

Section I Context Statement

I. State and Institutional Policies:

The graduate program in special education early intervention is a part of the Department of Teaching and Learning at Southeastern Louisiana University. The graduate program in special education provides candidates with an opportunity to acquire certification in early intervention certification while working on a master's degree. For add-on certification, the state requires the following courses: (1) an early intervention methods course, (2) a foundations course in early childhood and early intervention, (3) an assessment in early intervention course, (4) a working with families' course, (5) a teaming and medical management course, and (6) a communication and literacy course.

The Council for Exceptional Children (CEC) Standards (Field Experiences and Clinical Practice Standards, Assessment System Standards, and Special Education Content Standards) governs the graduate program in early intervention special education. Additionally, the Louisiana Components of Effective Teaching (LCET), INTASC/NCATE, and the Southeastern Louisiana University Conceptual Framework (The Effective Educator) regulate this program. Louisiana's teaching standards for both new and experienced teachers (LCET) were developed from the professional knowledge base on teaching and "craft knowledge" acquired by experienced educators. The LCET form the criteria used to assess the teaching practices of both new and experienced teachers. The State Board of Elementary and Secondary Education (SBESE) approved the LCET in September 1992. Revisions to LCET are approved by the SBESE as needed. Louisiana mandates that programs meet NCATE Standards.

II. Field and Clinical Experiences:

Southeastern Louisiana University special education candidates in the graduate program are required to have diverse field experiences. In the sequence of courses for the graduate degree in special education, mild/moderate program, candidates are required to complete a minimum of 105 field-based hours. These field hours are found in the following courses/projects:

SPED 682: Foundations in Early Childhood Education and Early Intervention (5 hours).

Candidates will observe and assist in an inclusive preschool setting and write a 1-2 page report on the description of the program (types of curriculum and activities observed) as well a personal reaction/ opinion.

SPED 658: Advanced Strategies for Working with Paraprofessionals and Medical and Related Service Personnel and Health and Safety Procedures for Individuals with Severe/Profound Disabilities. (15 hours)

Candidates will observe and participate in preparation for an IFSP meeting, the actual meeting and follow up activities and submit a written report and reflection.

SPED 581: Understanding and Working with Families of Young Children. (20 hours).

Candidates will observe and participate in activities related to families with young children with disabilities in inclusive settings and develop a case study

SPED 683: Instructional Program Implementation for Young Children with Disabilities (20 hours).

Candidates will: select, implement, assess, and analyze a teaching strategy for a classroom and home-based intervention and report the results in writing with a reflection.

SPED 688: Assessment in Early Intervention. (20 hours).

Candidates will design, administer, score and interpret informal and formal assessment instruments for family characteristics, personal-social, cognitive, motor, communication, self-help, and sensory disabilities of young children who are “at risk” for having an identified disability.

SPED 685: Communication and Literacy in Early Intervention. (15 hours).

Candidates will: develop family friendly informational sheets explaining the cognitive, social, and communication basis for of early language development and also provide activity plans for adapting/modifying a home/classroom routine and a planned play activity for an infant (0-12 months), a young toddler (13-23months), and older toddler (24-35 months), a young preschooler (36-47 months) and an older preschooler (48 to 60 months).

SPED 684: Biophysical Development, Medical Management, and nutritional needs of Young Children with Disabilities. (10 hours).

Candidates will: visit a site (a place that provides early intervention services for children with disabilities that require medical interventions, such as an NICU or a pediatric orthopedic rehabilitation clinic), observe service, interview individuals, and write a report and reflection of observations.

All field experiences are monitored by fully licensed early intervention special education faculty members at Southeastern Louisiana University. The field hours are purposefully selected and sequenced to provide experiences that begin with introductory level requirements and move developmentally to increasingly complex experiences. It should be noted that field experience evaluations for most courses are completed and stored electronically in Pass-Port.

III. Criteria for Admission, Retention, and Exit:

Admission: Admission to the graduate special education program is based on the screening factors described in the following section. First, candidates must apply for admission to Southeastern’s Graduate School. Transcripts indicating that a baccalaureate degree was earned in a properly certified area of education must be sent to Records and Registration. In order to be admitted to pursue graduate studies in the Department of

Teaching and Learning, Master of Education in Special Education, Mild/Moderate Disabilities, and individuals must have at least a 2.5 undergraduate grade point average (GPA). A formula taking the undergraduate GPA x 200 points plus the verbal and the quantitative scores from the Graduate Record Exam (GRE) is incorporated to determine at what level the candidate is accepted in to the program. All candidates must achieve at least a total of 1250 points using the above formula. If the candidate achieves 1250 – 1349 points, they are accepted conditionally. However if candidates maintain a 3.0 average, after the initial 12 hours, their status is changed to regular admission status. Graduate candidates achieving a minimum of 1350 points initially, receive regular admission status. All candidates pursuing graduate studies at Southeastern Louisiana University must maintain a 3.0 GPA in order to remain in good standing. Finally, in order to achieve certification in special education, early intervention, candidates must pass the following PRAXIS exams: (1) Education of Exceptional Students: Core Content Knowledge (#0353), and (2) Education of Young Children (#0020).

Retention: Several strategies will be employed to support candidates in the graduate special education program at Southeastern. The Internet will be used as the primary support tool. Professional development modules will be provided online to support all graduate candidates. Another strategy that the special education program will use involves faculty members serving as mentors for graduate program candidates. A list of faculty members with their area(s) of expertise will be provided to graduate candidates, school districts, and local schools in the Southeastern service region. The list will contain names of faculty members, areas of expertise, contact telephone numbers, and email addresses. Program candidates will have a source of professional advice to further their knowledge about problems that they may experience during both their graduate studies and the first few years of teaching individuals with mild/moderate disabilities. Further, these lists will be provided to school principals at their district meetings. Special education faculty will participate in these meetings to: (a) provide professional development about special education issues, (b) continue collaborative partnerships with the school district and local schools, (c) offer information about current and future events occurring in the special education program, and (d) if needed, assist in providing further training for new special education program graduates.

Exit: In order to successfully exit the graduate program in special education, candidates must complete the comprehensive exam. This exam consists of four questions. All candidates must answer a general special education question and an educational research question. Additionally, candidates select two of three questions: behavior management, methods, or assessment questions about service delivery for students with disabilities. In addition to the requirements for the special education program, candidates must meet the following requirements for the graduate school:

- Complete the curricula prescribed for the program area.
- Have filed a completed Admission to Candidacy for the Degree form.
- Have earned a cumulative 3.0 GPA in all graduate work and have earned no more than 6 semester hours of “C” grades in course work that count toward their degree.

- Be recommended for the degree by the faculty committee, department head, and Graduate Dean.
- Be approved for the degree by the Graduate Dean.
- Have settled all University accounts.

IV. Description of Relationship of Program to Unit's Conceptual Framework:

The Department of Teaching and Learning adopted a revised Conceptual Framework in 2005. The Conceptual Framework is comprised of four critical components of *The Effective Educator*: Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). This theme provides direction for the development of effective professionals in their efforts to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world. **Diversity** is an integral part of each component, and **Technology** is emphasized throughout all programs in the educational unit (diversity) (technology).

The Department of Teaching and Learning's Conceptual Framework provides the foundation for the graduate program in special education. Faculty in the special education program have long believed that successfully integrating the standards set forth by the CEC, research-based strategies and methods, a firm foundation of knowledge of content to be covered, and an understanding of learners all combine to create successful special education professionals.

All course work implemented in the graduate special education program project these core beliefs and values. Interwoven throughout all courses and field experiences, candidates are exposed to problem solving in diverse settings and with diverse populations. With the wide range of diverse experiences students bring to the classroom; our graduate candidates must be prepared with not only knowledge about cultural and linguistic diversity, but also an array of strategies/methods to meet the unique needs of students with disabilities.

While the majority of graduate candidates in special education, early intervention, conduct field experiences in their own classrooms, faculty members provide candidates with distinctive experiences to expose them to students from diverse environments and groups. These experiences may include peer evaluation of instruction, videotapes depicting diverse teaching situations and/or matching assessment techniques with diverse learner needs.

The table below aligns the CEC Standards, the LCET, and the Conceptual Framework.

CEC Standards	LCET	CF
Standard 1 Foundations	Planning	CK, KL
Standard 2 Development and Characteristics of Learners	Planning, Management, Instruction, School Improvement	CK, KL, D

Standard 3 Individual Learning Differences	Planning, Management, Instruction	CK, KL, D
Standard 4 Instructional Strategies	Planning, Management, Instruction	CK, PS, KL, SM, D, T
Standard 5 Learning Environments and Social Interactions	Planning, Management, Instruction	CK, PS, KL, SM, D, T
Standard 6 Language	Planning, Instruction	CK, PS, KL, SM, D, T
Standard 7 Instructional Planning	Planning, Management, Instruction	CK, PS, KL, SM, D, T
Standard 8 Assessment	Planning, Assessment	CK, PS, KL, D
Standard 9 Professional and Ethical Practice	Professional Development, School Improvement	PS, KL, D
Standard 10 Collaboration	Professional Development	CK, KL, PS, D, T

V. Indication of whether the program has a unique set of program assessments, which are different from those expected for the unit's assessment system, and the relationship of the program's assessments with the unit's assessment system.

The special education graduate program will use the following assessments to measure candidate competence:

- Comprehensive exam
- Praxis examination scores specific to mild/moderate special education
- Graduate Exit Survey
- Structured Interview

To **supplement** the above assessments, the special education early intervention graduate program will use the following course specific assessments:

SPED 683: Integrated Thematic Unit

In this project the teacher candidate develops an integrated theme unit for one week with lesson plans, objectives, activities, and an IEP/IFSP for a young child with a disability. The teacher candidate integrates the objectives from the IEP/IFSP into routines and activities in an early childhood setting. An Integrated Thematic Unit Rubric is used to assess student competencies.

SPED 688: Assessment Portfolio Rubric

This rubric measures the teacher candidate's ability to plan, conduct, and present the results of an ecologically valid assessment of a young child with delays and/or diagnosed disabilities.

SPED 694: Louisiana Components of Effective Teaching

This assessment is used to evaluate Early Intervention teacher candidate in a Practicum or Internship.

SPED 685: Routines and Activities Rubric

This assessment is used to determine if teacher candidates can utilize family routines to develop interventions plans using naturalistic intervention strategies related to specific communication/language outcomes for young children.

SPED 684: IFSP Rubric

This assessment is designed to evaluate the teacher candidate's ability to apply a family-centered approach while working with a team of early interventionists to develop an IFSP for a family and their young child with a delay and/or identified disability.

A Start-Up Plan rubric will be used to assess student work

The additional assessments listed above closely compliment the unit assessments for that particular area. In most cases, the unit assessment was used as a model and additional items were added to the assessments to make them more closely aligned with the CEC standards and to better address the needs of our graduate candidates in special education/early intervention.

Attachment 1.A**Special Education: Early Intervention
Candidates Enrolled in Program and Completers**

Academic Year	# of Candidates Enrolled in the Program	# of Completers
2003 – 2004	10	0
2004 – 2005	19	3
2005 – 2006	17	3

NCATE uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

**ATTACHMENT 1.B
Faculty Information**

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track (Yes/No)	Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the last 3 years	Teaching or other professional experience in P - 12 schools
Carr, Sonya	B.S. University of Southwestern Louisiana, M.Ed. Boston University, Ph.D., University Of New Orleans	Faculty	Professor	Yes	Three publications in national peer-reviewed journals: <i>Teacher Education and Special Education</i> (2006), <i>Journal for the Liberal Arts & Sciences</i> (2005), <i>Education</i> (2005); W.L. Billups Endowed Professor; Member-at-Large, Executive Board, Southwest Educational Research Association; Reviewer, Classroom Assessment (SIG) proposals for 2007 AERA Annual Meeting, and AACTE 2007 Annual Convention	Certified Mild/Moderate Disabilities (1-12), Severe/Profound Disabilities (1-12), Educational Diagnostician, Reading Specialist; 13 years teaching experience in inner city schools (Detroit, MI; New Orleans, LA)
Rheams, Theresa	B.A. Elementary Education M.Ed. Special	Faculty	Assistant Professor	Yes	Rheams, T. & Babin, S. (2005). Social interaction interventions in an inclusive era: Attitudes of teachers in early childhood self-contained	2 years teaching Kindergarten, 2 years First Grade, 4 years

	Education Ph.D. Special Education				and inclusive settings. <u>Psychology in the Schools</u> , <u>42</u> (1), 53-63. Rheams, T. & Flynn, L. (2005). Home Visiting: Cajun Style. Paper presented at the 21 st Annual International Conference on Young Children with Special Needs & Their Families	teaching Early Childhood Special Education, 2 years teaching Kindergarten
Yates, Camille	<i>M.S.</i> University of Southern Mississippi <i>Ph.D.</i> University of Southern Mississippi <i>Ed.S.</i> Delta State University <i>M.Ed.</i> Delta State University <i>B.S.</i> Mississippi University for Women	Faculty	Assistant Professor	Yes	LaTAAP Assessor; Institute for Teaching and Professional Enhancement (ITPE) 05-06; Action Research as a Transformative Process	11 years: Elementary – High School; Home Economics, Elementary, SPED Resource; Supervisor of Student Teaching and Practicum; Mississippi A (Gifted, Elementary K-3/4-8), AA (Instructional Technology K-12), AAAA (Mild/Moderate K- 12)

Attachment 1.C
Special Education: Early Intervention Curriculum Sheet

Early Interventionist Birth to five Add-On (Endorsement)

***** Adopted as Policy at November 2004 BESE Meeting *****

The chart below identifies requirements to be completed in order to add-on a certification level and/or a certification area within levels to an existing valid teaching certificate.

Early Interventionist Birth to Five Add-On (Endorsement)	Requirements
<ol style="list-style-type: none"> 1. For Individual holding a valid Early Childhood certificate (e.g., PK-K, PK-3) 2. Elementary certificate (e.g., 1-4, 1- 5, 1-6, 1-8), 3. Upper Elementary or Middle School certificate (e.g., 4-8, 5-8, 6-8), 4. Secondary school certificate (e.g., 6-12, 7-12, 8-12), 5. all-level K-12 certificate, or special education certificate 	<ol style="list-style-type: none"> 1. Achieve passing score for PRAXIS Early Childhood Education (0020) and Exceptional Children: Core Content Knowledge (0353). 2. Eighteen (18) credit hours that pertains to infants, toddlers, and preschoolers. SPED 200/600, "Introduction to the Education of Individuals with Exceptionalities." is a prerequisite to all SPED courses. <ul style="list-style-type: none"> • Foundations in Early Childhood Education and Early Intervention (SPED 682) • Understanding and Working with Families of Young Children (SPED 481/581) • Assessment in Early Intervention (SPED 688) • Early Intervention Methods (SPED 683) • Teaming, Physical and Medical Management in Early Intervention (SPED 684 & 658) • Communication and Literacy in Early Intervention (SPED 685)

	3. Nine (9) semester hours of reading coursework (EDUC 657, 661, 678)
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NOTE: Add-on endorsement certifications not identified in this proposed policy will continue to follow requirements currently in place in Bulletin 746.

Endorsement (Add-on) Policy, October 2003 (Revised December 2003; September 2004; November 2004)



SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

CEC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
FIELD EXPERIENCES AND CLINICAL PRACTICE STANDARD	
<p>Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.</p>	<p>Information should be provided in Section I (Context) to address this standard.</p>
CONTENT STANDARDS	
<p>1. Foundations. Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.</p>	<p>X#1 X#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 X #8</p>
<p>2. Development and Characteristics of Learners. Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN)^{1/}. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can <i>impact</i> families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.</p>	<p>X#1 X#2 X#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 X#7 <input type="checkbox"/>#8</p>

CEC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	
<p>3. Individual Learning Differences. Special educators understand the effects that an exceptional condition^{2/} can have on an individual’s learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.</p>	<p>X#1 X#2 X#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 X#7 X#8</p>
<p>4. Instructional Strategies. Special educator’s posses a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula^{3/} and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.</p> <p>Beginning special educators demonstrate their mastery this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 X#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 X#7 X #8</p>
<p>5. Learning Environments and Social Interactions. Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 X#3 X#4 <input type="checkbox"/>#5 X#6 X#7 <input type="checkbox"/>#8</p>

CEC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p>encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	
<p>6. Language. Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.</p> <p>Beginning special educators demonstrate their mastery of language for and with individuals with ELN through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input checked="" type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>7. Instructional Planning. Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input checked="" type="checkbox"/>#3 <input checked="" type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input checked="" type="checkbox"/>#7 <input type="checkbox"/>#8</p>

CEC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p>variables. Instructional plans are modified based on ongoing analysis of the individual’s learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	
<p>8. Assessment. Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input checked="" type="checkbox"/>#4 <input checked="" type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>

CEC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p>9. Professional and Ethical Practice. Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input checked="" type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input checked="" type="checkbox"/>#8</p>
<p>10. Collaboration. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input checked="" type="checkbox"/> #8</p>

Assessment 1

PRAXIS II: Early Childhood Education

1. Description of Assessment.

The Praxis II: Early Childhood Education (0020) test is required by Louisiana for all graduates of our Early Intervention program. The following information is from the Praxis website Test at a Glance.

The Early Childhood Education test is intended primarily for examinees that have completed their undergraduate preparation and are prospective teachers of preschool through primary-grade students. It is based on a teaching approach that emphasizes the involvement of young children in a variety of play and child-centered activities and on a curriculum that reflects a concern for the development of the whole child, including the child's physical, cognitive, social, and language development.

The test assesses examinees' knowledge of the growth, development, and learning of young children and understanding of the primary factors that influence children's development and learning. A number of the 120 multiple-choice questions are devoted to appropriate teaching applications of this knowledge and understanding, and others focus on curriculum planning, evaluation and reports of student progress, and the professional and legal responsibilities of teachers of young children. Although most questions refer to children ages 3 through 8, a few questions concern development at earlier and later ages so as to examine the full range of early childhood development.

2. CEC Standards Addressed by this Assessment

The following correlation exists between this assessment instrument and the CEC Standards:

Praxis Content Category	CEC Standard
The Growth, Development, and learning of Young Children	Standard 2
Factors Influencing Individual Growth and Development	Standard 2, 3, & 6
Applications of Developmental and Curriculum Theory	Standard 5
Planning and Implementing Curriculum	Standard 4 & 7
Evaluating and reporting Student Progress and the Effectiveness of Instruction	Standard 8
Understanding Professional and Legal Responsibilities	Standard 1, 9 & 10

3. Summary of Data Findings

We have had two teacher candidates that graduated from the Early Intervention program during the 2005-2006 school year. Both of these candidates passed the Praxis II exam. Both candidates took the exam in spring of 2006. One scored a 700 and the other scored a 620. Louisiana State qualifying score for this exam is 510. Prior to the 2005-2006 school year there was no early childhood exam required by the state.

4. Interpretation of Evidence

We have had six graduates in our early intervention program between spring 2004 and spring 2006. Two teacher candidates graduated from our Early Intervention program during the 2005-2006 school year. Both of these candidates passed the Praxis II exam taken in spring of 2006. One scored a 700 and the other scored a 620. Louisiana State qualifying score for this exam is 510. Prior to the 2005-2006 school year there was no early childhood exam required by the state. This data provides evidence that our candidates have the content knowledge necessary to meet the CEC standards for Early Intervention. We have no subscale data on these students to interpret. We have asked the College of Education and Human Development to (COEHD) require that subscale data from the Praxis II: Early Childhood Education (0020) be provided by candidates to the COEHD. This will enable the Unit to more accurately evaluate how effectively it is preparing our candidates in the area of Content Knowledge.

Attachment C
PRAXIS II: Early Childhood Education

Summary of Findings

2005-2006 (N=2)
660

Notes: State qualifying score = 510. Prior to the 2005-2006 school year there was no early childhood qualifying exam required for early intervention.

Assessment 2

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

5. Description of Assessment.

The Praxis II: Education of Exceptional Students: Core Content Knowledge (0353) is required by Louisiana for graduates of our Early Intervention program. The following information is from the Praxis website Test at a Glance.

Education of Exceptional Students: Core Content Knowledge test is designed for examinees that plan to teach in a special education program at any grade level from preschool through grade 12. The 60 multiple choice questions assess the examinee's knowledge of the basic principles of special education, focusing on three major content areas: Understanding Exceptionalities, Legal and Societal Issues, and Delivery of Services to Students with Disabilities. Questions may address disabilities of any degree varying from mild to profound, but extensive knowledge of individual specialty areas, such as education of student with low vision or hearing loss, is not required

6. CEC Standards Addressed by this Assessment

The following correlation exists between this assessment instrument and the CEC Standards:

Praxis Content Category	CEC Standard
Understanding Exceptionalities	Standard 2, 3, 6
Legal and Societal Issues	Standard 1, 9
Delivery of Services to Students with Disabilities	Standard 1, 3, 4, 5, 7 and 10

7. Summary of Data Findings

In our Early Intervention program we have had one teacher candidate graduated from our Early Intervention program during spring 2005 and two teacher candidates graduated during the 2005-2006 school year. All of these candidates passed the Praxis II (0353) exam. The candidate who graduated in spring 2005 scored a 181 on the exam. The teacher candidates who graduated in spring of 2006 scored an average of 169. Louisiana State qualifying score for this exam is 143. Prior to the 2004-2005 school year there was no special education core content exam.

8. Interpretation of Evidence

We have had six graduates from our early intervention program from Spring 2004 to Spring 2006, of these graduates were required to take the Praxis exam all three passed the exam. Prior to the 2004-2005 school year there was no special education core content exam required by the state. This data provides evidence that our candidates have the content knowledge necessary to meet the CEC standards for Early Intervention. We have no subscale data on these students to interpret. We have asked the College of Education and Human Development to (COEHD) require that subscale data from the Praxis II: Education of Exceptional Students: Core Content Knowledge (0353) be provided by candidates to the COEHD. This will enable the Unit to more accurately evaluate how effectively it is preparing our candidates in the area of Content Knowledge.

Attachment C
PRAXIS II: Education of Exceptional Students: Core Content Knowledge

Summary of Findings

2004-2005 (N = 1)	2005-2006
181	169

Note: State qualifying score = 143. Prior to the 2004-2005 school year, the state required teacher candidates pass Praxis exam (0522).

Assessment III
Integrated Thematic Unit

1. Description of Assessment

The Integrated Thematic Unit is a project completed by our Early Intervention teacher candidates. In this project the teacher candidate develops an integrated theme unit for one week with lesson plans, objectives, activities and an IEP/IFSP for an individual child. The teacher candidate integrates the objectives from the IEP/IFSP into routines and activities in an early childhood setting. Particular attention is paid to modifications for young children with disabilities. Additionally, the teacher candidate prepares a video of the implementation of the integrated theme.

2. CEC Standards Addressed by this Assessment

The following correlation exists between this assessment instrument and the CEC Standards:

Domain Area	CEC Standards
Theme	7
Focus question	7
Instructional Objectives	3, 4 and 7
Materials & Resources	3, 4, and 5
Activities	3, 4 and 5
Evaluation	8

3. Brief analysis of Data Findings

Ten students were enrolled in this class which was last taught in the spring of 2006. Analysis of the data shows that in each domain nine of “exceeded expectations” and one student “met expectations”.

4. Interpretation of How Data Provide Evidence for Meeting CEC Standards

Interpretation of the data shows that all students who took this class were able to develop an integrated theme unit for one week with lesson plans, objectives, activities and an IEP/IFSP for an individual child. Additionally, the students were able to appropriately adapt and/or modify materials/activities to meet the needs of a child with a disability.

Assessment III
Attachment A
Integrated Theme Unit

One requirement for this class is an Integrated Theme Unit for one week with lesson plans, objectives, activities and an IEP/IFSP for an individual child. You will integrate the objectives from the IEP/IFSP into activities in an early childhood setting. Particular attention must be paid to modifications young children with disabilities. Additionally, each student will prepare a video of the implementation of the integrated theme.

Thematic instruction is the organization of curriculum around a “theme”. Components of the Integrated Thematic Unit include:

1. Theme. Select a theme that is appropriate for a preschool classroom. The theme must not only be age appropriate but also appropriate to individual abilities, interests and experiences of the children in the preschool setting.
2. Focus. Develop a one-sentence focus statement that summarizes the direction and intent of the unit.
3. Objectives. Identify three or four objectives you wish the student to master by the completion of the unit. These must be tied to Louisiana Grade Level Expectations.
4. Materials and Resources. Determine all necessary materials and resources needed to complete the unit. Resources may include fiction and nonfiction book, poetry, maps, computer programs, videos, CD’s, guest speakers, field trips and many other materials and resources common to the preschool classroom and the culture and area of the country in which the classroom is located.
5. Activities. Develop activities you wish to use throughout the unit and that will address the child’s IEP/IFSP objectives. List which IEP/IFSP objectives are being addressed through this activity. Plan an activity for each of the following: story time, small group center time, math/manipulatives, dramatic play, art, music and movement and cooking. The activities section is where you will state how the activity has been adapted to meet the needs of the child with special needs.
6. Evaluation. Devise appropriate means of evaluating student progress throughout the unit.

**Assessment III
Attachment B
Integrated Thematic Unit Rubric**

Title of Unit _____

Team Members _____

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Theme	<ul style="list-style-type: none"> • no theme evident • purpose is unclear 	<ul style="list-style-type: none"> • some attempt at a theme is evident but mostly unclear • various discipline connections are weak 	<ul style="list-style-type: none"> • theme is evident • most disciplines are included 	<ul style="list-style-type: none"> • them is clear; • purpose of unit is clear 	
Focus Question	<ul style="list-style-type: none"> • no focus question 	<ul style="list-style-type: none"> • focus question is too specific • focus question oriented to one discipline 	<ul style="list-style-type: none"> • focus question is broad but not necessarily real-world oriented 	<ul style="list-style-type: none"> • focus question is broad, global • focus questions encourages exploration • focus question applies to real-world issues 	
Instructional Objectives	<ul style="list-style-type: none"> • no goals or objectives listed • unit not age appropriate 	<ul style="list-style-type: none"> • goals and objectives lack inter-discipline approach • activities are age appropriate 	<ul style="list-style-type: none"> • goals and objectives based on standards • objectives written in measurable terms 	<ul style="list-style-type: none"> • objectives integrate all disciplines • objectives encourage higher order thinking 	

				skills	
Materials & Resources	<ul style="list-style-type: none"> textbooks serve as sole resource 	<ul style="list-style-type: none"> a variety of print sources are made available to students 	<ul style="list-style-type: none"> inclusion of non-print resources is encouraged coordination among team members allocates resources effectively 	<ul style="list-style-type: none"> students are encouraged to locate resources independently use of web resources is appropriate and effective 	
Activities	<ul style="list-style-type: none"> activities are not clearly defined students are required to simply restate facts 	<ul style="list-style-type: none"> activities focus on knowledge level of Bloom's Taxonomy students are not provided a choice in activities 	<ul style="list-style-type: none"> activities are project oriented activities draw upon several disciplines 	<ul style="list-style-type: none"> activities provide for multiple intelligences activities encourage creative expression and problem solving activities can be student originated 	
Evaluation	<ul style="list-style-type: none"> no evidence of evaluation for students or for the unit 	<ul style="list-style-type: none"> assessment is conducted only at the culmination of the unit assessment focuses on student performance 	<ul style="list-style-type: none"> assessment is a continuous process throughout the unit assessment criteria developed with student input assessment correlates with unit 	<ul style="list-style-type: none"> students are encouraged to self-assess their participation and performance in the unit peer assessment is 	

			objectives	utilized with group activities <ul style="list-style-type: none">• team members share perceptions throughout the unit and modify as necessary	
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Information obtained from "Creating Cross-Curricular Thematic Units" by Patricia J. Terry

Domain Area	Objectives (CEC Standards & Competencies)	Results*					Score*
Integrated Thematic Unit for Individual Learning Differences, Instructional Strategies, and Instructional Planning	Theme and purpose of unit is clear with connections to most disciplines.	U	AE	ME	EE	N =	Mean 3.8
	Focus question is global, encourages exploration and applies to real world issues.	U	AE	ME	EE	N =	Mean 3.8
	Instructional objectives integrate all disciplines and encourages higher order thinking skills.	U	AE	ME	EE	N =	Mean 3.8
	Materials and resources include a variety of print and non-print media as well as web resources.	U	AE	ME	EE	N =	Mean 3.8
	Activities are project oriented, draw upon several disciplines, provide for multiple intelligences and encourage creative expression and problem solving.	U	AE	ME	EE	N =	Mean 3.8
	Evaluation is continuous, correlates with unit objectives, encourages self and peer assessment, is performance based, and is modified as necessary.	U	AE	ME	EE	N =	Mean 3.8
0	1	0	9	10			
0	1	0	9	10			
0	1	0	9	10			
0	1	0	9	10			
0	1	0	9	10			
0	1	0	9	10			

*Course # Maximum rating = 4 on a scale of 1 - 4

U = unsatisfactory = 1

AE = approaching expectations = 2

ME = meeting expectations = 3

EE = Exceeds expectations = 4

Assessment IV

Louisiana Components of Effective Teaching (LCET)

1. Description Assessment

The assessment instrument used to evaluate Early Intervention teacher candidates in Practicum or Internships is the LCET. This tool has been developed from the professional knowledge base on teaching and “craft knowledge” acquired by experienced educators. In the LCET, a Domain is defined as a major area of teaching responsibilities. A Component is a critical function within a Domain. An Attribute is a behavior that relates to and helps to define a Component.

The Domains, Components, and Attributes form a hierarchy that represents skills and knowledge of effective teaching. The Domain level is at the top of the hierarchy, while the Components form the second level and the Attributes the third level. The hierarchy of skills and knowledge functions with major headings (Domains), subheads or categories (Components), and sub-categories (Attributes). The major heading or top of the hierarchy of skills and knowledge—the Domain—describes what the topic or major function and/or skills are in general terms. Domains are broad, difficult to measure areas of planning, management, instruction, professional development, and school improvement. Additional information is needed about what is meant by the Domain for it to be measured. The Components and Attributes fulfill this purpose. At the Component level, the function and/or skill are described in more detail, and a clearer understanding is developed about what is to be measured. The Attributes contain explicit descriptions of practices and behaviors contained in each Component. As a set, Attribute statements describe the variety of criteria that can be used to judge the effectiveness of teacher performance within a particular Component.

2. CEC Standards Addressed by this Assessment

The following correlation exists between this assessment instrument and the CEC Standards:

Domain Area	CEC Standards
Planning: The teacher plans effectively for instruction	3, 5, 7, 8
Management: The teacher maintains an environment conducive to learning and manages learner behavior to provide productive learning opportunities	5

Instruction: The teacher delivers instruction effectively and presents appropriate content	4, 5, 6, 7, 8
Assessment: The teacher assesses the student progress	7 and 8

3. Brief Analysis of Data Findings

There were no Early Intervention teacher candidates who took the Practicum or Internship in the fall 2006. We have no data to analyze.

4. Interpretation of How Data Provide Evidence for Meeting CEC Standards.

We are not able to complete this section because there is no data.

LCET Fall 2006							
Domain Areas	Objectives (CEC Standards & Competencies)	Results*					Score*
PLANNING: The teacher plans effectively for instruction	1. Specifies learner outcomes in clear, concise objectives. (CC:7, S2, S6, S10) [EC3S1]	U	AE	ME	EE	N =	Mean <input type="text"/>
	2. Includes activity/activities that develop(s) objectives. (CC:7, S7; GC:5, S3) [EC5S4]	U	AE	ME	EE	N =	Mean <input type="text"/>
	3. Identifies and plans for individual differences. (CC:7, S1; GC: 7, S1) [EC4S1, S2, S3; EC5K1; EC7S2]	U	AE	ME	EE	N =	Mean <input type="text"/>
	4. Identifies materials, other than standard materials, as needed for lesson.(CC:7, S8, S11)	U	AE	ME	EE	N =	Mean <input type="text"/>
	5. States method(s) of evaluation to measure learner outcomes. (CC:8, S4)	U	AE	ME	EE	N =	Mean <input type="text"/>
	6. Develops short term and long term instructional plans based on state standards and benchmarks. (CC:7, S2; GC 7, S2, S3)	U	AE	ME	EE	N =	Mean <input type="text"/>
	7. Plans for the use of technology. (CC:7, S9; GC 7, S4)	U	AE	ME	EE	N =	Mean <input type="text"/>
Management: The teacher maintains an environment conducive to learning, maximizes the	1. Organizes available space, materials, and/or equipment to facilitate learning. (CC:5, S4, S13) [EC5S3, S5; EC7S4]	U	AE	ME	EE	N =	Mean <input type="text"/>
	2. Promotes a positive learning climate. (CC:5, S1,S7, S9) [EC5S1,2; EC6S1]	U	AE	ME	EE	N =	Mean <input type="text"/>
	3. Manages routines and transitions in a timely manner. (CC:5, S5; GC 5, S6)	U	AE	ME	EE	N =	Mean <input type="text"/>

amount of time available for instruction, and manages learner behavior to provide productive learning opportunities.	4. Manages and/or adjusts time for activities. (CC:5, S12; GC 7, S12) [EC7S1, S3]	U	AE	ME	EE	N =	Mean
	5. Establishes expectations for learner behavior. (CC:5, S2, S10, S11; GC: 7, S1)	U	AE	ME	EE	N =	Mean
	6. Uses monitoring techniques to facilitate learning. (CC:5, S3, S6; GC: 5, S4)	U	AE	ME	EE	N =	Mean
Instruction: The teacher delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.	1. Initiates lesson effectively. (CC:4, S3)	U	AE	ME	EE	N =	Mean
	2. Uses technique(s) which develop(s) lesson objective(s). (CC:4, S1, S2, S4, S5; GC: 5, S16; CC:6, S1; GC:4, S1, S2, S3, S9, S10, S11, S13, S14, S15, S16; GC: 6, S1, S2, S3, S4; GC:7, S6, S7, S8)	U	AE	ME	EE	N =	Mean
	3. Uses a variety of teaching materials to achieve lesson objective(s). (CC:6, S2; GC: 7, S4)	U	AE	ME	EE	N =	Mean
	4. Sequences lesson to promote learning. (CC:4, S6; CC:7, S14; GC: 4, S8)	U	AE	ME	EE	N =	Mean
	5. Adjust lesson when appropriate. (CC:7, S13; GC:4, S4, S5)	U	AE	ME	EE	N =	Mean
	6. Integrates technology into instruction. (CC:7, S9; GC:4, S7; GC: 5, S2, GC6, S5)	U	AE	ME	EE	N =	Mean
	7. Presents content at a developmentally appropriate level. (CC:4, S3; GC:7, S3)	U	AE	ME	EE	N =	Mean

	8. Presents accurate subject matter. (CC:7, S2)	U	AE	ME	EE	N =	Mean
	9. Relates examples, unexpected situations, or current events to the content. (CC:4, S5; GC:5, S1)	U	AE	ME	EE	N =	Mean
	10. Integrates content across the curriculum. (CC:4, S1, S4; GC: 4, S13)	U	AE	ME	EE	N =	Mean
	11. Accommodates individual differences. (CC:4, S3; CC:5, S14; GC:4, S6; GC: 7, S2; GC:7, S5)	U	AE	ME	EE	N =	Mean
	12. Demonstrates ability to communicate effectively with students. (CC: 4, S5, CC:5, S1, S7, S9; CC:6, S1, S2; GC:3, S1; GC:5, S4, S14)	U	AE	ME	EE	N =	Mean
	13. Exhibits enthusiasm toward the subject content. (CC:6, S1)	U	AE	ME	EE	N =	Mean
	14. Stimulates and encourages higher order thinking at the appropriate developmental levels. (CC:5, S1, S4)	U	AE	ME	EE	N =	Mean
	15. Uses effective questioning techniques. (CC: 5, S1, S4; CC:9, S5, S6, S8; CC:10, S8, S10)	U	AE	ME	EE	N =	Mean
	16. Utilizes appropriate motivational techniques. (CC: 5, S13; CC:7, S12, S13; GC: 4, S6)	U	AE	ME	EE	N =	Mean
	17. Encourages student participation. (CC: 4, S2, CC:7, S13; GC:4, S12)	U	AE	ME	EE	N =	Mean
	18. Utilizes an effective lesson closure. (CC: 4, S4; CC:5, S4, S9)	U	AE	ME	EE	N =	Mean
	19. Uses wait time. (GC: 4, S6)	U	AE	ME	EE	N =	Mean

ASSESSMENT: The teacher assesses student progress	1. Develops well constructed assessment instruments/procedures/performances. (CC:8, S4, S9, GC:8, S2)	U	AE	ME	EE	N =	Mean
	2. Uses assessment technique(s) effectively. (CC:7, S4, S5; CC8: S1, S2, S3, S5, S6, S8, S9, S10; GC: 8 S1, S2, S3, S4) [EC8S1, S5, S6]	U	AE	ME	EE	N =	Mean
	3. Utilizes a variety of formal and informal assessment techniques to monitor student learning (CC:8, S2, S8; GC:8 S2) [EC8S2]	U	AE	ME	EE	N =	Mean
	4. Consistently monitors ongoing performance of students. (CC: 7, S4; GC: 8, S5)	U	AE	ME	EE	N =	Mean
5. Provides timely feedback to students regarding their progress. (CC:7, S3; CC:8, S7; GC: 4, S12) [EC8S4; EC10S2, S5, S6]	U	AE	ME	EE	N =	Mean	
6. Produces evidence of student academic growth under his/her instruction. (CC: 8, S8, S9)	U	AE	ME	EE	N =	Mean	
7. Interprets & utilizes standardized/non-standardized test results. (CC:8, S5, S6, S7; GC:7, S5) [EC8S3]	U	AE	ME	EE	N =	Mean	

*SPED XXX Maximum rating = 5 on a scale of 1 – 5

U = unsatisfactory = 1
expectations = 3 – 4

AE = approaching expectations = 2

ME = meeting

EE = Exceeds expectations = 5

Assessment V Assessment Portfolio

1. Description

This evaluation measures the teacher candidate's ability to collect, synthesize and interpret data on a young child with disabilities across various domains. The assessment portfolio must contain the following sections: 1) an interview with a family member, 2) a statement of purpose stating why the assessment is taking place, 3) a norm-referenced assessment, 4) and environmental assessment, 5) a judgment-based assessment, 6) a curriculum-based assessment, and 7) a play-based assessment. The assessment must include the following methodology: it must be multidimensional, multi-source, multi-contextual, multi-method, multi-occasional, multi-cultural, and multi-disciplinary.

2. CEC Standards Addressed by this Assessment

The following correlation exists between this assessment instrument and the CEC Standards:

Domain Area	CEC Standards
Identifying Information	2
Purpose of Assessment	8
Description of Instrument	8
Administration Procedures	3, 7, 8
Assessment Results	8
Summary & Recommendation	3, 7, 8
Family-Friendly Professional Writing	3, 8, 10
Reflection	9

3. Brief Analysis of Data Findings

We have no data on this assessment instrument. The class was last taught in the spring of 2006. The instructor who taught this class is no longer an employee of Southeastern Louisiana University. We do not have access to her grade book and thus have no data to report. Information regarding this assessment instrument and the rubric used to assess it was made available by a teacher candidate in the program who had saved her class assignments.

4. Interpretation of How Data Provide Evidence for Meeting CEC standards.

We have no data to interpret.

Assessment V
Assessment Portfolio

Attachment A

The assessment portfolio must include the following sections:

1. Identifying Information
2. Purpose for the Assessment Plan:
3. A norm-referenced, multi-domain assessment will be conducted and the results will be written in a report. This will be done through the use of the Battelle Developmental Inventory which will assess the following domains: personal-social, adaptive, motor, communication, and cognitive. The report will provide normative data that serves as eligibility and placement decisions can be reliably made.
4. Linked/curriculum based assessment. Performance of specific curricular objectives will be reported and recommendations will be made based on the results. A Trans-disciplinary Play-Based Assessment will be the instrument utilized for this assessment. Curricular objectives will be identified and adaptations will be offered. Progress will be guided and monitored to compare the child's behavioral repertoire at different points over time following the initial assessment. Included will be a summary of his/her performance; any limitations that occurred; a description of what additional information should be gathered to supplement, enhance, and validate linked assessment results; and recommended intervention goals based on the results of his/her linked assessment and recommended contexts or activities in which these goals could be addressed.
5. Environmental Assessment. The next step in the assessment process will be to assess the environments the child spends the majority of his/her time.

6. **Judgment-Based Information.** Following the collection of the environmental information, a judgment-based assessment will be conducted using the Vineland Adaptive Behavior Scales. This judgment-based assessment will provide a basis for describing and documenting treatment. It will include the insights, knowledge, and judgments of the child's parents and a teacher who work directly with the child and will serve as a vehicle for team decision making. Included in the report will be a comparison of the two perspectives in order to obtain a broad picture of his/her progress in different contexts.

The Assessment Process must include the following dimensions:

1. **Multi-dimensional.** Information should be gathered across different developmental domains.
2. **Multi-source.** Information should be collected through multi-sources
3. **Multi-contextual.** The information should reflect data that relates to the child's functioning in different settings.
4. **Multi-method.** Data should be gathered using a variety of methods for collecting data.
5. **Multi-occasional.** The information should be collected from a series of assessments at different times of the day, during different periods of the week.
6. **Multi-cultural.** Consideration should be given to issues related to the standardization samples and if the population has similar cultural values.
7. **Multi-disciplinary.** A team of people should be involved in the assessment process.

Reflection (10pts)								
Total Score								
More than 5 technical writing errors Returned to the student to redo								

Assessment V
Portfolio Assessment
Attachment C

We have no data on this assessment instrument. The class was last taught in the spring of 2006. The instructor who taught this class is no longer an employee of Southeastern Louisiana University. We do not have access to her grade book and thus have no data to report. Information regarding this assessment instrument and the rubric used to assess it was made available by a teacher candidate in the program who had saved her class assignments and shared them with the preparers of this report.

Assessment VI

Observation and Reflection Report

1. Description of Assessment.

The Observation and Reflection Report is a requirement for SPED 684: Biophysical Development of Preschool Children with Disabilities. Students must complete this hands-on experience by visiting a chosen site, observing the service being provided, interviewing individuals working at the site and writing a reflection of the observational experience. Students may choose to visit either of the following: a neonatal intensive care unit (NICU), a pediatric orthopedic rehabilitation clinic, or a place that provides early intervention services for children with disabilities that require medical interventions. Questions and a rubric are provided for each choice to assist students in obtaining maximum benefit from the experience and to help guide development of the reflection.

2. CEC Standards Addressed by this Assessment

The following correlation exists between this assessment instrument and the CEC standards:

Choice #1: Neonatal Intensive Care Unit (NICU).

Rubric item	CEC Standard
Complications of pre-maturity	(CC2K1; EC2K1, 2, 5, 6; CC3K1; EC5K1)
How the unit incorporated developmentally supportive approaches to the care of infants and the outcomes of these approaches	(CC2K1, 4, 7; EC2K2, 3, 5, 6; CC10K1, 3; CC10S1, 3)
How families are involved in the care of the infants and the benefits of family involvement	(CC10K3, 4; CC10S1, 2, 3, 4, 5; EC9S2, 3)
Education and training offered to parents and families	(CC10K3, 4; CC10S1, 2, 3, 4, 5; EC9S2, 3)
When early intervention programs are typically initiated and how these programs are coordinated with the families	(CC7S3; EC8S2, 3, 4, 6; EC9S2, 3; CC10S10)
What additional types of services, therapy, or care would help these children reach their full potential	(EC3S1; EC6S1; CC7S3)
Description of visits (location, dates, and times)	(CC9S12)
Reflection	(CC9S11)

Choice #2: Pediatric Orthopedic Rehabilitation Clinic

Rubric item	CEC Standard
What types of professionals are involved in the patient care? What are their roles at the clinic?	(EC9S4; CC10S1, 3; EC10S3, 4)
Observe a treatment or intervention session and describe it	(CC9S1, 2, 4; EC9S2)
Compare and contrast some of the common problems seen in otherwise healthy children and those seen in children with disabilities (ask specifically about common problems seen in children with cerebral palsy or spinal muscular atrophy or muscular dystrophy or arthrogryposis, etc.).	(CC2K1, 4, 7; EC2K2, 5, 6; EC6S1)
What would the role of an early intervention specialist be at this clinic (or what is the role)? What do these professionals do especially well?	(CC7K1; EC7S1, 3; EC8S1, 3, 4, 6; CC9S1, 12)
What suggestions do you have to improve the services at this facility?	(CC7K1; EC7S1, 3; EC8S1, 3, 4, 6; CC9S1, 12)
Could these services be provided in the natural environment? How can these services be provided in the natural environment? What is the rationale for providing services in the natural environment?	(CC5S3, 12, 16; EC5S5)
Description of visits (location, dates, and times)	(CC9S12)
Reflection	(CC9S11)

Choice #3: Medical Intervention site

Interview a parent about their child, the services that they receive, and their future expectations for their child, and what services he/she still needs or wants.	(CC1K7, 10; CC2K3, 4; CC10K3; EC2K5; EC9S2, 3; EC10S5)
What types of professionals are involved in the child's care? What do these professionals do especially well?	(EC9S4; CC10S1, 3; EC10S3, 4)
What suggestions do you have to improve the services?	(CC9S12; EC9S4; CC10S1, 3; EC10S3, 4)
Could these services be provided in the natural environment?	(CC5K1, 7; EC5K1)
How can these services be provided in the natural environment?	(CC5S3, 12, 16; EC5S5)
What is the rationale for providing services in the natural environment?	(CC5S3, 12, 16; EC5S5)
Description of visits (location, dates, and times)	(CC9S12)

Reflection	(CC9S11)
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3. Summary of Data Findings

There were twenty-three students who participated in the Observation and Reflection report class activity. Twenty-one of those students submitted complete Observation and Reflection reports. Two students did not submit an Observation and Reflection report. Grades for the reports ranged from a high of 96 to a low of 90 on the assessment submitted and 0 on the two not submitted.

4. Interpretation of Evidence

The critical aspect of the assignment was the questions related to the observation and site visit, the description of the visit and the reflection on what was learned during the visit. Candidates demonstrated their understanding of the activity by visiting a chosen site, observing and collecting information through interviews and field notes, writing and submitting a complete report of the observations and interviews conducted, and then creating a reflection on the experience, referencing lesson learned, strengths and weaknesses of what was observed, and the impact on their own practice and how it applies to their future performance. Each of the three choices for the assessment had a rubric that guided candidates in performing the observation and then in completing the written report. Twenty-one of the twenty-three candidates in the class completed and submitted the report for evaluation. All twenty-one of the candidates who submitted completed reports exceeded expectations, scoring from a low of 90 points to a high of 96 points on the assessment rubrics for a class mean of 3.73. Two candidates were unsatisfactory, not submitting a report for evaluation, scoring 0 on the evaluation.

Assessment VI
Attachment A

SPED 684: **Biophysical Development of Preschool Children with Disabilities**
Observation and Reflection Report

Complete a project/hands-on experience (100 pts) – Students are responsible for scheduling and completing one of the following projects. These projects involve visiting a particular site, observing service, interviewing individuals, and writing a reflection of observations.

Choice #1 Arrange to visit a neonatal intensive care unit (NICU). Interview an experienced neonatal nurse. Create interview questions that will include collecting information about: (1) complications of prematurity, (2) how the unit incorporated developmentally supportive approaches to the care of infants and the outcomes of these approaches, (3) how families are involved in the care of the infants and the benefits of family involvement, (4) education and training offered to parents and families, (5) when early intervention programs are typically initiated and how these programs are coordinated with the families, (6) what additional types of services, therapy, or care would help these children reach their full potential. Submit a typewritten paper (minimum of 3 pages) describing your visits, the location, dates, and times of your visits, information gained, name, degree, and title of persons interviewed, answers to the above questions, and your reflection.

Choice #2 Arrange to visit a pediatric orthopedic rehabilitation clinic. What types of professionals are involved in the patient care? What are their roles at the clinic? Observe a treatment or intervention session and describe it. Compare and contrast some of the common problems seen in otherwise healthy children and those seen in children with disabilities (ask specifically about common problems seen in children with cerebral palsy or spinal muscular atrophy or muscular dystrophy or arthrogryposis, etc.). What would the role of an early intervention specialist be at this clinic (or what is the role)? What do these professionals do especially well? What suggestions do you have to improve the services at this facility? Could these services be provided in the natural environment? How can these services be provided in the natural environment? What is the rationale for providing services in the natural environment? Submit a typewritten paper (minimum of 3 pages) describing your visits, the location, dates, and times of your visits, information gained, name, degree, and title of persons interviewed, answers to the above questions, and your reflection.

Choice #3 Arrange to visit a place (other than your workplace) that provides early intervention services for children with disabilities that require medical interventions. Prepare a list of questions to ask the professionals that work with the child. If possible interview a parent about their child, the services that they receive, and their future expectations for their child. Ask the parent about what services he/she still needs or wants. What types of professionals are involved in the child's care? What do these professionals do especially well? What suggestions do you have to improve the services? Could these services be provided in the natural environment? How can these services be

provided in the natural environment? What is the rationale for providing services in the natural environment? Submit a typewritten paper (minimum of 3 pages) describing your visits, the location, dates, and times of your visits, information gained, name, degree, and title of persons interviewed, answers to the above questions, and your reflection.

Assessment VI
Attachment B

SPED 684: Biophysical Development of Preschool Children with Disabilities

Observation and Reflection Report

**Evaluation Criteria/Grading Rubric
Choice #1: Neonatal Intensive Care Unit (NICU).**

Criteria	Points		Comments
	Possible	Earned	
Interview questions and information gained:	Possible	Earned	
(1) Complications of pre-maturity (CC2K1; EC2K1, 2, 5, 6; CC3K1; EC5K1)	10		
(2) How the unit incorporated developmentally supportive approaches to the care of infants and the outcomes of these approaches (CC2K1, 4, 7; ED2K2, 3, 5, 6; CC10K1, 3; CC10S1, 3)	10		
(3) How families are involved in the care of the infants and the benefits of family involvement (CC10K3, 4; CC10S1, 2, 3, 4, 5; EC9S2, 3)	10		
(4) Education and training offered to parents and families (CC10K3, 4; CC10S1, 2, 3, 4, 5; EC9S2, 3)	10		
(5) When early intervention programs are typically initiated and how these programs are coordinated with the families (CC7S3; EC8S2, 3, 4, 6; EC9S2, 3; CC10S10)	10		
(6) What additional types of services, therapy, or care would help these children reach their full potential (EC3S1; EC6S1; CC7S3)	10		
Typewritten paper (minimum of 3 pages)	5		
Description of visits (location, dates, and times) (CC9S12)	5		
Name, degree, and title of persons interviewed (experienced neonatal nurse)	5		
Reflection (CC9S11)	25		
TOTAL	100		

Assessment VI Attachment B cont'd
SPED 684: Biophysical Development of Preschool Children with Disabilities
Observation and Reflection Report
Evaluation Criteria/Grading Rubric
Choice #2: Pediatric Orthopedic Rehabilitation Clinic

Criteria	Points		Comments
	Possible	Earned	
Observation and interview questions and information gained:	Possible	Earned	
(7) What types of professionals are involved in the patient care? What are their roles at the clinic? (EC9S4; CC10S1, 3; EC10S3, 4)	10		
(8) Observe a treatment or intervention session and describe it. (CC9S1, 2, 4; EC9S2)	10		
(9) Compare and contrast some of the common problems seen in otherwise healthy children and those seen in children with disabilities (ask specifically about common problems seen in children with cerebral palsy or spinal muscular atrophy or muscular dystrophy or arthrogryposis, etc.). (CC2K1, 4, 7; EC2K2, 5, 6; EC6S1)	10		
(10) What would the role of an early intervention specialist be at this clinic (or what is the role)? What do these professionals do especially well? (CC7K1; EC7S1, 3; EC8S1, 3, 4, 6; CC9S1, 12)	10		
(11) What suggestions do you have to improve the services at this facility? (CC7K1; EC7S1, 3; EC8S1, 3, 4, 6; CC9S1, 12)	10		
(12) Could these services be provided in the natural environment? How can these services be provided in the natural environment? What is the rationale for providing services in the natural environment? (CC5S3, 12, 16; EC5S5)	10		
Typewritten paper (minimum of 3 pages)	5		
Description of visits (location, dates, and times) (CC9S12)	5		
Name, degree, and title of persons interviewed (experienced neonatal nurse)	5		
Reflection (CC9S11)	25		
TOTAL	100		

Assessment VI Attachment B cont'd
SPED 684: Biophysical Development of Preschool Children with Disabilities
Observation and Reflection Report

Evaluation Criteria/Grading Rubric

Choice #3: Medical Intervention site

Criteria	Points		Comments
	Possible	Earned	
Observation and interview questions and information gained:	Possible	Earned	
(13) Interview a parent about their child, the services that they receive, and their future expectations for their child, and what services he/she still needs or wants. (CC1K7, 10; CC2K3, 4; CC10K3; EC2K5; EC9S2, 3; EC10S5)	10		
(14) What types of professionals are involved in the child's care? What do these professionals do especially well? (EC9S4; CC10S1, 3; EC10S3, 4)	10		
(15) What suggestions do you have to improve the services? (CC9S12; EC9S4; CC10S1, 3; EC10S3, 4)	10		
(16) Could these services be provided in the natural environment? (CC5K1, 7; EC5K1)	10		
(17) How can these services be provided in the natural environment? (CC5S3, 12, 16; EC5S5)	10		
(18) What is the rationale for providing services in the natural environment? (CC5S3, 12, 16; EC5S5)	10		
Typewritten paper (minimum of 3 pages)	5		
Description of visits (location, dates, and times) (CC9S12)	5		
Name, degree, and title of persons interviewed (experienced neonatal nurse)	5		
Reflection (CC9S11)	25		
TOTAL	100		

Assessment VI
Attachment C

Critical Aspect of the Standard	What do Candidates do to demonstrate?	What do we do to Evaluate it?	Results				Score N=23									
<p>Questions related to observation and site visit. (CC10K1, 3, 4; CC10S1, 2, 3, 4, 5; CC10S1, 3; CC10S10; CC1K7, 10; CC2K1, 3, 4, 7; CC3K1; CC5K1, 7; CC5S3, 12, 16; CC7K1; CC7S3; CC9S1, 2, 4, 12; EC10S3, 4, 5; EC2K1, 2, 3, 5, 6; EC3S1; EC5K1; EC5S5; EC6S1; EC7S1, 3; EC8S1, 2, 3, 4, 6; EC9S2, 3, 4)</p>	<p>Candidates visit a chosen site, observe, and collect information through interviews and field notes.</p>	<p>Observation and Reflection Report Evaluation Criteria/Grading Rubric #1, 2, or 3</p>	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>21</td> <td>0</td> <td>0</td> <td>2</td> </tr> </table>	EE	ME	AE	U	21	0	0	2	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>3.73</td> </tr> </table>	Mean	3.73	<p>EE=Exceeds Expectations - 4 ME=Meets Expectations - 3 AE=Approaches Expectations - 2 U= Unsatisfactory</p>	
EE	ME	AE	U													
21	0	0	2													
Mean																
3.73																
<p>Description of visit (location, dates, and times). (CC9S12)</p>	<p>Candidates write and submit a complete report of the visit and interviews.</p>	<p>Observation and Reflection Report Evaluation Criteria/Grading Rubric #1, 2, or 3</p>	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>21</td> <td>0</td> <td>0</td> <td>2</td> </tr> </table>	EE	ME	AE	U	21	0	0	2	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>3.73</td> </tr> </table>	Mean	3.73	<p>EE=Exceeds Expectations - 4 ME=Meets Expectations - 3 AE=Approaches Expectations - 2 U= Unsatisfactory</p>	
EE	ME	AE	U													
21	0	0	2													
Mean																
3.73																
<p>Reflection. (CC9S11)</p>	<p>Candidates reflect on the experience, referencing lessons learned,</p>	<p>Observation and Reflection Report Evaluation Criteria/Grading</p>	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>21</td> <td>0</td> <td>0</td> <td>2</td> </tr> </table>	EE	ME	AE	U	21	0	0	2	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>3.73</td> </tr> </table>	Mean	3.73	<p>EE=Exceeds Expectations - 4</p>	
EE	ME	AE	U													
21	0	0	2													
Mean																
3.73																

	strengths and weaknesses of what they observed, impact on their practice and the applicability of future performance.	Rubric #1, 2, or 3	ME=Meets Expectations - 3 AE=Approaches Expectations - 2 U= Unsatisfactory	
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Assessment VII

Routines and Planned Activities Plan

1. Description

Utilizing family routines, the teacher candidate will develop an intervention plan related to specific communication/language outcomes for a young child. Naturalistic intervention strategies targeting the outcome should be embedded into the routines, which should be appropriate for the age of the child and the outcome. Interventions will occur within naturally occurring routines; materials, toys and objects readily available in the environment and interactions with children and their caregivers may be modified to support teaching and learning related to communication.

2. CEC Standards Addressed by this Assessment.

The following correlation exists between this assessment instrument and the CEC standards:

Domain Area	CEC Standards
Outcome embedded in routines	4, 5, 6, 7
Facilitators	4, 5, 6, 7
Location	4, 5, 6, 7
Target Outcomes	3, 4, 5, 6, 7
Opportunities for Learning Developmental Skills	4, 5, 6, 7
Methods & strategies	3, 4, 5, 6, 7
Identifying the child's communication cues	3, 4, 5, 6, 7
Identify the materials needed to conduct the activity	3, 4, 5, 6, 7
Environmental arrangement	3, 4, 5, 6, 7
Description of activity – Introduction, sequence of events and closing	4, 5, 6, 7
Planned variations	3, 4, 5, 6, 7
Identify specific vocabulary to target	3, 4, 5, 6, 7

Peer interaction and naturalistic intervention strategies	3, 4, 5, 6, 7
Caregiver involvement	3, 4, 5, 6, 7, 10
Developmental outcomes	3, 4, 5, 6, 7

3. Brief Analysis of Data Findings

Data showed that all candidates that completed this assessment met or exceeded expectations.

4. Interpretation of How Data Provide Evidence for Meeting CEC Standards.

Based on data findings this assessment provides evidence that teacher candidates are meeting CEC standards that correlate with this instrument.

Assessment VII

Attachment A

Routine and Planned Play Activities Plan

Utilizing family routines, students will develop an intervention plan related to specific communication/language outcomes for young children. Naturalistic intervention strategies targeting the outcome should be embedded into the routines, which should be appropriate for the age of the child and the outcome. Interventions will occur within naturally occurring routines; materials, toys and objects readily available in the environment and interactions with children and their caregivers may be modified to support teaching and learning related to communication.

The routine based intervention plan should include the following information:

Routine: Identify the routine, think about opportunities for outcomes to be embedded without disrupting the routine.

Facilitators: Identify caregivers who will participate in the intervention

Location: Identify the location where the routine will occur

Targeted Outcomes: Match outcomes specified by families with the routine

0 to 12 months: Gain family members' attention and refer to an object, person, event or action

12 to 23 months: Use more words to requests, protest and/or comment

24 to 35 months: Initiate and maintain interactions with others

36 to 47 months: Follow multi-step directions without contextual cues

48 to 60 months: Use more descriptive language to recall past events and express wants and needs

Opportunities: Using the routine, identify additional opportunities for learning developmental skills.

Methods: Describe strategies the caregivers already uses and possible additional strategies, taught by an interventionists, caregivers would use to target the outcomes.

Cues: Identify cues (e.g., gestural, verbal, physical) that may be used to support children's communication.

Contingencies: Identify possible responses from caregivers that would encourage children's to communicate

Scoring:

Routine: 5 pts Facilitators: 2 pts Location: 2 pts Target outcomes: 1 pt
 Opportunities: 5 pts Methods: 10 pts Cues: 3 pts Contingencies: 2 pts
 Planned play activities

Students will develop planned play activities to be used in a child care center and/or preschool classroom for young children with and without language delays/communication difficulties. All activities should be age and developmentally appropriate, meaningful and interesting to children, incorporate opportunities for children to practice targeted skills and include the following components:

Activity name

Materials: Identify the materials needed to conduct the activity

Environmental arrangement: Description of physical space and/or social organization necessary to make the activity successful.

Description of activity – Introduction, sequence of events and closing: Describe how the planned play activities will begin (beginning), what is expected to occur (middle), and how the activity will close (end)

Embedded learning opportunities: Identify how parts of the activities may be used to offer children opportunities to practice targeted communication outcomes and other developmental skills.

Planned variations: Identify possible changes in the activities if children are minimally interested in the activities and/or to expand the activity in a meaningful way, providing additional opportunities to practice targeted developmental skills.

Vocabulary: Identify specific vocabulary to target in the activities and/or familiar words that may be used in the activities.

Peer interaction and naturalistic intervention strategies: Identify opportunities for peer interaction in the activities and natural intervention strategies used to target communication outcomes.

Caregiver involvement: Describe how caregivers will be involved and can provide input related to the activities.

Developmental outcomes:

0 to 12 months: Child will use gestures and/or vocalizations to request objects and/or people

13 to 23 months: Child will follow one-step directions during the planned play activity

24 to 35 months: Child will use word combinations to request, comment and/or protest.

36 to 47 months: Child will engage in symbolic play with peers

48 to 60 months: Child attends and actively participates in a group activity.

Scoring:

Activity name: 1 pt

Materials: 2 pts

Environmental arrangement: 2 pts

Description of activity: 9 pts

Embedded learning opportunities: 2 pts

Planned variations: 2 points

Vocabulary: 3 points

Peer interaction and naturalistic intervention strategies: 3 pts

Caregiver involvement: 1 pts

Assessment VII
Routine and Planned Play Activities Plan
Attachment B.1 Routines Plan Rubric

	0 to 12 months	12 to 23 months	24 to 35 months	36 to 47 months	48 to 60 months	Comments
Routine (5 pts) Identify the routine, think about opportunities for outcomes to be embedded without disrupting the routine.						
Facilitators (2 pts) Identify caregivers who will participate in the intervention						
Location (2 pts) Identify the location where the routine will occur						
Target outcomes (1 pts) 0 to 12 months: Gain family members' attention and refer to an object, person, event or action 12 to 23 months: Use more words to requests, protest and/or comment 24 to 35 months: Initiate and maintain interactions with others 36 to 47 months: Follow multi-step directions without contextual cues 48 to 60 months: Use more descriptive language to recall past events and express wants and needs						
Opportunities (5 pts) Using the routine, identify additional opportunities for learning developmental skills.						
Methods (10 pts) Describe strategies the caregivers already uses and possible additional strategies, taught by an interventionists, caregivers would use to target the outcomes.						
Cues (3 pts) Identify cues (e.g., gestural, verbal, physical) that may be used to support children's communication.						
Contingencies (2 pts) Identify possible responses from caregivers that would encourage children's to communicate						
Total Points:						

Assessment VII
Routine and Planned Play Activities Plan
Attachment B.2 Planned Play Activities Rubric

	0 to 12 months	12 to 23 months	24 to 35 months	36 to 47 months	48 to 60 months	Comments
Activity Name (1 pt)						
Materials: Identify the materials needed to conduct the activity (2pts)						
Environmental arrangement: Description of physical space and/or social organization necessary to make the activity successful. (2pts)						
Description of activity – Introduction, sequence of events and closing: Describe how the planned play activities will begin (beginning), what is expected to occur (middle), and how the activity will close (end) (9 pts)						
Embedded learning opportunities: Identify how parts of the activities may be used to offer children opportunities to practice targeted communication outcomes and other developmental skills (2pts)						
Planned variations: Identify possible changes in the activities if children are minimally interested in the activities and/or to expand the activity in a meaningful way, providing additional opportunities to practice targeted developmental skills. (2pts)						
Vocabulary: Identify specific vocabulary to target in the activities and/or familiar words that may be used in the activities. (3pts)						
Peer interaction and naturalistic intervention strategies: Identify opportunities for peer interaction in the activities and natural intervention strategies used to target communication outcomes. (3 pts)						
Caregiver involvement: Describe how caregivers will be involved and can provide input related to the activities. (1pt)						
Developmental outcomes: 0 to 12 months: Child will use gestures and/or vocalizations to request objects and/or people 13 to 23 months: Child will follow one-step directions during the planned play activity 24 to 35 months: Child will use word combinations to request, comment and/or protest. 36 to 47 months: Child will engage in symbolic play with peers 48 to 60 months: Child attends and actively participates in a group activity.						
Total Points:						

Assessment VII
Attachment C

Critical Aspect of the Standard	What do Candidates do to demonstrate?	What do we do to Evaluate it?	Results				Score N=11
Outcome embedded in routines, Facilitators, Location, Target Outcomes, Opportunities for Learning Developmental Skills, Methods & strategies, Identifying the child's communication cues and the materials needed to conduct the activity, Environmental arrangement (CEC standards 3, 4, 5, 6, 7)	Candidates develop an intervention plan related to specific communication and language outcomes for a young child's routines.	Routines Plan Rubric	EE 2	ME 9	AE 0	U 0	Mean 3.18
			EE=Exceeds Expectations - 4 ME=Meets Expectations - 3 AE=Approaches Expectations - 2 U= Unsatisfactory				
Identify the materials needed to conduct the activity, Environmental arrangement, Description of activity – Introduction, sequence of events and closing, Planned variations, Identify specific vocabulary to target, Peer interaction and naturalistic intervention strategies, Caregiver involvement, Developmental outcomes (CEC standards 3, 4, 5, 6, 7, 10)	Candidates develop activities and interventions related to communication in the child's natural environment.	Planned Play Activities Rubric	EE 5	ME 6	AE 0	U 0	Mean 3.45
			EE=Exceeds Expectations - 4 ME=Meets Expectations - 3 AE=Approaches Expectations - 2 U= Unsatisfactory				

Assessment VIII
IFSP Plan

1. Description

The purpose of this assessment is to evaluate the teacher candidate's ability to apply a family-centered approach in sharing the results of a team assessment with the families and to apply the principles and practices of goal setting and intervention planning with families. There are two major goals for this assignment. The first is assessment results should address the family's current concerns, priorities and resources and the second is the assessment results should help the family in making decisions related to intervention planning and IFSP development. The culmination of collaboration and information exchange with the family is the writing of the IFSP. In a family-centered approach, the challenge is to identify outcomes and intervention strategies for the child and family that are sensitive to family values, meet identified family concerns and priorities, and fit comfortably with the family's present lifestyle and routines and that capitalize on the family's strengths and resources.

2. CEC Standards Addressed by this Assessment.

The following correlation exists between this assessment instrument and the CEC Standards;

Domain Area	CEC Standards
Unique strengths & needs of the child are identified in the IFSP document	2, 3, 8
Strengths & needs of child's family are clearly addressed in the IFSP document	2, 4, 8, 9
The family's role in the intervention plan is clearly reflective of the family's strengths and challenges	3, 4, 6, 7, 9, 10
The intervention plan takes place in the child's natural environments	5
The intervention plan incorporates routines-based practices across all the child's natural environments	5, 6, 7
The age 3-year transition process is addressed in the IFSP document	4, 10
The team model of service delivery is appropriate for this child and family's circumstances.	3, 7, 10
The rationale used to select the team model of service delivery is evident and justifiable	3, 9, 10
The IFSP includes well developed outcomes appropriate to the concerns, priorities and resources of the family.	3, 4, 9, 10
The IFSP is comprehensive and feasible to implement	4, 5, 6, 7

All sections/components of the IFSP are completed.	9
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3. Brief Analysis of Data Findings

Data show that ten teacher candidates were enrolled in this course in the summer of 2006. Students worked in teams to complete this assignment. Results show that all ten students “exceeded expectations” for this assignment.

4. Interpretation of How Data Provide Evidence for Meeting CEC Standards.

The teacher candidates evaluated by this instrument in the summer of 2006 demonstrated that all meet the required CEC standards addressed by this assessment instrument.

Assessment VIII
Attachment A
IFSP Plan

First Knowledge case study information about the Donaldson family including: Referral Information, Randall County Early Intervention Program, Social Work Assessment (initial home visit), Discipline-Specific Assessment Findings (Nursing, Psychology, Physical Therapy, Speech and Language).

Purpose

The purpose of this activity is to apply a family-centered approach in sharing the results of a team assessment with parents and for you to apply the principles and practices of collaborative goal setting and intervention planning with families. Please keep in mind that there are two major goals in sharing your assessment findings. First, the assessment results should be presented in such a way that parents' concerns are addressed and, second, parents should be presented with information on which they can base their decisions related to intervention planning and IFSP development. The culmination of collaboration and information exchanges with the family is the eventual writing of the IFSP. In a family-centered approach, the challenge before us is: How do we identify outcomes for a child and family and decide upon intervention strategies that (a) are sensitive to family values, (b) meet identified family concerns and priorities, (c) fit comfortably within the family's lifestyle and routines, and (d) capitalize on family strengths and resources.

Format

You have been provided assessment reports from each of the disciplines involved in Billy Donaldson's assessment. Please read these reports and be prepared to discuss the information during class on Thursday, June 29th. After discussing the content of these reports, you will be randomly assigned to a team. Within teams, discipline assignments will be made. You will be assigned a discipline and will focus on that discipline-specific report of assessment findings for the meeting with the Donaldson family. During the afternoon of June 29th, you will be given time to meet as a team and prepare for the meeting with the family. The ultimate purpose of this time together is to determine an agenda for the upcoming conference with the parents (e.g., how will you open the conference, who will speak, what issues should be addressed, how information will be shared, and how you will gather information to begin drafting an IFSP). The meeting with the Donaldson family will occur during class time on Friday, June 30th. The tasks of the meeting are to (a) present the information you have, (b) gather additional needed information, (c) work collaboratively with the family and other team members to identify concerns, priorities, and resources, (d) begin discussing potential outcomes of services, and (e) set the stage for a future meeting with the family to develop the IFSP. This activity will be a role-play; however, we also will take time to discuss the process.

IFSP Assignment

After your meeting with Mae and Jack Donaldson, a tentative written IFSP document should be compiled. It is recognized that you may still not have all of the information you need "ideally" but use what information you have to develop a draft of an IFSP for the child and family. You may take some liberties in elaborating upon the actual case information you have in writing this

document. Keep in mind when writing this plan the importance of applying basic philosophical principles of a family-centered approach to service delivery. You can work as a team to develop the IFSP but you must submit an individual copy by the final class on July 1st.

**Assessment VIII
Attachment B
Scoring Guide Rubric**

**IFSP/INTERVENTION PLAN FINAL PROJECT
EVALUATION CRITERIA/GRADING RUBRIC**

CRITERIA	POINTS
Are the strengths and needs of the whole child evident throughout the IFSP document?	10
Are the strengths and stated needs of the child's family addressed in the IFSP document?	10
In the intervention plan, does the family have a clear role that is reflective of the family's strengths and challenges?	10
Is the intervention plan a good fit with the child's natural environment according to (a) physical location of service delivery and (b) content of intervention activities?	10
Does the intervention plan incorporate routines-based practices across all of the child's natural environments?	10
Are age 3-year transition processes addressed in the IFSP document?	5
Is the documented team model of service delivery appropriate for this child and family's circumstances?	10
Is the rationale used to select the team model of service delivery evident and justifiable?	10
Does the IFSP include well developed outcomes appropriate to the concerns, priorities, and resources of the family and child?	10
Is the IFSP comprehensive and feasible to implement?	10
Are all sections/components of the IFSP completed?	5
TOTAL	100

SPED 658							
Evaluation of IFSP/INTERVENTION Family Assessment Plan							
Domain Area	Objectives (CEC Standards & Competencies)	Results*					Score*
IFSP/ INTERVENTION and Family Assessment Plan	1. Are the strengths and needs of the whole child evident throughout the IFSP document?	U	AE	ME	EE	N =	Mean 10
		0	0	0	26	26	
	2. Are the strengths and stated needs of the child's family addressed in the IFSP document?	U	AE	ME	EE	N =	Mean 10
		0	0	0	26	26	
	3. In the intervention plan, does the family have a clear role that is reflective of the family's strengths and challenges?	U	AE	ME	EE	N =	Mean 10
		0	0	0	26	26	
	4. Is the intervention plan a good fit with the child's natural environment according to (a) physical location of service delivery and (b) content of intervention activities?	U	AE	ME	EE	N =	Mean 10
	0	0	0	26	26		
5. Does the intervention plan incorporate routines-based practices across all of the child's natural environments?	U	AE	ME	EE	N =	Mean 10	
	0	0	0	26	26		
6. Are age 3-year transition processes addressed in the IFSP document?	U	AE	ME	EE	N =	Mean 5	
	0	0	0	26	26		
7. Is the documented team model of service delivery appropriate for this child and family's circumstances?	U	AE	ME	EE	N =	Mean 10	
	0	0	0	26	26		

	8. Is the rationale used to select the team model of service delivery evident and justifiable?	U	AE	ME	EE	N	Mean
		0	0	0	26	26	10
	9. Does the IFSP include well developed outcomes appropriate to the concerns, priorities, and resources of the family and child?	U	AE	ME	EE	N	Mean
		0	0	0	26	26	10
	10. Is the IFSP comprehensive and feasible to implement?	U	AE	ME	EE	N	Mean
		0	0	0	26	26	10
	11. Are all sections/components of the IFSP completed?	U	AE	ME	EE	N	Mean
		0	0	0	26	26	5

*Course # Maximum rating = 10 on a scale of 1 – 10 (5 on a scale of 1-5 for #6 & 11)

U = unsatisfactory = 1-3 (1 for #6 & 11)

AE = approaching expectations = 4 - 6 (2 for #6 & 11)

ME = meeting expectations = 7-9 (3-4 for #6 & 11)

EE = Exceeds expectations = 10 (5 for #6 & 11)

Section V Early Intervention

Use of Assessment Results to Improve Candidate and Program Performance

Principal Findings

While compiling this report, the members of the Early Intervention SPA Committee found that our program is strong in many respects but needs improvement in certain areas. Based on a summary of the assessment data collected from the Early Intervention Program, the following curriculum matters have been identified, discussed and will be addressed. Each of the following areas provides 1) evidence of how we have used assessment results to improve our program and/or 2) our planned efforts to use the assessment data.

Content Knowledge

Prior to the 2004-2005 school year there was no Praxis core content Special Education for Early Intervention exam and no Praxis Early Childhood exam required by the state for Early Intervention certification. Once these exams were required, all graduates passed the Praxis II exams. This data provides evidence that our candidates have the content knowledge necessary to meet the CEC standards and NAEYC standards for Early Intervention. However, we have no subscale data on these students to interpret. We have asked the College of Education and Human Development (COEHD) to require that subscale data from the Praxis II: Early Childhood Education (0020) and Praxis II Special Education Core content (0353) be provided by candidates to the COEHD. This will enable the Unit to more accurately evaluate how effectively it is preparing our candidates in the area of Content Knowledge.

Pedagogical and Professional Knowledge, Skills and Dispositions

Staff turnover in the Early Intervention program for the last 3 years, has left us in the position of not having a definitive idea of where our program stands and has made it difficult to evaluate our program efficiently. Conversely, it has given us an opportunity to examine the program and investigate areas that need to be strengthened.

1. The Early Intervention SPA Committee found data from one semester where the integrated theme unit was a requirement for SPED 683: Instructional Program Implementation for Young Children with Disabilities. In this assignment, students were given a choice of basing their integrated theme unit for one week with lesson plans, objectives and activities for one child with an IEP or an IFSP. With only one semester of data to examine, it is hard to reach conclusions for the program. Data for the one time it was used indicated that nine candidates exceeded expectations and one candidate approached expectations. Based on the fact that one student didn't meet expectations; we want to look at how well our rubric matches the requirements for this assessment. In the future this assignment and assessment will require students to develop an integrated theme unit for both a child with an IEP and a child with an IFSP. The assessment addresses important CEC standards.

2. Our Early Intervention candidates are assessed and must pass the Louisiana Components of Effective Teaching (LCET) during practicum or internship. There were not Early Intervention candidates who took the practicum/internship in the fall of 2006; consequently we have no data to analyze.

3. The early intervention staff that reviewed the Portfolio Plan assessment and prepared this report found no data on which to base a determination of the effectiveness of the assessment in preparing our candidates for their future teaching duties. The class in which this assessment is conducted was last taught in the spring of 2006. The instructor who taught this class is no longer an employee of Southeastern Louisiana University. We do not have access to her grade book and thus have no data to report. Information regarding this assessment instrument and the rubric used to assess it was made available by a teacher candidate in the program who had saved her class assignments and shared them with the preparers of this report.

4. The Observation- Reflection report is a requirement of SPED 684: Biophysical Development of Preschool Children with Disabilities. Candidates are given a choice of three possible sites to visit, observe and develop a report. Of the 23 students who participated in the assessment, 21 submitted a complete report. To strengthen the program and provide a greater variety of opportunities for field experiences, future candidates should be required to visit two of the three sites, observe, report their findings, and reflect on the experience.

5. The Routine and Planned Play Activities Plan is an integral component of our measurement of our candidate's abilities to demonstrate their skill in planning activities that incorporate goals and objectives into planned activities and routines of the home and school day. Based on assessment results, our candidates met or exceeded expectations. This appears to be a strong assessment instrument in the Early Intervention program.

6. All students who completed the IFSP project assessment exceeded expectations. However, since the IFSP was completed as a small group project, this does not provide appropriate data on which to base individual candidate competence in the skill of writing an IFSP. In future, the IFSP assessment will be an individual assessment in which the candidate is given a situation and must develop the IFSP appropriate to the families concerns, priorities and resources and the child's present level of development.

Effect on Student Learning

In reviewing the Early Intervention program, we found no assessment instruments that measured the teacher candidate's impact on student learning in the Early Intervention setting. In the future, this program will develop an instrument that will require teacher candidates to assess students, plan intervention and monitor on-going growth and development to measure the effect of the intervention on student learning. At present, an assessment is being developed in SPED 688: Evaluation of Exceptional Children in Early Intervention, in which each teacher candidate will be assigned a child with an IEP, will develop appropriate intervention strategies, and will conduct ongoing monitoring of student progress to determine impact on student learning.