

CDS EXPERIENCE RUBRIC

Case Manager B-2

Name: _____

CDS Site: _____

<p style="text-align: center;">A. Years of Experience Working in the Field</p>	<p style="text-align: center;">B. College Level Course work in Early Childhood and/or Special Education</p>	<p style="text-align: center;">C. Professional Development Activities related to Early Childhood and/or Special Education</p>	<p style="text-align: center;">D. <i>Service to CDS and Presentations</i></p>	<p style="text-align: center;">E. Awards, Recognition and Scholarship in the field of Early Childhood and/or Special Education</p>
<p><i>1. Experience in the CDS system as a service coordinator or therapist. 10 points per year up to five years.</i></p> <p><i>2. Experience with infants and toddlers with disabilities in such environments as:</i></p> <ul style="list-style-type: none"> • Early intervention, e.g. in inclusive and special purpose programs and as contracted providers • Early Childhood Education, e.g., child care, Head Start • Instructor or trainer for a university, community college, Center for Community Inclusion (consultant), or Resource Development Center (RDC) (Education Specialist) <p>5 points per year up to 5 years.</p>	<p><i>1. Courses must be content specific in area of Early Childhood and/or Special Education:</i></p> <ol style="list-style-type: none"> a. cognitive development b. physical development c. communication development d. social or emotional development e. adaptive development <p>2. Courses may have an EDU, SED, ECU, EDUC, ERL, ECH, NE, CHF, EDUK , Psy as outlined in DOE’s Certification Requirements for a 081 or 282 certification</p> <p>Examples: -Introduction to Inclusive Early Education -Introduction of Observation in Early Childhood Education</p>	<p><i>Must be content specific to Early Childhood and/or Special Education:</i></p> <ol style="list-style-type: none"> 1. Attendance at Part C training sessions - 2 points per session (max) 2. Attendance at regional, state or national conferences specific to learning the design of learning environments and activities that promote the acquisition of skills in a variety of developmental areas. <p>Examples: - cognitive processes and social interaction - planned interaction of personnel, materials, time and space, that leads to achieving the outcomes in the child’s IFSP - how to provide families with information, skills and support related to enhancing the skill development of children</p>	<p><i>Must be content specific to Early Childhood and/or Special Education:</i></p> <ol style="list-style-type: none"> 1. Mentor teacher 2. Serve on a local, state, or national committee <p>Examples: - MADSEC - Maine Support Network - Maine Parent Federation - Advocacy Groups</p> <ol style="list-style-type: none"> 3. Officer in a regional, state or national professional educational organization 4. Presentations at a local or state level addressing early childhood and/or special educational issues 5. Conference workshop presenter (local or regional) 6. Participant in state or national level stakeholders group 	<p><i>Must be content specific to Early Childhood and/or Special Education:</i></p> <ol style="list-style-type: none"> 1. Professional awards: Local, regional or state professional association 2. Juried publication in regional, state or national journal

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	<ul style="list-style-type: none"> -Supporting Children in Inclusive Settings -Supporting Social/Emotional Development in Inclusive Settings -Supporting Families of Infants and Toddlers in National Environments -Addressing Developing Differences of Young Children -Teaching Early Childhood Special Education -Language Development and Early Literacy -Liberal Arts English -Liberal Arts Science -Liberal Arts Social Studies - Liberal Arts Mathematics - Children’s Literature -Numeracy for Young Children - Science for Young Children - Child Development and Developmental Psychology - Infant and Toddler Development -Course work in Speech 	<ul style="list-style-type: none"> - how to work with children to enhance child development - 2 points 3. Curriculum-specific training, internships- content specific writing IFSPs - 2 points 4. Attendance at regional, state or national conferences specific to early childhood and/or special education – 2 points 5. Participation in local or state content area workshops sponsored by (MADSEC, Maine Support Network, Maine Parent Federation , Autism Society, DHHS) specific to early childhood and/or special education - 2 points 6. Work with mentor/support team (mentee) - 3 points 	<ul style="list-style-type: none"> 7. Local, regional, state CDS improvement committee 8. State or national grant writer, recipient or reviewer 9. Community service in the area of early childhood and/or special education 10. Service on councils, governance bodies, State commissions 11. Team member of a CDS Site visit 	

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	<p>Disorders and/or Speech Communication - Teaching Exceptional Children in Regular Classroom</p> <p>3. Courses which addresses the designing of learning environments and activities, for children ages birth to 2, in everyday routines that promote acquisition of skills in a variety of developmental areas in natural environment or community.</p> <p>4. Courses must be specific to content and may include content methods courses.</p> <p>5. Courses can be from an accredited 2-year and/or 4-year college or university</p> <p>6. Courses in Direct Steps</p>	<p>7. Local grant writer, recipient or reviewer - 2 points</p> <p>8. Membership in regional, state or national professional (early childhood and/or special education organizations) - 1 point per organization membership</p>		
5 to 10 points per year	1 point per credit hour,	1, 2, or 3 points per	5 points per documented	10 points per activity

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Maximum 25-50 points	unless otherwise noted	documented activity	service	
# Years:	# Sem. Cr. Hrs.:	# Activities	# Services	# Awards
Total Points**	Total Points**	Total Points**	Total Points**	Total Points**

***Attach supporting documentation. **Target is 100 points from at least three columns as evidence for meeting “Experience Qualified” status**

Grand Total: _____ **Signature:** _____ **Date:** _____