| Activity/ CEC Standard | Score Possible | Fall 2009 N= 11 | Summer 2010 N= 14 | Fall 2010 N= 10 | Summer 2011 N= 14 | Fall 2011 N= 12 | Summer 2012 N= 27 |
|--|-------------------|--------------------|-------------------------|--------------------|-------------------------|--------------------|-------------------------|
| Standard 1: Foundations Historical and philosophical foundations of services for individuals both with and without exceptional learning needs. Trends and issues in education and special education. Law, policies, and issues of human diversity impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services | 3 | 2.00 | 2.14 | 2.30 | 2.40 | 2.50 | 1.74 |
| Standard 7: Instructional planning Individualized decision-making and instruction is at the center long-range individualized instructional plans that are anchored in both general and special education curricula. Systematically translate individualized plans into carefully selected shorterrange goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. | 3 | 2.00 | 2.14 | 2.30 | 2.50 | 2.50 | 1.70 |
| Standard 5: Learning environments/social interactions - Actively create learning environments for individuals with ELN that active engagement them in the learning process. Shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Help general education colleagues integrate individuals with ELN into meaningful learning experiences. Use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations. Design, implement, and evaluate environments to assure developmental and functional appropriateness. | 3 | 2.00 | 2.00 | 2.30 | 2.35 | 2.30 | 2.40 |
| Standard 8: Assessment - Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators conduct and/or evaluate formal and informal assessments of learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. | 3 | 2.00 | 1.92 | 2.5 | 2.5 | 2.6 | 2.05 |
| Standard 9. Professional and Ethical Practice Written presentation | 3 | 1.91 | 1.85 | 2.4 | 2.4 | 2.5 | 1.93 |

Assessments 2: Reflective Student Profile

| Assessments 2: Reflective Student I Tome | | | | | | | | | |
|--|----------------|-------|------------|---------------|--|--|--|--|--|
| Year | Unsatisfactory | Basic | Proficient | Distinguished | | | | | |
| 2009 Summer | 10 | 6 | 0 | 0 | | | | | |
| *2009 Fall | 0 | 11 | 0 | 0 | | | | | |
| *2010 Summer | 1 | 13 | 0 | 0 | | | | | |
| *2010 Fall | 2 | 7 | 1 | 0 | | | | | |
| 2011 Summer | 0 | 7 | 13 | 0 | | | | | |
| 2011 Fall | 1 | 2 | 9 | 0 | | | | | |
| 2012 Summer | 0 | 21 | 6 | 0 | | | | | |
| TOTALS | 14 | 46 | 23 | 0 | | | | | |

^{*}Reevaluated to updated rubric