocol with several perceptive performance notes. Summary of skills and needs showed thorough understandings of language and communication development with accurate descriptions of individual strengths and needs.	The candidate followed most assessment requirements with 1-2 minor or 1 major error or omission. Summary of skills and needs showed basic understandings of language and communication development of DHH students with no more than 1 major error.	The candidate made major assessment errors or omissions in conducting the assessments. Skill summaries showed several misunderstandings of language and communication development of DHH students.
CED-CED 5: Utilizes assessment results to plan an effective language/	The candidate insightfully applied language/ communication assessment results to development of an individually-relevant and	The candidate skillfully applied language/ communication assessment results to development of an individually-relevant	The candidate utilized several of language/ communication assessment results to develop a lesson	The candidate utilized few appropriate language/ communication assessment results

communication lesson	engaging with at least two exceptional lesson plan elements.	lesson that addressed all lesson plan elements.	with several minor errors and/or several minor or no more than 1 major error in lesson plan elements.	to develop a lesson, with several major errors or omissions in lesson plan elements.
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Assessment Rubric, Example 2

Assessment activity: Students complete at least two assessments in a single subject area and use these to plan and implement an effective lesson that utilizes student strengths to increase learning and performance in areas of need.

<p>CED-CEC 4: Assesses learning strengths and needs of a DHH student</p> <p>Individual Score: ___/10 points > 10: Exceed 8-10: Met 6-7: Partial <6: Not met</p> <p>Program data: # Met _____ # Unmet _____ (partial/not met)</p>	<p>Identify & select assessments ___/2 ___/1 Describe subject area and available assessments with information on their validity and/or endorsement by the state, district, or program. ___/1 Provide brief description of student with reasons for choosing the 2 final assessments for this student. Provide assessment title, publication place/date, and weblinks.</p>	<p>Implementation ___/4 ___/1 Clear description of assessment situation: time, date and setting; room characteristics; student motivation and behavior. ___/1 Description of procedure, any deviations or modifications due to setting or student concerns. ___/2 Clear and accurate data or score sheets for each assessment</p>		<p>Summary ___/3 ___/2 Clear identification of student's strengths and needs including unique response or learning patterns for each assessment. ___/1 Complete results information for each assessment with no substantial omissions or misunderstandings of scoring or responses.</p>	<p>Recommendations: ___/1 Clearly prioritized sequence with logical explanations and reasons based on child development and individual learning characteristics</p>	
<p>CED-CEC 5: Plans and conducts an effective instructional lesson</p> <p>Individual Score: ___/15 points > 15: Exceed 12-14: Met 6-7: Partial <6: Not met</p> <p>Program data: # Met _____ # Unmet _____ (partial/not met)</p>	<p>State standards, lesson goals and lesson context: ___/1 Appropriate standard that matches overall lesson goals and context of the lesson within unit.</p>	<p>Lesson objective: ___/1 Clear, measurable and behavioral that fits the standard, lesson goals, and procedure.</p>	<p>Materials, Key vocabulary and signs; Prerequisite skills, knowledge, & experiences: ___/1 All elements identified and relevant, lesson builds from prerequisite expectations.</p>	<p>Key teaching methods: ___/1 Methods include building from direct instruction (basic skills) to higher order application and usage Use: ___/1 Effective support of student's learning</p>	<p>Procedure: Introduction: ___/1 Development: ___/3 Wrap-up: ___/1 Introduction links to prior learning, engages and motivates students. Development provides sufficient description, exploration, practice and hands-on use, to achieve mastery. Wrap-up asks summarizing and application questions to review and reinforce learning. Use: ___/3 Reviews and introduces content, builds new skills, with effective closing.</p>	<p>Assessment and Expansion: ___/1 Lesson ends with a clear assessment to document skills that meets the lesson objective. Expansion modifies plan for students who have unique learning needs at either above or below expectations. Use: ___/1 Assessment matches objective, special</p>

						needs are met.
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Assessment Rubric: Example 3

Assessment activity: Students complete at least two language and communication assessments.

CED-CEC 4: Assesses language and communication strengths and needs of a DHH student.				
Emerging Performance		Proficient Performance	Advanced Performance	
The candidate made major assessment errors or omissions in conducting the assessments. Skill summaries showed several misunderstandings of language and communication development of DHH students	The candidate followed most assessment requirements with 1-2 minor or 1 major error or omission. Summary of skills and needs showed basic understandings of language and communication development of DHH students with no more than 1 major error.	The candidate followed required assessment protocol with several perceptive performance notes. Summary of skills and needs showed thorough understandings of language and communication development with accurate descriptions of individual strengths and needs.	The candidate followed all required assessment protocol, with at least two elements that exceeded requirements. Summary of skills and needs showed comprehensive understandings of language and communication development with at least two unique insights or perspectives regarding the student's strengths and needs.	The candidate referenced additional related assessments to provide further insight into the student's developmental strengths and needs. Or the candidate used references on additional environmental and situational circumstances that could be utilized to further support development and growth.