Handouts for Spring 2020 Continuous Improvement in Educator Preparation (CIEP) Workshops

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HANDOUTS FOR CIEP 2020

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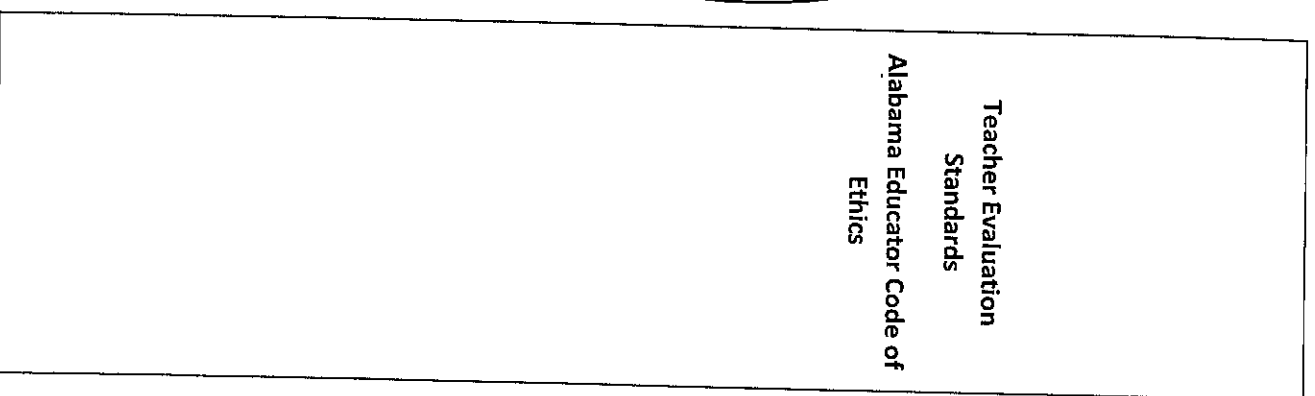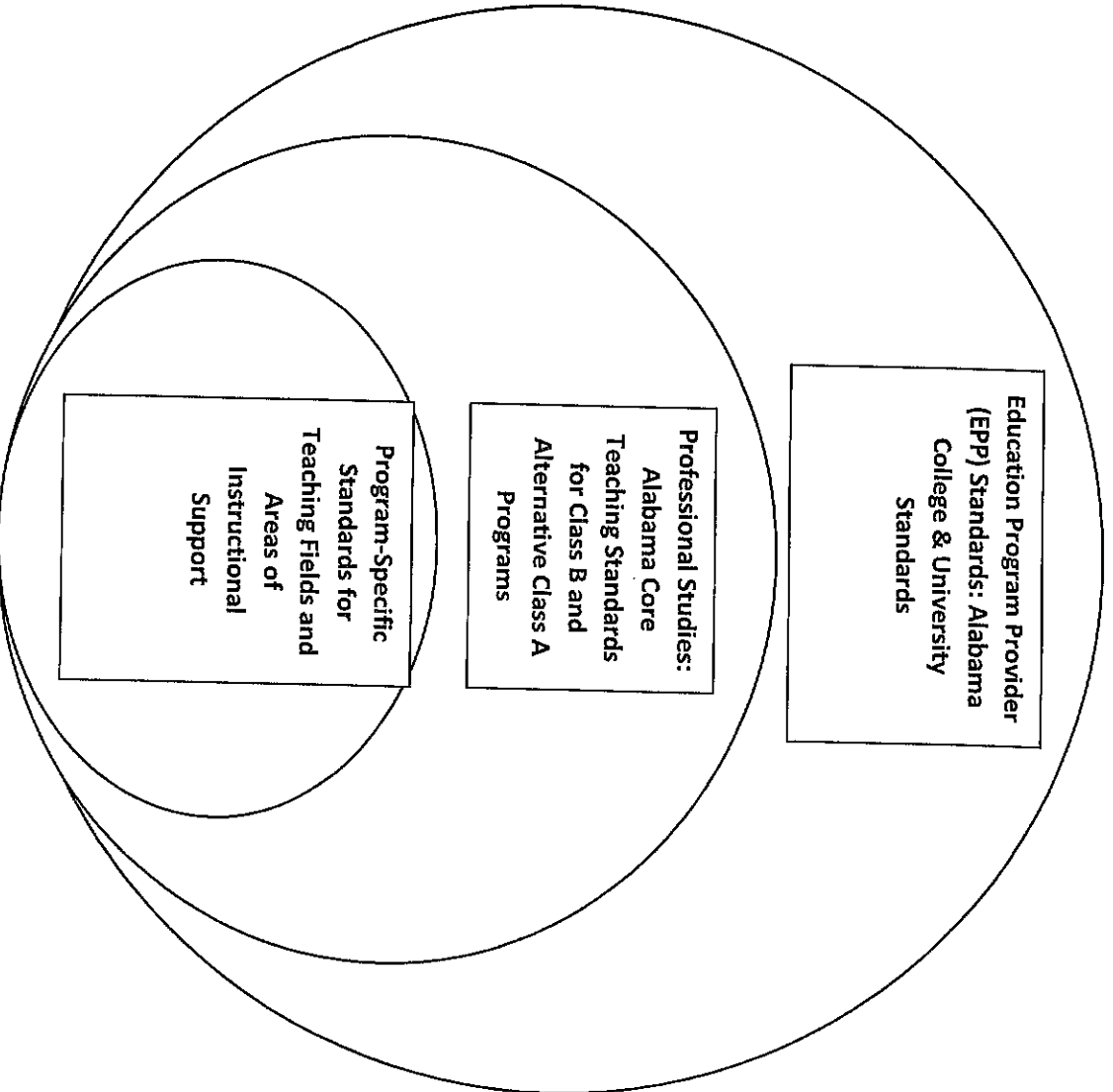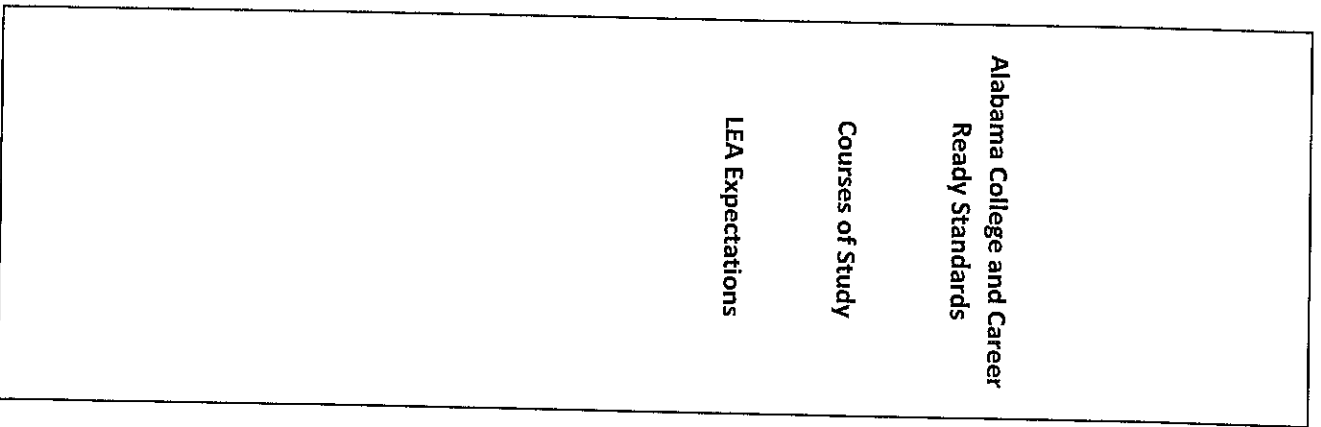
Alabama Educator Code of Ethics

Standards	Review Process and Choices	Assessments/Evidence Types
Educator Preparation Provider (EPP) Standards 1. Content and Pedagogical Knowledge 2. Partnerships and Clinical Practice 3. Candidate Quality, Recruitment, and Selectivity 4. Impact on P-12 Learning 5. Quality Assurance and Continuous Improvement 6. General Requirements (courses, general studies, teaching field, background check, field experiences and internship, faculty, governance, accountability)	**State Review of College & University Standards** (AF 02) OR **CAEP/State Joint Team** (Self-Study Report and AF 02)	**Examples:** • Alabama Educator Certification Assessment Program (AECAP) data for Basic Skills, Praxis II content, PLT, edTPA • Common EPP Assessments, Rubrics, and Data • Admission and Completion Requirements and Data • Focus Groups or Case Studies on Teacher Effectiveness • Surveys of Completers, Recent Graduates, and Employers • Handbooks and policy statements • Forms • Faculty transcripts and vitae • Field experience logs

Professional Studies: Alabama Core Teaching Standards
 1. Learner Development
 2. Learning Differences
 3. Learning Environments
 4. Content Knowledge
 5. Application of Content
 6. Assessment
 7. Planning for Instruction
 8. Instructional Strategies
 9. Professional Learning and Ethical Practice
 10. Leadership and Collaboration
	State Review of Alabama Core Teaching Standards (ACTS) (CIEP 03)
	
	 OR
	
	 CAEP review of InTASC + AF 03 ACTS
		CIEP Forms:
		 • Alignment of Standards to Curriculum
		 • Alignment of Standards to Key Assessments:
		    1. Praxis II Principles of Learning & Teaching or edTPA
		    2. Pedagogical Content Knowledge
		    3. Planning Instruction
		    4. Effect on Student Learning
		    5. Professionalism
		    6. Internship
		 • Field Experience Chart
		 • Key Assessment Data and Analysis

Program-Specific Standards
 for teaching fields or areas of instructional support
	CIEP forms for the certification area
	
	 OR
	
	 SPA / **Analysis Form(s) Specific to Level or Program**
		• Alignment of Standards to Curriculum
		 • Alignment of Standards to Key Assessments:
		    1. Certification Tests
		    2. Content Knowledge
		    3. Planning Instruction
		    4. Internship
		    5. Effect on Student Learning
		 • Field Experience Chart
		 • Key Assessment Data and Analysis

Curriculum Exercise (Slide 11)

Curriculum: Fill in the Key Concepts (nouns and verbs) below. You will align your courses to those key concepts.

Courses	Key Concepts (nouns)	Key Concepts (verbs)

Using your key concepts, write a course description that includes the information delineated in the standard and indicators. The course description should include educational outcomes and associated content that candidates are to learn. This will include the knowledge, skills, and abilities you expect students to acquire or master after a period of appropriate instruction. Curriculum may include prescribed activities and procedures designed to bring about mastery of that content.

Professional Knowledge and Skills

Standard 6
Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English language arts.
Indicators
6.1
Candidates plan and implement English language arts and literacy instruction that promotes critical engagement with complex issues related to maintaining a diverse, inclusive and equitable society.
6.2
Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender, age, appearance, ability, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in English language arts.

Standard 7	
Candidates are prepared to interact knowledgeably with student, families, and colleagues based on social needs and instructional roles, engage in leadership and/or collaborative roles in English language arts professional learning communities, and actively develop as professional educators.	
Indicators	
7.1	
Candidates model literate and ethical practices in English language arts teaching and engage in/reflect on a variety of experience related to English language arts.	
7.2	
Candidates engage in and reflect on a variety of experiences related to English language arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.	

Technology

History Class

- Virtual Field Trips – Visit a foreign landmark, hold a mock conversation in another country's language, study an area from a geographic perspective.
- Use Google Earth.

Classroom Management

- Use a tool to track classroom noise. https://toonoisyapp.com/
- Share an online class calendar (Google calendar – email hyperlink to parents and students)
- Tweets – summarize the most important lesson you learned today with class exclusive hashtag.

English Class

- Play podcasts from an author of a book the students are studying, lessons about studying techniques and strategies, allow students to create and play their own podcasts.
- https://www.classk12.com/   Offers Grammar lessons up to 6th grade (you can create a virtual classroom, deliver assignments, and run reports).

Math Class

- Use geoboards to illustrate area, perimeter, and rational concepts (this site has activities for K-12)   http://nlvm.usu.edu/en/nav/vlibrary.html
- https://www.prodigygame.com/#start-now   (Math practice for grades 1-8)

Any Class

- Use Videos for Mini lessons, like Teacher Tube.
- Add someone in the conversation through Skype, Google Hangouts, Facetime (an expert on the subject or guest speaker).
- Provide online activities for students who complete work early
- Online journal entries
- Polls – Socrative, google forms, SurveyMonkey, polls everywhere, doodle poll
- Student blog or wiki pages

Reading

- Have students read with an IPAD and record themselves.
- Use a dictionary app to search for vocabulary words.
- Read books on a tablet
- Use an IPOD to listen to books

Assessment, Instruction, and Management

- Display a feed during class and have students ask inquiry questions, lesson specific, homework or presentation questions during class.
- Morning Check In Using an Interactive whiteboard

French, German, Spanish

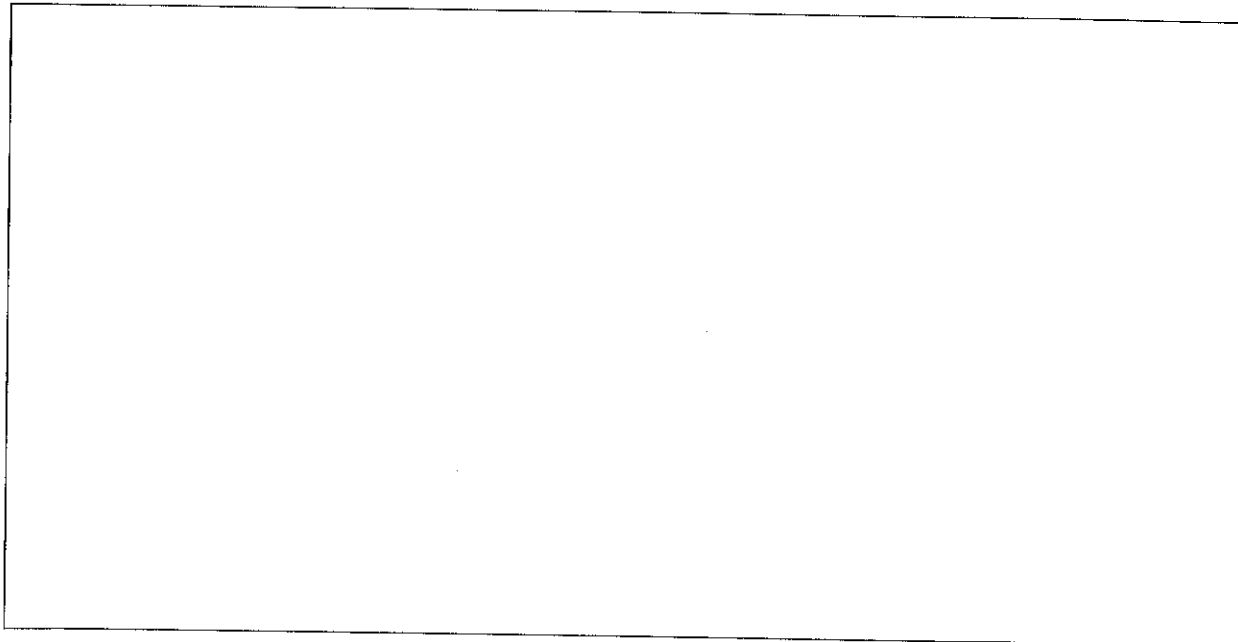Access online weather forecast in the language.

Standard 3: Content Pedagogy

Candidates apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.

Standard 4: Mathematical Learning Environment

Candidates exhibit knowledge of adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.

Directions: Create a field experience that includes these two standards for mathematics with **diversity and technology** in mind.

Field Experiences: Models of Excellence

Case Study	EEX 340

Select a person (of any age) with one of the exceptionalities in in IDEA for your case study.

Interview: Interview <u>3 persons</u> with knowledge of your subject. Subject may be interviewed if age appropriate. Other possibilities include siblings, parents, support staff, teacher.
Note **possible** interview topics below:

a. Approaches and results of effective collaboration between general and special educators.
b. Parental collaboration with the school and support systems at home.
c. Behavior management, technology, inclusion practices, academic and effective strategies,
d. Effects of culture, language, and family background on learning for a student with an exceptional learning need.
e. A future applications section that refers to strategies, approaches, attitudes that the candidate has gleaned from the interview to use in his/her future classroom.
f. **APA Style: Typed, double-spaced, 12 point New Times Roman font**

Research: Conduct **research** on the same exceptionality & summarize in writing the following:
a. definition of disability according to IDEA & AL Code
b. statistics regarding the disability
c. characteristics associated with the disability
d. behaviors that may be present in the classroom due to the disability
e. specific challenges or differences in daily life functioning resulting from the disability
f. assessments used to diagnose this disability
g. accommodations that may be effective for students with this disability
h. <u>5 required research sources</u>

Observations: 8-10 hours
Eight to ten hours of observations are required for this class. The purpose of these observation hours is to get to know a person with an exceptionality and spend time with them in <u>at least 3 different locations</u> including the general education class, the special education class and one other environment (YMCA, afterschool program, playground, church, home, etc.)

NOTE:

- **Case studies will be scored and graded using the Case Study Rubric.**
- **Do not use real names or identifiable information. The subject must be a real person but must also remain anonymous. See <u>suggested</u> outline below.**

Page 1	Title page	
Page 2-4	Research (APA style)	p1-4 100 points
Page 5	Interview Questions	
Page 6-7	Description of subject & summary of interview	p5-7 100 points
Page 8-9	Observations and reflections with 3 recommendations	p8-10 100 point
Page 10	References (APA style)	

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U5A- Instructional Leadership

EDL 502 - Data Driven Instructional Leadership

Task 7:Interpreting Test Results: Using Task 7 as a template, find the most current edition of national standardized norm-referenced tests, state standardized criterion referenced tests, and identify the gaps that exist within sub-groups of at least two grades in your school. Make recommendations for improvement. *The written analysis should be 300 – 500 words. Course Embedded Field-based Activity*

Task 15 Developing a School Improvement Logic Model and School Improvement Plan: Work with an instructional leadership team to develop a school improvement logic model and plan (see Task 15) based on data analysis completed in Task 7 – Interpreting Test Results. Submit a copy of your plan and supporting documentation. Course Embedded Field-based Activity*

<u>Tier 1 Field Experience Documents</u>

<u>EDU 330 Tutoring Project</u>
<u>Elementary Standards – 1, 2.1, 4, 5.1</u>
Literacy tutoring plans (1 & 2.1). Assessments (4). Reflective Commentaries and Parent letter (5.1)

Directions and Guidelines for EDU 330 Tutoring Project K-3
This course requires a K-3 field service project.

Select a **reliable struggling reader to tutor (K – 2 grade)** Complete at least 10 tutoring sessions of approximately 30-45 minutes at each session. It is important to complete sessions as indicated on score sheet to finish this project by the due date. Do not work ahead of suggested pacing.

Special Terms: <u>Commentary</u> = reflections, <u>Artifacts/Data</u> = student work samples both written/pictorial, photos, assessments <u>Next Steps</u> = Based on what you observed in this lesson, what will your next session look like? <u>Running Record</u> (RR) = test of oral reading/fluency, <u>Goal/Outcome/Standard</u> = What do you want your student to be able to do?

Organization of the Project: Ensure your project is organized with tabs in a binder. **The Front Cover** of the binder should include the title of your project. It can be your name, assignment name, or some other clever title which may include your tutee's first name, a picture of the two of you, or something your tutee created. The cover sheet should be typed in a clear font of your choice. It should be interesting and inviting.

Title Page: Page 1 – Project Title, Your Name, Date, Institution (page protector)
Directions and Blank Scoring Guide: Pages 2-4 (page protectors, page 2 may be back to back with **Title Page**)

Copy of Background Check: Page 7 (apply immediately, page protector, if tutoring in a school)

Points = 10

Tab 1: Tutee Introduction (5 points) Introduce your tutee. Include age, grade, interests, talents, and other interesting information.

Tab 2: Session One – Get Acquainted/Surveys (20 points) TYPED LESSON PLANS/COMMENTARY FORMS, STUDENT ARTIFACTS REQUIRED

- Lesson Plan
- Take a favorite book with you to read to the student. This may be a book by the author you chose for your literature presentation. The student may like to read a book of his/her own in return.
- Introduction Activity – game, art project, puzzle, etc.
- Interest Interview (II): USA Online
- Reading Attitude Survey (RAS): USA Online
- Concepts of Print Assessment (CPA): *Flynt/Cooter CRI-2* p. 37
- Letter-Naming (LN), Letter-Sounds (LS): Phonics A-Z p. 31, 2.1-2.2
- Typed Commentary/Guiding Questions/Next Steps/Goals

Tab 3: Session Two – (20 points) TYPED LESSON PLANS/COMMENTARY FORMS, STUDENT ARTIFACTS REQUIRED

- Intervention Lesson and Lesson Plan
- Phonemic Awareness Tests (PAT): *Phonics A-Z* p. 55, 2.3

- Nonsense Word Test (Phonics Test): *Phonics A-Z* p. 258, 4.5

- Typed Commentary/Guiding Questions/Next Steps/Goals

  What challenged you? What were the student's strengths and weaknesses/areas to focus on for intervention? Focus on the data. What does it tell you?

Tab 4: Session Three – (20 points) TYPED LESSON PLANS/COMMENTARY FORMS, STUDENT ARTIFACTS REQUIRED

- Intervention Lesson and Lesson Plan
- High Frequency Word Knowledge Survey (HFWKS): *Flynt/Cooter CRI-2* pp. 68-69
- The San Diego Quick Assessment: *Phonics A-Z* p. 258, 4.6

- Assessment Summary Sheet
- Commentary/Guiding Questions/Next Steps/Goals

Tab 5 - 6: Session Four – Five (20 points) TYPED LESSON PLANS/COMMENTARY FORMS, STUDENT ARTIFACTS REQUIRED

- Intervention Lessons and Lesson Plans
- Commentary/Guiding Questions/Next Steps/Goals

Tab 7: Session Six (20 points) TYPED LESSON PLANS/COMMENTARY FORMS, STUDENT ARTIFACTS REQUIRED

- Intervention Lesson and Lesson Plan
- Running Records (RR): Analyze the RR - Compute Accuracy and Error Rates/Complete Miscue Analysis /Record Level An INSTRUCTION LEVEL (90%-94% Accuracy Percentage) must be established.
- Commentary/Guiding Questions/Next Steps/Goals

Tabs 8 - 10: Sessions Seven – Nine (30 points) TYPED LESSON PLANS/COMMENTARY FORMS, STUDENT ARTIFACTS REQUIRED

- Intervention Lessons and Lesson Plans
- Commentary/Guiding Questions/Next Steps/Goals

Tab 11: Session Ten – Post Assessments (20 points) TYPED LESSON PLANS/COMMENTARY FORMS/STUDENT ARTIFACTS

- Lesson Plan
- Final Running Record (RR) and Analysis
- Nonsense Words Phonics Test/HFWKS
- Concepts, Letter-Naming, Letter-Sounds Phonemic Awareness only if necessary
- Student Assessment Summary #2 (SAS): USA Online

Tab 12: Final Typed Commentary – Final commentary on the whole tutoring experience (5 points)

- Did the student make any progress? How do you know? What did the data tell you? What did you learn? What are your strengths and weaknesses?

Tab 13: Parent/Guardian Letter (5 points)

- Thank the parent, provide positive feedback about the child, and provide suggestions/strategies that can be used at home. You may include websites, apps, and community resources. One obvious way the parent can help the child at home is by reading together every day. Please include the parent information sheet located in the Running Records E-course. Proper letter format should be utilized.

Total Tutoring Project Points = 175

Alternative Class A

Example of Key Assessment #2

Content Knowledge

Key Assessment Cover Sheet

College or University: University of South Alabama
Key Assessment # and Name: #2 Content Knowledge, Teaching Field GPA
Submitted For:
     Alternative A, Social Sciences

EPPs and programs should consult the Rubric for Key Assessments, Scoring Guides, and Data Reports in preparing the submission.

1. **Provide a <u>brief</u> explanation of the assessment.** *Information may address when it is administered during the course of the program; how it is scored; how reported scores are calculated; by whom it is scored, how the instrument and scoring guide were developed; and recent revisions. Any other pertinent information that would help reviewers understand the assessment should be provided, such as a rationale for a unique or unusual assessment. For Praxis or edTPA, only an explanation of when it is required is needed.*

> Data tables are divided into topical areas that align with content specific standards/indicators. In collaboration with program faculty, staff will review transcripts and course descriptions of admitted cohorts to determine where previous courses align with the topical areas. For Social Studies, these areas are: US History, World History, Civics/Political Science/Government, Economics, Geography and the Behavorial Sciences. To make the process more efficient, as alignment is determined, courses and institutions will be saved in a database for future reference.

2. **Insert data table(s) here or attach document.** *At least three years of data must be provided or an explanation must be provided.*

As KA2 was revised Fall 2019, data is not available. The data table that will be used from this point on is included.

Key Assessment 2 Content Knowledge

Class A Alt Secondary Social Studies

Course/Topic Area	CIEP Indicator	Term	# of Students Reviewed	# of courses Reviewed	Mean	Frequency						n=	Praxis Scores at Admission					Category % Correct					
						A	B	C	D	F		Cut Score	Mean	Min	Max		US History	World History	Government, Civics, Political Science	Geography	Economics	Behavioral Science
US History	GSS 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 3.6, 3.7, 4.1, 4.3, 4.4	2016-2017									2016-2017											
		2017-2018									2017-2018											
		2018-2019									2018-2019											
World History	GSS 2.1, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 4.1	2016-2017									2016-2017											
		2017-2018									2017-2018											
		2018-2019									2018-2019											
Govt, Civics, Political Science	GSS 4.1, 4.2, 4.3, 4.4, 4.5	2016-2017									2016-2017											
		2017-2018									2017-2018											
		2018-2019									2018-2019											
Geography	GSS 2.1, 2.2, 2.3, 2.4, 2.5	2016-2017									2016-2017											
		2017-2018									2017-2018											
		2018-2019									2018-2019											

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		2016-2017																		2016-2017		
Economics	GSS 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8	2017-2018																		2017-2018		
		2018-2019																		2018-2019		
Behavioral Science	SS 1.1.1	2016-2017																		2016-2017		
		2017-2018																		2017-2018		
		2018-2019																		2018-2019		

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Key Assessment Cover Sheet

3. Data Analysis
Describe how data were analyzed and how data from this assessment provide evidence standards are met and indicators are addressed. Reference specific standards and indicators. The analysis should note trends, relative strengths and weaknesses, effect of continuous improvement efforts, relationships to other variables (ex., placements or demographics) as appropriate. Other factors may also be discussed.

Undergraduate & Prior Course Analysis

Social studies program faculty are provided with Praxis scores and disaggregated GPAs (by cohort) on an annual basis and review data to determine strengths and weaknesses. Social studies Alternative Masters Class A Program revisions will be made based on data analysis. Program faculty will review areas where candidate have or have not had prior coursework and will compare that information with Praxis results. In other words, we can compare the academic performance throughout the Social Studies program of students who are admitted by the Praxis to those who are admitted using the coursework from the Social Studies or related content major. We will analyze trends in the related coursework and completion rates.

4. Use of Data for Continuous Improvement
Describe how data from this assessment inform program evaluation and possible areas for improvement, if any.

This review will help Social Studies program faculty make decisions on future prerequisite requirements or required coursework for candidates while they are in the Alternative program. Analysis will also help determine whether remediation or supplemental instruction in Social Studies content might be necessary for areas where competencies appear consistently low.

Social Studies program faculty will utilize the data analysis of GPAs and connect areas of poor performance to specific courses. They will then monitor to see whether a trend continues, and if so will examine the courses that contain designated content for those areas and make curricular adjustments.

Results may also be used to identify courses that lead to greater student success in the program. The identified courses could be considered for potential prerequisite coursework prior to admission or to anticipate potential areas for remediation.

KA (2) is assessed through the following standards:
SS 1.1.1, SS 1.1.2, SS 1.1.3, GSS 1.1, GSS 1.2, GSS 1.3, GSS 1.4, GSS 1.5, GSS 1.6, GSS 1.7, GSS 1.8, GSS 2.1, GSS 2.2, GSS 2.3, GSS 2.4, GSS 2.5, GSS 3.1, GSS 3.2, GSS 3.3, GSS 3.4, GSS 3.5, GSS 3.6, GSS 3.7, GSS 4.1, GSS 4.2, GSS 4.3, GSS 4.4, GSS 4.5

Attachments:
- **Assessment instrument** (not applicable for standardized tests)

Key Assessment Cover Sheet

- **Scoring guide or rubric for the assessment** (not applicable for standardized tests)
- **Data tables(s)** (if not inserted above)

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Example of Key Assessment #3
Planning Instruction
Samford University

Class B Early Childhood Special Education (P-3)

&

Class B Collaborative (K-6)

Program-Specific Standards for Early Childhood Education and Collaborative (K-6)

Standard 1: Learner Development and Individual Learning Differences Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Prior to program completion:
Indicators:
1.1 **All candidates will:** 1.1.1 Understand how language, culture, and family background influence the learning of individuals with exceptionalities. 1.1.2 Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
1.2 **Candidates in <u>early childhood special education (P-3)</u> will also:** 1.2.1 Support and facilitate families' and caregivers' roles in providing developmentally appropriate learning experiences addressing all areas of development. 1.2.2 Support and develop interventions to address individual needs in the developmental domains: social; emotional; cognitive; communication skills; and gross and fine motor skills.

Standard 2: Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Prior to program completion:

Indicators:

2.1

All candidates will:

2.1.1

Collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.1.2

Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.1.3

Know how to intervene safely and appropriately with individuals with exceptionalities who are in crisis.

2.2

Candidates in early childhood special education (P-3) will also:

2.2.1

Structure the education environment to provide optimal learning opportunities across all domains for children with various exceptionalities.

2.2.2

Implement basic health, nutrition, and safety management procedures for all children.

2.2.3

Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.

2.2.4

Demonstrate appropriate body mechanics to promote student and teacher safety in transfer, lifting, positioning, and seating as well as use proper positioning techniques and equipment to promote participation in academic and social environments.

2.3

Candidates in collaborative special education (K-6) will also:

2.3.1

Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.

2.3.2

Demonstrate appropriate body mechanics to promote student and teacher safety in transfer, lifting, positioning, and seating as well as use proper positioning techniques and equipment to promote participation in academic and social environments.

Standard 3: Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Prior to program completion:

Indicators

3.1

All candidates will:

3.1.1

Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. ["General curricula" means the academic content of the general curricula including math, reading, English language arts, science, social studies, and the arts. "Specialized curricula" means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.]

3.1.2

Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.1.3

Modify general and specialized curricula to make them accessible to individuals with exceptionalities.

3.2

Candidates in <u>early childhood special education (P-3)</u> will also determine the appropriateness of and implement curricula to meet the needs of children with various exceptionalities across a variety of settings.

Standard 4: Assessment

Beginning special education professionals use multiple methods of assessment and data-resources in making educational decisions. Prior to program completion:

Indicators

4.1

<u>All candidates will</u>:

4.1.1

Select and use technically sound formal and informal assessments that minimize bias.

4.1.2

Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.1.3

Collaborate with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.1.4

Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Standard 5: Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Prior to program completion:

Indicators

5.1

All candidates will:

5.1.1

Consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. (Instructional strategies include intervention used in academic and specialized curricula.)

5.1.2

Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.1.3

Use augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.1.4

Use strategies to enhance language development and communications skills of individuals with exceptionalities.

5.1.5

Develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.1.6

Teach to mastery and promote generalization of learning.

5.1.7

Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Standard 6: Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and the Professional Ethical Principles and Professional Practice Standards of the Council for Exceptional Children to inform special education practice, to engage in lifelong learning, and to advance the profession. Prior to program completion:

Indicators
6.1 **All candidates will:** 6.1.1 Use Professional Ethical Principles and Professional Practice Standards to guide their practice. 6.1.2 Understand how foundational knowledge and current issues influence professional practice. 6.1.3 Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. 6.1.4 Understand the significance of lifelong learning and participate in professional activities and learning communities. 6.1.5 Advance the profession by engaging in activities such as advocacy and mentoring. 6.1.6 Provide guidance and direction to paraeducators, tutors, and volunteers.
6.2 **Candidates in early childhood special education (P-3) will also** understand and apply Alabama standards for pre-school education.

Standard 7: Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Prior to program completion:

Indicators
7.1 **All candidates will:** 7.1.1 Use theory and elements of effective collaboration. 7.1.2 Serve as a collaborative resource to colleagues. 7.1.3 Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

Last revised: 6-13-2018

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Key Assessment Cover Sheet

College or University: Samford University

Key Assessment # and Name: ✿ IEP Plan

Submitted For: Class B Early Childhood Special Education (P-3)

Class B Collaborative Special Education Teacher (K-6)

EPPs and programs should consult the Rubric for Key Assessments, Scoring Guides, and Data Reports in preparing the submission.

1. Provide a <u>brief</u> explanation of the assessment. *Information may address when it is administered during the course of the program; how it is scored; how reported scores are calculated; by whom it is scored, how the instrument and scoring guide were developed; and recent revisions. Any other pertinent information that would help reviewers understand the assessment should be provided, such as a rationale for a unique or unusual assessment. For Praxis or edTPA, only an explanation of when it is required is needed.*

Assessment 6 is an assignment that is completed in the candidates' junior year in EDUC 303: Assessment Procedures and Processes. In this course, candidates are taught how to administer individualized assessment instruments, the entire pre-referral to placement process, and how to write an Individualized Education Plan (IEP) based off assessment results and classroom data. The cumulative project for the course is an IEP project. As part of the IEP project, candidates are divided into groups with one group leader and 3-5 group members. The assignment for the IEP project is below:

ASSIGNMENT:

Each team will create a case study around the chosen eligibility ruling selected in class. The team will create a referral form, an eligibility report, and an IEP for the case study that was created. You need to pay careful attention to the individual needs of this student. Be sure to complete all the paperwork necessary for the IEP assignment and make sure that all the annual goals and benchmarks are appropriate for the case study provided. However, all information created must support the information provided on the eligibility report and match the eligibility chosen. Every IEP will include benchmarks so you will have practice writing them. However, benchmarks are not always required for students not on AAA, it is a district decision. For practice purposes, benchmarks will be included. Each case study needs to address an area of behavior, in addition to the academic needs.

PRESENTATIONS

Each group will present their IEP during class on May 1, 2018 to current/recent special education supervisors in the area. You may use any format you choose for the presentation- be creative, keep it interesting, and show evidence of time spent on the IEP and presentation. Two current special education professionals who monitor IEPs will be evaluating your IEP and providing feedback on what you wrote as a group. Your group's IEP will be evaluated by one or more volunteer in special education supervision from the area and/or Dr. Finn/Dr. Hilsmier.

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Key Assessment Cover Sheet

**It is expected that each member of the group will participate in the completion of this assignment and be involved in every aspect of planning and writing this IEP assignment and presentation. The group leader will be evaluated by the group members on his/her ability to communicate the expectations for the project, delegate and coordinate group responsibilities, maintain communication with all group members, be accessible to the group when needed, and take initiative in completing the final product and getting the product to the professor. The group members' will be evaluated by the group leader on their abilities to work cooperatively, complete shared responsibilities, attend all meetings, and share concerns without usurping the responsibilities of the team leader.

Candidates create a case study around the eligibility category selected for the group by completing a referral form, eligibility report with test results, and an Individualized Education Plan (IEP) on the case study that matches all criteria in the SETS system. Candidates will present the IEP to local special education directors and supervisors who will evaluate and provide feedback on the completed product to use on the final assignment in the course.

After receiving feedback on the group IEP, the final course assignment in EDUC 303, candidates are asked to write a draft IEP from a comprehensive assessment team report provided by the course professor. Based off the assessment team report provided, candidates will complete a referral form, an eligibility report, and an IEP for the case provided using the SETS/Chalkable software taught in class. Candidates are encouraged to pay careful attention to the individual needs of the case study student provided and to ensure that all the annual goals and benchmarks are appropriate for the case study provided. Candidates are allowed to be creative on information that may not be provided on the case study; however, all information created must support the information provided on the assessment team report provided. Each candidate must include benchmarks although this is not required by federal law.

2. Insert data table(s) here or attach document. *At least three years of data must be provided or an explanation must be provided.*

Prior to the redesign of the ESEC program in 2015, the special education coursework was embedded in other courses until candidates took 1 intense content course and 1 intense field experience course in special education during the Fall of the Senior year. In the former program, candidates did not obtain a depth of content in special education and did not have a clear clinical internship in special education. In 2015, the ESEC program was redesigned to address these deficiencies in the current program. The 2018 graduates were the first group to go through the completely redesigned program including the 8-week Clinical Internship. Therefore, there is only 1 complete round of data for the IEP Project.

Key Assessment Cover Sheet

Table 3.1
Class B Early Childhood Special Education Program and Class B Collaborative (K-6) Program,
Aggregated by Terciary Ranges and Pass Rate

Standards	Category	2017=2018 n=36							
		n-value	# Not Met	% Not Met	# Met	% Met	# Adv/Ex	% Adv/Ex	Mean
4.1.1	1-Referral Form	36	0	0%	33	92%	3	8%	2.3
1.1.1	2-Profile Page	36	0	0%	12	33%	24	67%	2.86
1.1.2	3-Present Levels of Academic & Functional Performance	36	10	28%	6	17%	20	55%	2.04
5.1.5	4-Annual Goals	36	7	19%	7	19%	22	61%	2.66
	5-Benchmarks	36	2	5%	15	42%	19	53%	2.5
2.3.1	6- Behavior Goals	36	1	3%	35	97%	0	0%	2.22
2.1.2	7-Behavior Intervention Plan	36	1	3%	6	17%	29	81%	2.39
4.1.2	8-Time in Special Education	36	3	8%	2	6%	31	86%	2.8
3.1.3	9- Supplementary Aids & Services	36	3	8%	8	22%	25	69%	2.51
3.1.3	10- Program Modifications	36	4	11%	3	8%	29	81%	2.7
3.1.3	11-Accommodations for Assessments	36	3	8%	8	22%	25	69%	2.59
Frequencies			34		135		209		

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Key Assessment Cover Sheet

Table 3.2

Class B Early Childhood Special Education Program and Class B Collaborative (K-6) Program, Summary by Terciary Ranges and Pass Rate

Class B (baccalaureate) Summary Data (2017/2018) Assessment #3 Frequencies and Percentages at Terciary Ranges	
	2017/18
Frequency of Candidates Scoring Not Met	0
% of Candidates Scoring Not Met	0%
Frequency of Candidates Scoring at Met	16
% of Candidates Scoring Met	47%
Frequency of Candidates scoring at Exceeds/Advanced	18
% of Candidates Scoring Exceeds/Advanced	53%
Percentage Passing (Met and Exceeds/Advanced)	100%
Overall n-value (2017/2018) = 34 Pass Rate (2017/2018) = 100%	

1.1.1   is assessed in the under criterion 2: Profile Page on the assessment because candidates must have an understanding of how language, culture, and family background influence the learning of individuals with exceptionalities in order to write the profile page of an IEP.

1.1.2   Is assessed in the under criterion 3: Present Levels of Academic and Functional Performance because candidates must use their understanding of development and individual differences to respond to individuals with exceptionalities by identifying areas of strengths and needs on the present level section of the IEP.

2.1.2   Is assessed under Criterion 7: Behavior Intervention Plan because candidates are asked to use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments when writing a Behavior Intervention Plan on the IEP.

2.3.1   is assessed under Criterion 6: Behavior Goals because candidates are asked to plan instruction for functional life skills, adaptive behavior, and enhanced social participation across environments through the behavior goals outlined on the IEP.

3.1.3   is assessed under Criterion 9: Supplementary Aids and Services, criteria 10: Program Modifications, and Criteria 11: Accommodations for Assessments because candidates must modify general and specialized curricula to make them accessible to individuals with exceptionalities when writing this section of the IEP.

4.1.1   is assessed under Criterion 1: Referral form because candidates must select and use technically sound formal and informal assessments that minimize bias in order to complete the referral and eligibility form to ensure that all assessments support the placement decisions made by the IEP team.

4.1.2   is assessed by Criterion 8: Time in Special Education because candidates must use their knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. This is evidenced under the time in

special education portion of the IEP since the candidate must consider all assessment results, observations, grades, parent input, teacher feedback, and work samples in order to make the best decision about a students' Least Restrictive Environment.

5.1.5   is assessed by Criterion 4: Annual Goals and Criterion 5: Benchmarks because candidates must show an overall ability to develop and implement a variety of education and transition plans across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams in order to complete an appropriate IEP. The goal portion of the IEP is the central focus of the plan for instruction for the coming year which meets this overall standard.

3. Data Analysis

Describe how data were analyzed and how data from this assessment provide evidence standards are met and indicators are addressed. Reference specific standards and indicators. The analysis should note trends, relative strengths and weaknesses, effect of continuous improvement efforts, relationships to other variables (ex., placements or demographics) as appropriate. Other factors may also be discussed.

When examining the data for 2017-2018, the IEP project rubric indicates that all students met the criteria on average between a level 2 and 3 on the rubric. Based on the results, criterion 6: behavior goals (2.3.1) is a deficit area and needs to be more explicitly taught the next time the course is taught. Apparently, students struggled writing behavior goals for students with challenging behavior and need more direct instruction on this content. In addition, candidates have struggled with understanding development and individual differences (1.1.2) on criterion 3 focused on writing present levels of academic and functional performance. Candidates also struggled with using their knowledge of measurement principles and practices to interpret test results (4.1.2). EDUC 303: Assessment Procedures and Processes was taught in the spring of the junior year instead of the Fall of the senior year. After reviewing the results of candidates, the discovery was that candidates struggled with putting the IEP in context. Therefore, candidates will be given an assignment to complete an IEP overview with a special education teacher during their junior year clinical placement. The ability to see how the IEP is implemented in the real world will assist students with the context. In addition, candidates will be given further explicit instruction on how to interpret test results and more opportunities to practice writing present levels of academic and functional performance to attempt to improve student performance in these areas. Overall, candidates passed the IEP project with an overall score between 2-3 when all areas were averaged out with an overall mean of 2.87 when all areas evaluated were considered.

4. Use of Data for Continuous Improvement

Describe how data from this assessment inform program evaluation and possible areas for improvement, if any.

In the 2017-2018, the IEP was taught to ensure that candidates understood the IEP project. However, candidates still struggled with planning instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments (2.3.1). This was linked to the behavior intervention plan and behavior goals. A majority of this content was taught in the EDUC 302: Research in Special Education so this content will be addressed more explicitly in this course so it can be applied in the IEP process. One adjustment going forward was to require candidates to write a

Key Assessment Cover Sheet

Behavior Intervention Plan off the ALSDE website as part of their midterm in the EDUC 302 course and as part of the behavior change project required in EDUC 302. Hopefully, this addition will help candidates address behavioral goals and behavior intervention plans as part of IEP development. Also, candidates had lower scores in writing present levels of academic and functional performance (1.1.2) and interpreting test results (4.1.2). In the coursework, candidates will be provided more examples and explicit instruction on interpreting test results, as well as, more practice opportunities for writing present levels of academic and functional performance.

In addition to the areas of need, the unit became aware that the report needed to be adjusted to address both certification areas (early childhood special education and collaborative K-6) by creating a report for a 1st grade student instead of a 4th grade student so all certification areas are addressed for this assignment. This change will be reflected in future IEP project assignments.

Attachments:

- **Assessment instrument** See Assessment 3, Attachment 1
- **Scoring guide or rubric for the assessment** see Assessment 3, Attachment 2
- **Data tables(s)** See Tables 3.1 and 3.2

IEP PROJECT DESCRIPTION

IEP, Evaluations, and Presentations DUE **DATE**

GRADING

Peer Evaluations	20 %
IEP and Presentation	<u>80 %</u>
	100%
Final Take Home IEP	100%

ASSIGNMENT:

Each team will create a case study around the chosen eligibility ruling selected in class. The team will create a referral form, an eligibility report, and an IEP for the case study that was created. You need to pay careful attention to the individual needs of this student. Be sure to complete all the paperwork necessary for the IEP assignment and make sure that all the annual goals and benchmarks are appropriate for the case study provided. However, all information created must support the information provided on the eligibility report and match the eligibility chosen. Every IEP will include benchmarks so you will have practice writing them. However, benchmarks are not always required for students not on AAA, it is a district decision. For practice purposes, benchmarks will be included. Each case study needs to address an area of behavior, in addition to the academic needs.

PRESENTATIONS

Each group will present their IEP during class on DATE to current/recent special education supervisors in the area. You may use any format you choose for the presentation- be creative, keep it interesting, and show evidence of time spent on the IEP and presentation. Two current special education professionals who monitor IEPs will be evaluating your IEP and providing feedback on what you wrote as a group. Your group's IEP will be evaluated by one or more volunteer in special education supervision from the area and/or Dr. Finn/Dr. Hilsmier, as well as, presentation skills, confidence, and preparedness of group. The IEP and presentation will be evaluated at the same time.

**It is expected that each member of the group will participate in the completion of this assignment and be involved in every aspect of planning and writing this IEP assignment and presentation. The group

leader will be evaluated by the group members on his/her ability to communicate the expectations for the project, delegate and coordinate group responsibilities, maintain communication with all group members, be accessible to the group when needed, and take initiative in completing the final product and getting the product to the professor. The group members' will be evaluated by the group leader on their abilities to work cooperatively, complete shared responsibilities, attend all meetings, and share concerns without usurping the responsibilities of the team leader.

-The group leader's score will be composed of an average of scores among members and an accurate self-evaluation with support (this can be adjusted based on members' comments and Dr.Hilsmier's experiences with the team leader).

-The group members' scores will be composed of the team leader's score and an average score among other members with consideration given to the self-evaluation.

IEP Draft Take Home Final

Using the assessment team report provided, complete a hypothetical referral form, an eligibility report with all the necessary eligibility criteria outlined by the Alabama code, and a DRAFT IEP for Jane with all the necessary areas completed including benchmarks using the SETS password provided in your email. After the IEP, please write an explanation/reflection of the decisions you made about this student to help justify your decisions made on the IEP. This assignment is worth 100 points (CEC 2, 3, 4, 6, 7, 8). Due by 3:00 PM on DATE.

*All students are expected to complete this assignment independently. Any collaboration on this assignment will be considered an ethics violation and result in a "0" on the final exam. Please sign at the bottom of the paper indicating that all work is your own.

Student Signature

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Student Name: Jane Smith

Sex: Female

Grade: 9th

Date of Assessment: 10-22-18

Examiner: Amanda Hilsmier

Date of Birth: 4-20-2004

Age: 14 years, 6 months

School: Samford Elementary

Date of Report: 10-28-18

Position: School Psychometrist

Reason for Referral

Jane is being reevaluated by her teacher, Mr. Brown, because of her struggles in academics. Mr. Brown stated that Jane was an active young lady who appears to enjoy school and wants to learn. In reading, Jane can read basic sight words, identify CVC and silent-e words; however, Mr. Brown said that Jane only reads at 60- 80 WCPM, Jane is unable to read multisyllabic words, and had a decreased vocabulary in comparison to peers. Jane was able to perform basic addition and subtraction to 10. However, Jane is experiencing difficulty with addition and subtraction with regrouping, does not know her multiplication tables, and is unable to complete basic algebraic equations. Jane is not meeting grade level expectations in Reading, English Language Arts and Math. Jane is also exhibiting behavioral problems in the classroom such as task initiation, yelling out, and being disrespectful to the teacher by arguing and calling him names. Jane wants to be a nurse when she grows up; however, she continues to strugglie to work toward grade level standards.

Background Information

There were no significant concerns in Jane's birth history. She appeared to develop normally. She babbled around 9 months, spoke her first words at 1 ½ years.

A review of Jane's school records found that she had been held back in first grade already one time because she was having trouble identifying letters, simple sight words and understanding the phonetic rules of irregular words. Jane's previous teacher noted that she had difficulty staying on task and would turn in incomplete assignments or did not turn in assignments. Jane's previous teacher noted that Jane appeared to experience difficulty identifying letter sounds and blending basic sight words. Vision and hearing was tested by the school nurse and no problems were found in those areas. A speech screening found no concerns. After her second year in first grade, Jane continued to struggle in 2nd grade and was referred for special education services in 3rd grade where she was found eligible for an Intellectual Disability. Jane was served in a resource classroom in 2nd-5th grade. As the reading and math material became more challenging, Jane was moved into a more restrictive setting. By middle school Jane was in a self-contained classroom and mainstreamed for PE, lunch, and band. Jane was reevaluated in 6th grade and continued with her eligibility ruling. Jane has recently begun to exhibit challenging behaviors in the 9th grade classroom like yelling out, refusal to complete work, and talking back to the teacher. Jane has had 9 office referrals to the office thus far in the school year.

Behavioral Observations

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Jane willingly accompanied the examiner to the testing session. She was a very personable young lady. She said that she enjoyed dancing and gymnastics when she is not in school. Jane said that she wants to be a nurse like her mother when she grows up. Jane's favorite vacation was when she went with her mother to New York to visit her aunt. Her favorite subject is Art and Spelling. She said Reading was her least favorite subject.

Jane worked hard throughout the testing session. She was very cooperative and attentive towards all tasks presented. Jane was very focused on the tasks presented. It was evident that Jane gave her best effort on all tasks presented. Therefore, the results from this instrument are believed to be a valid estimate of Jane's current academic functioning.

Jane wrote with her right hand using a typical tripod grip. There were no concerns with her writing skills.

Assessment Results

Wechsler Intelligence Scale for Children-Third Edition (WISC-IV)

The Wechsler Intelligence Scale for Children- Fourth Edition (WISC-IV) was administered to Jane on October 22, 2018. The WISC-IV is an individually administered intelligence test that measures overall intellectual functioning. The WISC-IV is divided into two categories: Verbal and Performance. The Verbal index measures overall verbal reasoning abilities and include the following subtests: Information, Similarities, Arithmetic, Vocabulary, and Comprehension. The performance index measures his overall nonverbal reasoning abilities and includes the following subtests: Picture Completion, Coding, Picture Arrangement, Block Design, and Object Assembly.

On the Verbal section of the WISC-IV, Jane received an IQ score of 65 (90 % confidence interval= 59-71), which is in the 1st percentile. She received a Performance IQ score of 62 (90% confidence interval= 55-69), which is in the 1st percentile. Jane's Full Scale IQ was 67 (90% confidence interval= 62-72), which is in the 1st percentile.

Woodcock Johnson Tests of Achievement-Third Edition (WJ-III)

Reading

Reading is a major skill, which lays the foundation for all school-based learning. Basic reading skills include developing phonological awareness, developing lexical knowledge, decoding words, applying strategies for word analysis, fluently reading connected discourse, and developing comprehension strategies. The WJ-III Tests of Achievement incorporate five reading tests, which range from identifying isolated letters and decoding nonsense words to reading and comprehending short passages. The reading tests included in this assessment include the following subtests *Letter-Word Identification, Passage Comprehension, and Word Attack.*

The **Letter-Word Identification** subtest requires the individual to orally read letters and words presented in isolation. It evaluates reading readiness skills as well as sight recognition skills and automaticity. An individual is not evaluated on knowledge of the word's meaning. Poor performance on the Letter-Word Identification subtest may be the result of poor sight word vocabulary, difficulties with decoding skills, or both. Jane's performance in Letter-Word Identification (standard score = 66; 1st percentile) was in the low range. Many of Jane's errors were due to the substitution of similar words for other words. Below are some of Jane's incorrect responses on this task:

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Target Word	Jane's Response
house	horse
table	tale
adventure	advantage

Passage Comprehension requires the individual to silently read short passages of increasing difficulty, comprehend the information, and provide a missing word. This type of cloze procedure measures the individual's ability to use syntactic and semantic clues in order to comprehend the presented passage. Low performance on this task may indicate limited basic reading skills, difficulty when reading silently, vocabulary difficulties, comprehension weaknesses, or a combination of these difficulties. Jane's performance in Passage Comprehension (standard score = 64; 1st percentile) was in the borderline range.

Word Attack is a task that requires the individual to read phonetically predictable nonsense words orally. Knowledge of phoneme/grapheme relationships is necessary. Low performance on Word Attack may indicate poor decoding skills, poor auditory processing, limited phoneme/grapheme knowledge, or lack of fluency. Jane scored within the very low average range on the Word Attack subtest (standard score = 52; <1st percentile). Below are a few examples of Jane's inaccurate attempts on this task:

Target Word	Jane's Attempt	Decoding Element Missed
ep	eap	short vowel sound
tayed .	tied	long a for ay sound
sluke	sluk	long vowel sound

Oral Language

The WJ-III Tests of Achievement incorporate four tests that measure listening ability, language development, lexical knowledge, and meaningful memory. These skills may relate to measurements within the WJ-III Cognitive Battery of Tests (e.g., Long-Term Retrieval, Auditory Processing, and Comprehension-Knowledge). Individuals with receptive language difficulties may need oral information repeated, have difficulty understanding what they hear, experience difficulty in social situations and following conversations, or have difficulty with abstract and conceptual information. Individuals with expressive language difficulties may have word retrieval difficulties, have difficulty formulating sentences, may retell events out of sequence, or may have difficulty expressing their thoughts verbally in discussions or social situations. Aspects of oral language may impact an individual's performance in reading, written language, math reasoning, and content areas. The WJ-III Achievement tests used to measure oral language in this assessment are *Understanding Directions and Picture Vocabulary.*

Understanding Directions requires an individual to look at a colorful picture and listen to recorded directions. The individual is asked to point to various objects within the picture as directed. This test measures listening ability, memory span, and language development. Listening ability and language development are aspects of comprehension-knowledge, an area measured in the WJ-III Cognitive Battery. Limited vocabulary, inattention, comprehension, or memory span difficulties may have a negative impact on an individual's performance on the Understanding Directions subtest. Jane

performed within the average range on the Understanding Directions subtest (standard score = 70; 2nd percentile). Her performance revealed difficulty when asked to follow directions presented out of sequence or including extraneous details.

The **Picture Vocabulary** subtest measures vocabulary knowledge, verbal ability, and knowledge of current culture. An individual is required to name pictured objects, ranging from very familiar to less familiar. Early items on the task require a pointing response. All other items require an oral response. Low performance on this task may indicate limited vocabulary, limited exposure to the prevalent culture, or word retrieval problems. Jane performed within the average range on the Picture Vocabulary subtest (standard score = 68; 1st percentile). Her performance revealed difficulty when asked to recall the specific name of objects that are not used on a daily basis.

Math

The math tests on the WJ-III Tests of Achievement measure skills ranging from lower-level abilities, such as simply writing numerals to higher-level skills involving analyzing and solving problems. Individuals having difficulty with basic math skills may appear to be anxious or resistant to solving math problems, or they may lack confidence when performing mathematical operations. Some individuals may count on their fingers long after developmentally appropriate, ignore operational signs, or have difficulty remembering the steps involved when computing a problem. Individuals having low mathematical reasoning ability may have difficulty estimating, recognizing relevant versus extraneous information from word problems, or may not be able to recognize or self-correct errors.

Research has found that certain cognitive skills are correlated with mathematics achievement; however, there are developmental differences that vary with age. For example, fluid reasoning is related to math achievement consistently throughout all ages. The relationship between comprehension-knowledge and math achievement increases with age as higher-level skills are introduced. However, the processing speed relationship decreases with age. Visual-spatial ability appears to be related to higher-level math skills, but not related to basic math tasks. The two tests on the WJ-III Tests of Achievement used to measure mathematical skills for this assessment are *Calculation and Applied Problems.*

The **Calculation** subtest requires a student to work problems using pencil and paper. Presented problems begin with basic addition and subtraction facts, then move to multiplication and division facts and proceed to more advanced calculation within each operation, depending on the age of the individual. Advanced problems involve fractions, positive and negative numbers, and decimals. More advanced problems involve algebra, trigonometry, logarithms, and calculus. Jane's performance in Calculation (standard score = 57; <1st percentile) was in the low average range. Jane was able to perform basic addition and subtraction. She was able to answer some basic multiplication problems. She was unable to solve addition, and subtraction problems with regrouping. Jane did not attempt problems involving 2-3 digit multiplication and long division. She appeared nervous while solving the problems on this test.

The **Applied Problems** subtest measures an individual's ability to analyze and solve problems related to practical math. It evaluates quantitative reasoning, math achievement and mathematical knowledge. No reading is required. The examiner reads each problem orally to the individual, and visual cues and pictures are provided for the individual to study while the examiner is reading each problem. Performance on the Applied Problems subtest may be impacted by fluid reasoning abilities as well as

oral language/comprehension. Jane performed within the low average range on Applied Problems (standard score = 56; 1st percentile). She was unable to solve problems involving geometry and logarithms.

Written Language

The skills measured in the written language tests of the WJ-III Tests of Achievement range from lower-level skills such as simply copying shapes to higher-level skills that involve expressing ideas and thoughts into meaningful written sentences. Individuals with lower basic writing skills may have difficulty with reading skills, poor handwriting, and limited spelling and proofreading abilities. These individuals may fail to self-monitor errors made while writing, use simple vocabulary, and may do poorly under timed circumstances. Individuals with poor written expression may resist writing tasks and have a poor attitude toward writing. Their organizational skills, reasoning abilities, oral language skills, and background knowledge may be limited as well.

Specific writing skills measured in the WJ-III Tests of Achievement are phonetic analysis and orthographic coding, punctuation, capitalization, spelling ability, word usage, writing speed, quality of written expression, and language development. The two tests within the area of written language used in this assessment are *Spelling and Writing Samples.*

The **Spelling** subtest measures prewriting skills and spelling ability. The individual writes letters and/or words that are dictated by the examiner. Dictated words are used in a sentence to clarify their meaning. Factors influencing an individual's performance on this task include fine motor skill as well as phonological and orthographic coding. Jane's performance on the Spelling subtest was in the low average range (standard score = 64; 1st percentile). Below are some of Jane's inaccurate attempts on this subtest:

Target Word	Jane's Attempt
Beautiful	buteful
adventure	advintur
table	tabul

Writing Samples requires a student to formulate individual sentences based on a given prompt given in an untimed setting. Prompts are presented one at a time and increase in difficulty. An individual is evaluated on his/her ability to logically create meaningful sentences rather than on grammar and writing mechanics. An individual's attitude toward writing may influence his/her performance on this task. Additional factors affecting performance include oral language ability, vocabulary, and organizational skills. Caroline's performance in Writing Samples was in the low average range (standard score = 60; 1st percentile).

Summary of WISC-IV Index Scores

IQ Index	Score	Percentile
Verbal (VIQ)	65	1

Performance (PIQ)	62	1
Full Scale (FSIQ)	67	1

Summary of WJ-III Tests of Achievement Test Scores

READING SUBTESTS	STANDARD SCORE	PERCENTILE
Letter-Word Identification	66	1
Passage Comprehension	64	1
Word Attack	52	1
Reading Composite	61	1

ORAL LANGUAGE	STANDARD SCORE	PERCENTILE
Understanding Directions	70	1
Picture Vocabulary	68	1
Oral Language Composite	68	1

MATH SUBTESTS	STANDARD SCORE	PERCENTILE
Calculation	57	<1
Applied Problems	56	<1
Math Composite	55	<1

WRITING SUBTESTS	STANDARD SCORE	PERCENTILE
Spelling	64	1
Writing Samples	60	1
Writing Composite	61	1
Overall Test Composite	**63**	1

Social Skills Improvement Skills (SSIS) Rating Scales

The SSIS (Social Skills Improvement System) Rating Scales is focused on the assessment of "individuals and small groups to help evaluate social skills, problem behaviors, and academic competence" (Gresham

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& Elliott, 2008, p. 4). The SSIS measures the social skills, problem behaviors, and academic competence of students across settings using teacher, parent, and student evaluation forms.

	Standard Score	Confidence Interval	Percentile
Social Skills	64	61-67	1
Problem Behaviors	61	56-64	1
Academic Competence	62	58-66	1

Jane's SSIS scales were completed by her parents and 2 classroom teachers. Her scores on the SSIS indicated low performance in social skills and academic competence.
In academic competence, the area of concern was focused on reading and math skills. In social skills, Jane's ability to make friends and understand others' point of view was an area of struggle. Jane's difficulty following directions, completing assignments, and acting without thinking were areas of concern with the problem behaviors subtest.

Transition Assessment

Academics/Training
In the area of academics/training, Jane is going to work toward meeting Alabama Essentials/Life Skills Pathway diploma option. She will focus on improving her reading and math skills so that she can pursue a possible job in the medical field and pass her driver's license test.

Daily Living
In the area of daily living skills, Jane is doing well dressing and following directions. She would like to earn her driver's license so that she would be able to navigate the community easier.

Personal/Social
Jane has some friends at school. However, she would like to be more included in the school community at parties and attend football games at school. She would like to have a friend outside of school to shop or spend the night with on the weekends.

Occupations/Careers
Jane is interested in the medical field and is spending the next year investigating job opportunities that she could qualify toward so that she can work in a hospital setting.

Recommendations
Upon review of Jane's low scores on the WISC-IV and her low scores on the WJ-III, Jane may need specialized instruction in all areas of academics, particularly reading and math, so that she can work toward her transition goals to drive a car and work in a medical field. Jane would also benefit from a behavioral intervention plan focused on work completion and task refusal.

Summary
Jane was reevaluated due to her 3-year reevaluation. Based on the results on her reevaluation, Jane continues to exhibit deficits in academics and behavior. Jane was administered the WISC-IV, WJ-III, and SSIS. When reviewing all the assessments, it appears that all Jane's scores fall in the low range for intellectual ability, the low range in achievement, and the low range in

behavioral performance. Her transition assessments indicate a desire for peer relationships outside of school, the ability to drive, and a desire to work in the medical field, The assessment team recommends that the eligibility team considers all the test results in determining Jane's eligibility for special education services.

Amanda S. Hilsmier

Amanda S. Hilsmier, Ph.D.
School Psychometrist

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IEP Project Rubric

	3=Advanced	2=Met	1=Not Met
1.1.1 Candidates understand how background influences the learning of individuals with exceptionalities.	The candidate understands how language, culture, and family background influence the learning of individuals with exceptionalities as evidenced by a thorough overview of the student on the profile page.	The candidate understands how language, culture, and family background influence the learning of individuals with exceptionalities as evidenced on the profile page.	The candidate does not understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.1.2 Candidates use their understanding of development and individual differences.	The candidate uses understanding of development and individual differences to respond to the needs of individuals with exceptionalities by identifying thorough present levels of academic and functional performance focused on individual needs with clear strengths and areas of need.	The candidate uses understanding of development and individual differences to respond to the needs of individuals with exceptionalities by writing appropriate present levels of academic and functional performance with some focus on individual needs.	The candidate does not use an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
2.1.1 Candidates collaborate with general educators and other colleagues	The candidate collaborates with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions by gathering and using information from a variety of sources to plan for the individual needs of students.	The candidate collaborates with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions by using information from a variety of sources to plan for the IEP.	The candidate does not collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

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2.1.2 Candidates use motivational and instructional interventions	The candidate will use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments by writing a thorough IEP with clear behavior intervention plan and behavior goals.	The candidate will use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments by including behavior goals and a behavior intervention plan on the IEP.	The candidate does not use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
2.1.3 Candidates know how to intervene safely and appropriately	The candidate knows how to intervene safely and appropriately with individuals with exceptionalities who are in crisis by addressing thorough procedures on the behavior intervention plan on the IEP.	The candidate knows how to intervene safely and appropriately with individuals with exceptionalities who are in crisis by writing the process on the behavior intervention plan included on the IEP.	The candidate does not know how to intervene safely and appropriately with individuals with exceptionalities who are in crisis.
2.2.3, 2.3.1 Candidates plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.	The candidate plans instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments by writing thorough and effective transition goals and transition plans to ensure candidate involvement in the community and beyond.	The candidate plans instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments by writing transition goals and transition plans.	The candidate does not plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.
3.1.2 Candidates understand and use general and specialized content knowledge	The candidate will understand and use general and specialized content knowledge for teaching across curricular content areas to individualize	The candidate will understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning	The candidate does not understand and use general and specialized content knowledge for teaching across curricular content

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	learning for individuals with exceptionalities by selecting appropriate special education programs and services as evidenced on the IEP with clear explanation of time in special education and programs being used to teach content.	for individuals with exceptionalities by selecting appropriate special education programs and services as evidenced on the IEP	areas to individualize learning for individuals with exceptionalities.
3.1.3 Candidates modify general and specialized curricula	The candidate will modify general and specialized curricula to make them accessible to individuals with exceptionalities as evidenced by thoughtful and thorough supplementary aids and services and program modifications on the IEP.	The candidate will modify general and specialized curricula to make them accessible to individuals with exceptionalities as evidenced by complete supplementary aids and services and program modifications on the IEP.	The candidate does not modify general and specialized curricula to make them accessible to individuals with exceptionalities.
3.2 Candidates will determine the appropriateness of and implement curricula to meet the needs of children with various exceptionalities across a variety of settings.	The candidate will determine the appropriateness of and implement curricula to meet the needs of children with various exceptionalities across a variety of settings by using assessment data, teacher and parent input to develop a thorough instructional plan.	The candidate will determine the appropriateness of and implement curricula to meet the needs of children with various exceptionalities across a variety of settings by developing a complete instructional plan.	The candidate does not determine the appropriateness of and implement curricula to meet the needs of children with various exceptionalities across a variety of settings.
4.1.1 Candidates select and use technically sound assessments	The candidate will select and use technically sound formal and informal assessments that minimize bias by	The candidate will select and use technically sound formal and informal assessments that minimize bias by writing	The candidate does not select and use technically sound formal and informal assessments that minimize bias.

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	completing a thorough eligibility report and clearly explaining test results.	an eligibility report and explaining test results.	
4.1.2 Candidates interpret assessment results to guide educational decisions	The candidate uses knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities by providing clear support for IEP decisions and clearly explaining the data to support the educational decisions made.	The candidate uses knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities by explaining the reasoning behind the IEP decision by referencing the data to support decisions.	The candidate does not use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.1.3 Candidates collaborate with colleagues and families	The candidate collaborates with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities by providing a complete eligibility report with a clear explanation of test results.	The candidate collaborates with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities by writing the eligibility report and explaining test results.	The candidate does not collaborate with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities.
4.1.4 Candidates provide feedback to guide individuals with exceptionalities.	The candidate engages individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them by providing clear, measurable methods of evaluation for	The candidate engages individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them by providing methods of evaluation for monitoring progress on the IEP plan.	The candidate does not engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

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	monitoring progress on the IEP plan.		
5.1.5 Candidates develop and implement a variety of education and transition plans	The candidate develops and implements a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams by writing a thorough and complete IEP with a transition and behavior intervention plan focused on the individual needs of the student.	The candidate develops and implements a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.	The candidate does not develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
6.1.3 Candidates understand that diversity is a part of families, cultures, and schools	The candidate understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services as evidenced by the thorough completion of the profile page, LRE decisions, supplementary aids and services, and IEP meeting minutes.	The candidate understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services as evidenced by the completion of the profile page and LRE decisions.	The candidate does not understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
7.1.1 Candidates use theory and elements of effective collaboration.	The candidate uses theory and elements of effective collaboration as evidenced by the IEP project presentation with a thorough	Use theory and elements of effective collaboration as evidenced by the IEP project presentation with some	The candidate does not use theory and elements of effective collaboration

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	presentation with clear understanding of test results and the IEP process.	understanding of test results and IEP process.	
7.1.2 Candidates serve as a collaborative resource to colleagues.	The candidate serves as a collaborative resource to colleagues by being a positive group member and be a part of group decision making and shared perspectives.	The candidate serves as a collaborative resource to colleagues by participating as a group member and in group decision making.	The candidate does not serve as a collaborative resource to colleagues
7.1.3 Candidates use collaboration across a wide range of settings and collaborators.	The candidate uses collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators by providing a thorough explanation of supplementary aids and services, assistive technology, and LRE are in place to best meet the students' needs.	The candidate uses collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators by ensuring that supplementary aids and services and an appropriate LRE are in place.	The candidate does not use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

Example of How to Respond to Conditions

Conditions Across Key Assessments, Data, and Data Analysis		1. The program must report frequencies or ranges for Key Assessment #3, #4, and #5. *Ranges have been added to the data charts. See Key Assessments #3, #4, and #5.* 2. The program must demonstrate how the data tables for Key Assessments #3 and #4 are aligned to the standards and indicators. *The data table for Key Assessments #3 and #4 is now aligned to the standards and indicators. See Key Assessments, #3, #4, and #5.* 3. The program must provide stronger evidence of how Key Assessment #5 addresses criteria specific to early childhood education. *The instructions have been modified to require candidates to assess emergent mathematics in a Pre-K settings. Related criteria have been added to the Rubric. See Key Assessment #5.*
1. Promoting Child Development and Learning	Met	
2. Building Family and Community Relationships	Met	
3. Observing, Documenting, and Assessing to Support Young Children and Families	Met with Conditions	1. The program must provide stronger evidence of how key assessments address the forms of assessment unique to early childhood education. *The program revised Key Assessment #5 to include a variety of assessments specific to ECE. (ex., emergent math development, language and literacy development, emergent literacy assessment, motor skills, social skills). See Key Assessment #5.*
2. Using Developmentally Effective Approaches	Met	

Example of How to Respond to Conditions

3. Using Content Knowledge to Build Meaningful Curriculum	Met with Condition	1. The program must provide stronger evidence of how the curriculum addresses academic content knowledge. *The Section III alignment chart in the submission form has been revised to include 4x12 courses, the fine arts requirement in the core, and the methods courses that address health, physical education, and the arts.*
2. Becoming a Professional	Met with Condition	1. The program must provide evidence of how coursework prior to internship addresses engaging in informed advocacy for young children and the early childhood profession. *The ECE 200 Intro to Early Childhood Education course description now requires candidates to join the state NAEYC affiliate or campus group and participate in at least one professional activity. Candidates must also track relevant federal or state legislation and write to a legislator. See revised course description.*
Field Experiences Prior to Internship	Met with Condition	1. The program must provide evidence of how field experiences require the use of technology for assessment. *The field experience for ECE 375 Literacy in Early Childhood Ed now requires candidates to use a website for digital storytelling in grades 2 or 3. Assessment addresses ELA COS. See field experience instructions.*

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15 Rubric Handbooks

Task 1 - Planning	
Rubric 1	Planning for Understandings
Rubric 2	Planning to Support Varied Learning Needs
Rubric 3	Using Knowledge of Students to Inform Teaching & Learning
Rubric 4	Identifying and Supporting Language Demands
Rubric 5	Planning Assessments to Monitor and Support Student Learning
Task 2 - Instruction	
Rubric 6	Learning Environment
Rubric 7	Engaging Students in Learning
Rubric 8	Deepening Student Learning
Rubric 9	Subject-Specific Pedagogy
Rubric 10	Analyzing Teaching Effectiveness
Task 3 - Assessment	
Rubric 11	Analysis of Student Learning
Rubric 12	Providing Feedback to Guide Learning
Rubric 13	Student Use of Feedback
Rubric 14	Analyzing Students' Language Use
Rubric 15	Using Assessment to Inform Instruction

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18 Rubric Handbook

(Elementary Education: Literacy with Mathematics Task 4)

Task 1 - Planning	
Rubric 1	Planning for Understandings
Rubric 2	Planning to Support Varied Learning Needs
Rubric 3	Using Assessment to Inform Instruction
Rubric 4	Identifying and Supporting Language Demands
Rubric 5	Planning Assessments to Monitor and Support Student Learning
Task 2 – Instruction	
Rubric 6	Learning Environment
Rubric 7	Engaging Students in Learning
Rubric 8	Deepening Student Learning
Rubric 9	Subject-Specific Pedagogy
Rubric 10	Analyzing Teaching Effectiveness
Task 3 - Assessment	
Rubric 11	Analysis of Student Learning
Rubric 12	Providing Feedback to Guide Learning
Rubric 13	Student Understanding and Use of Feedback
Rubric 14	Analyzing Students' Language Use
Rubric 15	Using Assessment to Inform Instruction
Task 4 - Assessing Students' Mathematics Learning	
Rubric 16	Analyzing Whole Class Understandings
Rubric 17	Analyzing Individual Student Work Samples
Rubric 18	Using Evidence to Reflect on Teaching

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13 Rubric Handbooks

(Rubrics 4 & 14 from15 rubric handbooks are not included) (on academic language)

Task 1 - Planning	
Rubric 1	Planning for Understandings
Rubric 2	Planning to Support Varied Learning Needs
Rubric 3	Using Assessment to Inform Instruction
Rubric 4	Planning Assessments to Monitor and Support Student Learning
Task 2 – Instruction	
Rubric 5	Learning Environment
Rubric 6	Engaging Students in Learning
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Task 3 - Assessment	
Rubric 10	Analysis of Student Learning
Rubric 11	Providing Feedback to Guide Learning
Rubric 12	Student Understanding and Use of Feedback
Rubric 13	Using Assessment to Inform Instruction