EEX 6612: BEHAVIOR CHANGE PROJECT #1 (aka, Functional Behavioral Assessment-FBA)				
	Unacceptable	**Developing**	**Proficient**	**Exemplary**
FEAP 1. INSTRUCTIONAL DESIGN AND LESSON PLANNING 1.d-Selects appropriate formative assessments to monitor learning *CEC Standard 8: ASSESSMENT* *-ICC8S1 Gather relevant background information.* *-IGC8S1 Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptional learning needs.*	Does not clearly identify potentially disruptive student behavior. Description does not use observable, measurable terms and does not include specific information related to applicable dimensions of the problem behavior.	Identifies potentially disruptive student behavior. Described problem behavior in somewhat observable, measurable terms with information related to one of the applicable dimensions of the behavior including frequency, duration, latency, topography, and force.	Identifies potentially disruptive student behavior. Described problem behavior in observable, measurable terms with specific information related to two of the applicable dimensions of the behavior including frequency, duration, latency, topography, and force.	Identifies potentially disruptive student behavior. Described problem behavior in detail in observable, measurable terms with specific information related to three or more of the applicable dimensions of the behavior including frequency, duration, latency, topography, and force.
FEAP 3 INSTRUCTIONAL DELIVERY AND FACILITATION 3.i-Support, encourage, and provide immediate and specific feedback to	Does not clearly identify an appropriate link between intervention and FBA assessment outcomes.	Identifies the function of a problem behavior.	Identifies a clear relation between intervention components and FBA outcomes with an AB design.	Identifies a clear relation between intervention components and FBA outcomes and clearly demonstrates a functional relationship with a Single Subject Design.

students to promote student achievement 3.j-Utilize student feedback to monitor instructional needs and to adjust instruction				
FEAP 2 LEARNING ENVIRONMENT 2.b-Manages individual and class behaviors through a well-planned management system *CEC Standard 8: ASSESSMENT* *-ICC8S9 Create and maintain records.* *-ICC8S2 Administer nonbiased formal and informal assessments.*	Does not maintain observational and anecdotal records to monitor students' development. Conducted less than three assessments. Many of the following are not included: record reviews, interviews, anecdotal recordings, and systematic observations to provide strong data to develop the behavior intervention plan.	Maintains observational and anecdotal records to monitor students' development. Conducted three assessments including some of the following: record reviews, interviews, anecdotal recordings, and systematic observations to provide strong data to develop the behavior intervention plan.	Maintains observational and anecdotal records to monitor students' development. Conducted four assessments to provide strong data to develop the behavior intervention including most of the following: record reviews, interviews, anecdotal recordings, and systematic observations	Maintains observational and anecdotal records to monitor students' development. Conducted five or more assessments to develop the behavior intervention plan including all of the following: record reviews, interviews, anecdotal recordings, and systematic observations
EEX 6612: BEHAVIOR CHANGE PROJECT #1				
Key Indicators:	**Unacceptable**	**Developing**	**Proficient**	**Exemplary**
FEAP 2 LEARNING ENVIRONMENT 2.d-Respects students' cultural and family background	Does not recognize the cultural, linguistic and experiential diversity of students. Did not develop a hypothesis for the function of the	Recognizes the cultural, linguistic and experiential diversity of students. Developed a hypothesis for the function of the problem	Recognizes the cultural, linguistic and experiential diversity of students. Developed a hypothesis for the function of the problem	Recognizes the cultural, linguistic and experiential diversity of students. Developed a hypothesis for the function of the problem

CEC Standard 3: **INDIVIDUAL LEARNING DIFFERENCES** *-ICC3K3 Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.* *-ICC3K4 Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.*	problem behavior that is supported by data collected to identify the student's cognitive, social, linguistic, cultural, emotional, and physical needs.	behavior that is supported by one source of data collected to identify the student's cognitive, social, linguistic, cultural, emotional, and physical needs.	behavior that is supported by two sources of data collected to identify the student's cognitive, social, linguistic, cultural, emotional, and physical needs.	behavior that is supported three or more sources of data collected to identify the student's cognitive, social, linguistic, cultural, emotional, and physical needs.
FEAP 3 **INSTRUCTIONAL DELIVERY AND FACILITATION** 3.g-Apply varied instructional strategies and resources, including appropriate technology, to teach for student understanding	Does not have a repertoire of teaching techniques and strategies to effectively instruct all students. Did not develop or implement a data based behavioral intervention plan that included strategies to manipulate the following: antecedent conditions, teach new	Has a repertoire of teaching techniques and strategies to effectively instruct all students. Developed and implemented a data based behavioral intervention plan that included effective strategies to manipulate one of the following: antecedent conditions,	Has a repertoire of teaching techniques and strategies to effectively instruct all students. Developed and implemented a data based behavioral intervention plan that included effective strategies to manipulate two the following: antecedent conditions,	Has a repertoire of teaching techniques and strategies to effectively instruct all students. Developed and implemented a comprehensive, data based behavioral intervention plan that included effective strategies to manipulate all of the following:

CEC Standard 3: INDIVIDUAL LEARNING DIFFERENCES -ICC3K5 Differing ways of learning of individuals with exceptional needs, including those from culturally diverse backgrounds and strategies for addressing those differences.	social and communication skills, and redesign consequences.	teach new social and communication skills, and redesign consequences.	teach new social and communication skills, and redesign consequences.	antecedent conditions, teach new social and communication skills, and redesign consequences.
EEX 6612: BEHAVIOR CHANGE PROJECT #1				
Key Indicators:	**Unacceptable**	**Developing**	**Proficient**	**Exemplary**
FEAP 2 LEARNING ENVIRONMENT 2.f-Maintains a climate of openness, inquiry, fairness and support *CEC Standard 5: LEARNING ENVIRONMENTS/SOCIAL INTERACTIONS* -IGC5S6 Establish a consistent classroom routine for individuals with exceptional learning needs.	Does not apply the established rules and standards for behaviors consistently and equitably. Less than five data points are represented and description indicates that behavior intervention plan was not consistently implemented over time.	Applies the established rules and standards for behaviors consistently and equitably. Five to nine data points are represented and description indicates that behavior intervention plan was implemented over time with some consistency.	Applies the established rules and standards for behaviors consistently and equitably. Ten to 14 data points are represented and description indicates that behavior intervention plan was consistently implemented over time.	Applies the established rules and standards for behaviors consistently and equitably. Fifteen or more data points are represented and description indicates that behavior intervention plan was implemented with a high level of consistency over time.
FEAP 3	Does not use techniques	Uses techniques to align	Uses techniques to align	Uses techniques to align

INSTRUCTIONAN DELIVERY AND FACILITATION 3.h-Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students ***CEC Standard 5: LEARNING ENVIRONMENTS/SOCIAL INTERACTIONS*** *-ICC5S5 Modify the learning environment to manage behaviors.* *-ICC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments.*	to align student needs, instructional settings, and activities. Did not monitor progress and adjust behavior intervention plan based on collected data.	student needs, instructional settings, and activities. Collected 5 to 9 data points to monitor progress and made adjustments to behavior intervention plan based on collected data.	student needs, instructional settings, and activities. Collected 10-14 data points to monitor progress and made appropriate adjustments to behavior intervention plan based on collected data.	student needs, instructional settings, and activities. Collected 15 or more data points to monitor progress through frequent data collection and made effective adjustments to behavior intervention plan based on collected data.
FEAP 2 LEARNING ENVIRONMENT 2.b-Manages individual and class behaviors through a well-planned management system	Does not identify student performance outcomes for planned lessons. Did not write a behavioral objective for the replacement behavior or develop a system of data collection	Identifies student performance outcomes for planned lessons. Wrote a behavioral objective for the replacement behavior with at least two of four components and	Identifies student performance outcomes for planned lessons. Wrote a behavioral objective for the replacement behavior with three of four components and	Identifies student performance outcomes for planned lessons. Wrote a clear and concise behavioral objective for the replacement behavior with all four components

2.c-Conveys high expectations to all students ***CEC Standard 7: INSTRUCTIONAL PLANNING*** *-ICC7S6 Sequence, implement, and evaluate individualized learning objectives.*	appropriate for the selected behavior.	developed a system of data collection that was somewhat appropriate for the selected behavior.	developed a system of data collection that was appropriate for the selected behavior.	and developed a highly efficient system of data collection that was appropriate for the selected behavior.
FEAP 1 INSTRUCTIONAL DESIGN AND LESSON PLANNING 1.e-Uses a variety of data, independently and in collaboration with colleagues to evaluate student learning outcomes, adjust planning and continuously improve the effectiveness of lessons. ***CEC Standard 7: INSTRUCTIONAL PLANNING*** *-ICC7S1 Develop and implement*	Does not cooperatively work with colleagues in planning instruction. There was no evidence of collaboration with other professionals in the functional behavior assessment or the development, implementation, and evaluation of the behavior intervention plan.	Cooperatively works with colleagues in planning instruction. There was evidence of collaboration with at least one other professional in either the functional behavior assessment or the development, implementation, and evaluation of the behavior intervention plan.	Cooperatively works with colleagues in planning instruction. There was evidence of collaboration with at least two other professionals in the functional behavior assessment and the development, implementation, and evaluation of the behavior intervention plan.	Cooperatively works with colleagues in planning instruction. There was strong evidence of collaboration with three or more other professionals in the functional behavior assessment and the development, implementation, and evaluation of the behavior intervention plan.

comprehensive, longitudinal individualized programs in collaboration with team members. *-ICC7S4 Use functional assessments to develop intervention plans.*			
FEAP 2 LEARNING ENVIRONMENT 2.i-Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals **FEAP 4 ASSESSMENT** 4.f-Applies technology to organize and integrate assessment information *CEC Standard 7: INSTRUCTIONAL PLANNING* *-ICC7K4 Technology for planning and managing*		Uses technology in lesson and material preparation. Document is created with a word processing program and has more than five errors in formatting, grammar, spelling and punctuation.	Uses technology in lesson and material preparation. Document is created with a word processing program and has three to five errors in formatting, grammar, spelling and punctuation.	Uses technology in lesson and material preparation. Document is created with a word processing program and has less than 3 errors in formatting, grammar, spelling and punctuation.

the teaching and learning environment.				
FEAP 3 INSTRUCTIONAL DELIVERY AND FACILITATION 3.g-Apply varied instructional strategies and resources, including appropriate technology, to teach for student understanding	Does not use technology to obtain recent research on effective behavioral approaches to change behavior.	Uses technology to obtain subjective sources (non-refereed publications) to identify approaches to change behavior	Uses technology to obtain peer reviewed publications to identify 1-2 recent approaches to change behavior	Uses technology to obtain recent peer reviewed publications to identify 3-4 approaches to change behavior
FEAP 4 ASSESSMENT 4.f-Applies technology to organize and integrate assessment information ***CEC Standard 7: INSTRUCTIONAL PLANNING*** *-ICC7K4 Technology for planning and managing the teaching and learning environment.* *-IGC7S8 Design, implement, and evaluate instructional programs*	Does not use technology to collaborate with others. Does not use technology to create data collection forms and data displays for progress monitoring of the behavior intervention plan that can for the use/interpretation of others.	Uses technology to collaborate with others. Uses technology to create data collection forms and data displays for progress monitoring of the behavior intervention plan that is missing two or more important pieces of information for use/interpretation by others.	Uses technology to collaborate with others. Uses technology to create data collection forms and data displays for progress monitoring of the behavior intervention plan that is missing only one piece of important information for use/interpretation by others.	Uses technology to collaborate with others. Uses technology to create highly efficient data collection forms and professional data displays for progress monitoring of the behavior intervention plan that include all of important information for easy use/interpretation by others.

that enhance social participation across environments.				
ESOL Standard 2: Language and Literacy (2.2a; 2.2c) Demonstrates understanding of current and past theories and research in second language acquisition and bilingualism. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELL's learning	Does not demonstrate understanding of current and past theories and research in second language acquisition and bilingualism and understanding and use of applied knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELL's learning.	Demonstrates understanding of current and past theories and research in second language acquisition and bilingualism and understanding and use of applied knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELL's learning in 70% of observations/instances.	Demonstrates proficiency in understanding of current and past theories and research in second language acquisition and bilingualism and understanding and use of applied knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELL's learning.	Demonstrates proficiency and continuously improves understanding of current and past theories and research in second language acquisition and bilingualism and understanding and use of applied knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELL's learning.
ESOL Standard 4: ESOL Curriculum and Materials Development (4.2b) Select and adapt a variety of materials and other resources appropriate to ELL's developing language and literacy.	Does not select and adapt a variety of materials and other resources appropriate to ELL's developing language and literacy.	Selects and adapts a variety of materials and other resources appropriate to ELL's developing language and literacy in 70% of observations/instances.	Selects and adapt sa variety of materials and other resources appropriate to ELL's developing language and literacy as observed and reported in written project with student impact.	Demonstrates proficiency and continuously improves ability to select and adapt a variety of materials and other resources appropriate to ELL's developing language and literacy as observed and reported in written project with student impact.