

Entry 2: CEIS Self-Evaluation Form – Part 1

ENTRY 2

CEIS SELF-EVALUATION FORM – PART 1

1. Briefly describe the strengths and abilities you have brought to your position in Early Intervention (3,300 character max).

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2. Describe your current goals for professional development, including at least two topics about which you would like to know more, and your strategies for achieving those goals (3,300 character max).

[Large empty text area for response]

SIGNATURES

Applicant	_____	_____
	(Signature)	Date
Supervisor	_____	_____
	(Print Name)	(Signature)
		Date
Program Director	_____	_____
	(Print Name)	(Signature)
		Date

Entry 2: CEIS Self-Evaluation Form – Part 2

ENTRY 2

CEIS SELF-EVALUATION FORM – PART 2

Reflecting on your answers to Part 1 of the CEIS Self-Evaluation, please answer the questions below:

1. How have you made progress toward meeting the professional goals outlined in Question 2 of Part 1 of your Self-Evaluation, with regard to working with children and families in EI? (3,300 character max)

2. Describe other specific professional development opportunities in which you have participated as a learner since you completed Part 1 of the Self-Evaluation (3,300 character max).

A large, empty rectangular area with a light gray gradient background, intended for the user to describe professional development opportunities. It occupies most of the page below the question.

3. What have you learned about **yourself** in working with children and families in Early Intervention?
(3,300 character max)

[Large empty text area for response]

APPLICATION · ENTRY 2

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	(Signature)	Date
Supervisor	_____	_____
	(Print Name)	(Signature)
		Date
Program Director	_____	_____
	(Print Name)	(Signature)
		Date

Entry 2: Certification for Early Intervention Specialists – Supervisor Assessment

ENTRY 2

CERTIFICATION FOR EARLY INTERVENTION SPECIALISTS – SUPERVISOR ASSESSMENT

Applicant Name			
EI Program			
Supervisor Name		Supervisor Job Title	
Supervisor Telephone		Supervisor Email	

Complete the checkboxes below regarding the Applicant’s work habits, and provide examples.

Where examples are requested throughout the assessment, provide very specific examples of times when the Applicant demonstrated the requested knowledge or skills. Please make sure that all boxes are checked as is appropriate. If boxes are not checked reviewers will assume that the candidate does not meet your agency standards.

	Meets agency standards (checkbox)	Examples:
Dependability and Responsibility	<input type="checkbox"/>	Provide specific example of the Applicant’s work that demonstrates dependability and responsibility (e.g., attends required staff meetings; is consistently available to team members throughout the IFSP process) (2,000 character max):

	Meets agency standards (checkbox)	Examples:
Time Management	<input type="checkbox"/>	Provide specific example of the Applicant’s work that demonstrates time management (e.g., completes required documentation in a timely manner; manages work schedule to meet all obligations) (2,000 character max):

	Meets agency standards (checkbox)	Examples:
Flexibility in Response to Changes in the Work Environment	<input type="checkbox"/>	Provide specific example of the Applicant’s work that demonstrates flexibility in response to changes in work environment (e.g., responds appropriately to changes in families’ situations, including medical and mental health status; adapts to changes in job requirements) (1,575 character max):

Narrative Questions 1–4

1. Give one or more specific examples of the ways in which the Applicant has demonstrated understanding and respect for the diverse cultures of the families with whom he or she works (1,675 character max). (Culture in this case is broadly defined to include family beliefs, practices, and routines, such as those involving food, the use of household objects, childrearing practices, etc.)

2. Give one or more specific examples of the Applicant’s activities to serve as a resource to:

a) An IFSP team for one child and family of which she or he is a part (2,000 character max):

[Empty response area for item a)

b) Other Early Intervention staff at your program, staff at other MA Early Intervention programs, or the broader early childhood community in which your Early Intervention program is located (2,000 character max):

[Empty response area for item b)

3. Give one or more specific examples of ways in which the Applicant engages and supports caregivers in positive interactions with their infants and toddlers that promote healthy social-emotional development. This should include how the Applicant shares information and strategies (2,000 character max).

4. Give one or more specific examples of the Applicant's activities to:

- a) Appropriately access team members of other disciplines, and explain their roles to families and key collaborators (1,900 character max):

Guidance: Key collaborators include, but are not limited to, health providers and staff from the Department of Children and Families (DCF); the Department of Developmental Services (DDS); Early Education and Care (EEC); and the Local Education Agency (LEA). In addition to these partners, key collaborators may also include internal team members.

b) Evaluate IFSP outcomes by communicating with team members and key collaborators
(2,000 character max):

[Large empty text area for response]

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	(Signature)	Date
Supervisor	_____	_____
	(Print Name)	(Signature)
		Date
Program Director	_____	_____
	(Print Name)	(Signature)
		Date