

Section I Context Statement**I. State and Institutional Policies:**

The graduate program in special education 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 add-on mild/moderate certification while working on a master's degree. For add-on certification, the state requires the following courses: (1) a methods course, (2) a vocational/transition course, (3) an assessment course, (4) a classroom organization/management course, and (5) a practicum course.

The Council for Exceptional Children (CEC) Standards (Field Experiences and Clinical Practice Standards, Assessment System Standards, and Special Education Content Standards) govern the graduate program in 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 100 field-based hours. These field hours are found in the following courses/projects:

SPED 612: Behavioral Assessment and Intervention with Individuals with Exceptionalities (10 hrs.)

Candidates produce a behavior change project with a K-12 student. They identify a target behavior, conduct a functional assessment to determine the function of the target behavior, and use the identified function to create and implement an individualized intervention plan to change the targeted behavior.

SPED 608: Evaluation of Individuals with Exceptionalities (20 hrs.)

Candidates submit a final written report about a student that they have assessed the entire semester using formal and informal assessment tools. This final product is known as the Case Study Project.

SPED 663: Methods of Teaching Basic Subjects to Students with Mild/Moderate Impairments (20 hrs.)

Candidates videotape themselves teaching reading and math lessons to students with mild/moderate disabilities. Prior to videotaping, candidates are given the LCET form so they will be aware of the skills they will be assessed on by the course professor.

SPED 641: Practicum in Assessment and Evaluation of Individuals with Exceptionalities (60 hrs.)

Candidates will complete an Assessment Plan Project that demonstrates that their instruction has had an impact on student achievement.

SPED 603: Vocational Adjustments of Individuals with Exceptionalities (5 hrs.)

Candidates observe two different employment settings where individuals with disabilities are employed. They then compare and contrast their observations.

All field experiences are monitored by fully licensed 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, 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 in Special Education 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, mild/moderate disabilities, candidates must pass the following PRAXIS exams: (1) Education of Exceptional Students: Core Content Knowledge (#0353), and (2) Education of Exceptional Students: Mild to Moderate Disabilities (#0542).

Retention: Several strategies are employed to support candidates in the graduate special education program at Southeastern. The primary support tool is advising. Individuals admitted in to the graduate program in special education meet with a graduate advisor who explains all

course requirements as well as the comprehensive exam requirement for successful completion of the Master's in Special Education, Mild/Moderate Disabilities degree. Candidates are encouraged to maintain frequent contact with their advisor by course instructors as well as others in the Department of Teaching and Learning. In addition to advising, candidates meet frequently one-on-one with course instructors to address difficulties in a class as well as in the program. Finally, candidates are provided with professional development opportunities such as the Mock IEP and the Dyslexia Simulation to name just a few.

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*:

1. **Knowledge of Learner (KL):** Candidates' understanding of the learner that is necessary to provide effective and equitable instruction.
2. **Strategies and Methods (SM):** Candidates learn strategies and methods necessary to become effective professionals.
3. **Content Knowledge (CK):** Candidates have a thorough understanding of the content appropriate for grades 1-5.
4. **Professional Standards (PS):** Established criteria that guide effective professionals in each discipline area.

Additionally, **Diversity (D)** is an integral part of the program and **Technology (T)** is integrated throughout the program.

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 CEC, as well as 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 and problem solve 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, mild/moderate disabilities, 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
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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 graduate program will use the following course specific assessments:

SPED 608: Evaluation of Individuals with Exceptionalities

An evaluation of a final case study report using an instructor designed rubric.

SPED 641: Practicum in Assessment and Evaluation of Individuals with Exceptionalities

A teacher work sample (TWS) rubric is used to assess candidate impact on student learning.

SPED 663: Methods of Teaching Basic Subjects to Students with Mild/Moderate Impairments

An addendum that addresses teaching language skills and learning strategies is used to assess student performance.

SPED 664: Classroom Organization and Management for Students with Mild/Moderate Impairments

A Start-Up Plan rubric is 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 is used as a model and additional items are added to the assessments to make them more closely align with the CEC standards and to better address the needs of our graduate candidates in special education/mild moderate disabilities.

**SPED Graduate Mild/Moderate Completers
Candidates Enrolled in the Program**

Academic Year	# of Candidates Enrolled	# of Completers
2003 – 2004	67	8
2004 – 2005	68	16
2005 – 2006	51	16

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
Anzelmo-Skelton, Nicki	B.A. Wichita State University; Elem. Ed., M.Ed. Wichita State University, Ed. Psych; Ed.D., Southern University	Faculty	Assistant Professor	Yes	Past Secretary, Louisiana Council for Exceptional Children; Counselor, Kappa Delta Pi; Co-Authored STAR Curriculum for state of Louisiana	Certified elementary, grades 1 – 8, special education, mild/moderate, and learning disabilities; 17 years teaching experience
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-	Certified Mild/Moderate Disabilities (1-12), Severe/Profound Disabilities (1-12), Educational Diagnostician, Reading Specialist; 13

					Large, Executive Board, Southwest Educational Research Association; Reviewer, Classroom Assessment (SIG) proposals for 2007 AERA Annual Meeting, and AACTE 2007 Annual Convention	years teaching experience in inner city schools (Detroit, MI; New Orleans, LA)
Joy Hines	B.S, M.A, Ph.D University of Southern Mississippi in Special Education	Faculty	Assistant Professor	Yes	Council for Exceptional Children (Premier Member), National Association for Multicultural Education Florida Parishes Association for Multicultural Education (Charter Member)	Mississippi AAAA Area 221 (K-12): Mild/Moderate Disabilities, Mississippi Area A: Biology (7-12), Mississippi Area A: Mathematics (7-12)
Ratcliff, Ellen	Ph.D. Louisiana State University M.Ed. Southeastern Louisiana University B.S. Mississippi State University	Faculty	Assistant Professor	Yes	Past Treasurer - Louisiana Council for Exceptional Children; Past Financial Chairperson - Louisiana Council for Exceptional Children;	Special Education Mild/Moderate Disabilities (1-12)
Siegel, Wendy	Doctorate Special	Faculty	Assistant Professor	Yes	Four Publications in International, National,	Special Education

	Education and Habilitative Services 1999 University of New Orleans; Master's Special Education and Habilitative Services University of New Orleans; Bachelor of Sciences Corporate Finance University of Alabama in Tuscaloosa				State referred journals: <i>Re-Vision</i> (2004)(Invited), <i>American Association of School Administrators Journal of Scholarship & Practice</i> (in press), <i>Education</i> (2006), <i>Reading Exploration and Discovery (READ)</i> (2005). Invited Keynote Speaker at the 2005 Positive Behavior Support Regional Conference, Cincinnati, OH.	Mild/Moderate Disabilities (1-12); Curriculum and Instruction (Reading Specialist), middle and high school special education
Van der Jagt, Johan	B.A. Psychology Western Maryland College 1975 M.Ed. Special Education Western Maryland College 1978 Ph.D. Special Education Mild/Mod. LD Southern	Faculty	Assistant Professor	Yes	Publication: van der Jagt, and Madison, M.- Addressing Low Socioeconomic Status Language Factors for Increased Teaching Effectiveness.- <i>The International Journal of Learning</i> . Member of: Council for Exceptional Children; Mid-South Educational Research Association (MSERA); Council for Learning	17 and ½ years of teaching in resource and inclusive classrooms.

	University-Baton Rouge, LA 1997				Disabilities; Council for Rural Special Education; Tangipahoa Dyslexia Association; Program Reviewer for MSERA (3+ years); Student Council For Exceptional Children Co-Advisor (3 years).	
Yates, Camille	<p>2000 M.S. University of Southern Mississippi</p> <p>1995 Ph.D. University of Southern Mississippi</p> <p>1989 Ed.S. Delta State University</p> <p>1988 M.Ed. Delta State University</p> <p>1972 B.S. Mississippi University for Women</p>	Faculty	Assistant Professor	Yes	Hattiesburg Education Literacy Project (HELP) Board of Directors - Secretary	11 yrs.
Rheams, Theresa	B.A. Elementary Education M.Ed. Special	Faculty	Assistant Professor	Yes		2 years teaching Kindergarten, 2 years First Grade, 4 years

	Education Ph.D. Special Education					teaching Early Childhood Special Education, 2 years teaching Kindergarten
Jacob, Shirley	B.A. Secondary Speech and English; M.Ed. Educational Administration/ Supervision; Ph.D. Educational Administration/ Supervision	Dept. Head (Adminis- trator)	Associate Professor	Yes	Numerous publications in national journals; presentations at national conferences, Dept. Chair, Dept. of Teaching and Learning, Southeastern Louisiana University	16 years as a high school teacher (grades 9-12), 19 years in higher education
Day, Rebecca	B. S. Vocational Home Economics; M.S. Home Economics Education; Ed.D. Home Economics Education	Director, Office of Student Teaching	Associate Professor	Yes	Numerous publications in national journals; presentations at national conferences	Taught 1 year in high school home economics, 36 years in higher education

Attachment 1C. List of Required Courses

**Master of Education
 Graduate Degree Plan
 Concentration: Special Education, Mild/Moderate**

Undergraduate deficiencies to be removed:	Graduate Curriculum
Courses to be transferred:	<p>Courses</p> <p>SPED 581 The Exceptional Family</p> <p>SPED 602 Seminar in Special Education</p> <p>SPED 612 Behavioral Assessment and Intervention with Individuals with Exceptionalities</p> <p>SPED 608 Evaluation of Individuals with Exceptionalities</p> <p>SPED 603 Vocational Adjustments of Individuals with Exceptionalities</p> <p>SPED 641 Practicum in Assessment and Evaluation of Individuals with Exceptionalities</p> <p>SPED 663 Methods of Teaching Basic Subjects to Students with Mild/Moderate Impairments</p> <p>SPED 664 Classroom Organization and Management for Students with Mild/Moderate Impairments</p> <p>EDF 600 Educational Research</p> <p>EDF 607 or 615 Philosophy of Education or History of Education</p> <p>EDUC Elective</p> <p>EDUC Elective</p>
General Notes:	Other Degree Requirements:

SECTION II— LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the CEC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

Name of Assessment	Type or Form of Assessment	When the Assessment Is Administered
1 [Licensure assessment, or other content-based assessment] Praxis #0452 Mild/Moderate Disabilities & Praxis #0353 Exceptional Students: Core Content Knowledge	National Standardized Tests (Required for State Certification)	Before program is completed
2 [Assessment of content knowledge in special education] Praxis #0353 – Exceptional Students: Core Content Knowledge; Comprehensive Exams	National Standardized Tests (Required for State Certification) Performance-based Assessment Rubric	Before program is completed
3 [Assessment of candidate ability to plan instruction] Assessment Candidate Ability to Plan Instruction	Performance-based Assessment Rubric	SPED 663 – Methods of Teaching Basic Subjects to Students with Mild/Moderate Impairments
4 [Assessment of student teaching] Clinical Practice Assessment; SPED 663 Videotaped Lesson using LCET; CEC Special Education Language/Learning Strategies Addendum	Performance-based Assessment Rubric	SPED 663 – Methods of Teaching Basic Subjects to Students with Mild/Moderate Impairments
5 [Assessment of candidate effect on student learning] Candidate Impact of Student Learning: Teacher Work Sample	Performance-based Assessment Rubric	SPED 641 – Practicum in Assessment and Evaluation of Individuals with Exceptionalities
6 Additional assessment that addresses CEC standards (<i>required</i>)] Classroom Management Plan	Performance-based Assessment Rubric	SPED 664 – Classroom Organization and Classroom Management for Students with Mild/Moderate Impairments
7 Additional assessment that addresses CEC standards (<i>optional</i>)] Final Case Study Report	Performance-based Assessment Rubric	SPED 608 – Evaluation of Individuals with Exceptionalities
8 Additional assessment that addresses CEC standards (<i>optional</i>)] Participation in Decision-Making Meetings Involving Modifications to Learning	Performance-based Assessment Rubric	SPED 641 – Practicum in Assessment and Evaluation of Individuals with Exceptionalities

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 <input type="checkbox"/>#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>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>X#1 X#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>

CEC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<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><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input checked="" 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>
<p>4. Instructional Strategies. Special educators possess 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 <input checked="" 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>
<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 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><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input checked="" type="checkbox"/>#3 <input checked="" type="checkbox"/>#4 <input type="checkbox"/>#5 <input checked="" type="checkbox"/>#6 <input type="checkbox"/>#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>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 checked="" type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input 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 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><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input checked="" 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>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 checked="" type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<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 checked="" type="checkbox"/>#1 <input checked="" type="checkbox"/>#2 <input checked="" type="checkbox"/>#3 <input checked="" type="checkbox"/>#4 <input checked="" type="checkbox"/>#5 <input checked="" type="checkbox"/>#6 <input checked="" type="checkbox"/>#7 <input checked="" type="checkbox"/>#8</p>

CEC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<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 type="checkbox"/>#4</p> <p><input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input checked="" type="checkbox"/>#8</p>

Section IV: Evidence of Meeting Standards

Content Knowledge Assessments

Assessment#1 PRAXIS, State Licensure Test

Description of the Assessment and Use in the Program

All special education teacher candidates must take and pass the following PRAXIS tests: Exceptional Students: Core Content Knowledge (0353, passing score 143) and Mild/Moderate Disabilities (0542, passing score 141).

Description of How the Assessment Specifically Aligns with CEC Standards

The following summary demonstrates CEC Content Standard alignment for the major areas of the test:

Exceptional Students: Core Content Knowledge (0353): This test is designed for candidates who plan to teach in a special education program at any grade level (PK-12). The three content areas in the test are: Understanding Exceptionalities, Legal and Societal Issues, and Delivery of Services to Students with Disabilities. Test items in “Understanding Exceptionalities” are aligned with CEC Standard 1, Foundations, and Standard 2, Development and Characteristics of Learners. Test items in “Legal and Societal Issues” are aligned with CEC Standard 1, Foundations; Standard 2, Development and Characteristics of Learners; Standard 3, Individual Learning Differences, and Standard 8, Assessment. Test items in “Delivery of Services to Students with Disabilities” are aligned with all 10 CEC Standards. See Assessment 1A for additional information about the connection between PRAXIS 0353 and CEC Standards.

Mild/Moderate Disabilities (0542): This test is designed for candidates who plan to teach in a special education program for students with mild to moderate disabilities at any grade level (PK-12). The three content categories of the test are: Assessment, Curriculum and Instruction, and Structuring and Managing the Learning Environment. The constructed response questions are designed to assess the candidate’s ability to apply the principles of special education to situations relevant to teachers of students with mild/moderate disabilities. Test questions in Content Category I, Assessment, are closely connected to CEC Standard 8, Assessment. Test questions in Content Category II, Curriculum and Instruction, are closely connected to CEC Standard 3, Individual Learning Differences; Standard 4, Instructional Strategies; Standard 6, Language; and Standard 7, Instructional Planning. Test items for Content Category III, Structuring and Managing the Learning Environment, are closely connected to CEC Standard 5, Learning Environments and Social Interactions; CEC Standard 9, Professional and Ethical Practice; and CEC Standard 10, Collaboration. See Assessment 1A for additional information about the connection between PRAXIS 0542 and CEC Standards.

Brief Analysis of Data Findings

As indicated in the data tables for Assessment #1, Southeastern graduate special education teacher candidates taking the **Praxis II: Education of Exceptional Students: Core Content Knowledge (0353)** in 2004-2005 had a median score of 178 and a pass rate of 100% for the Praxis 0353 Test. Candidates taking the PRAXIS II in 2005-2006 had a median score of 170 on Test 0353 and a passing rate of 100%.

Additional examination of the data for all special education candidates (undergraduate and graduate), indicates the following:

- a. Our candidates scored **higher than the state average** on all sections of Test 0353 in 2004-05 and 2005-06.
- b. Candidates scored **at or higher than the national average** for Section I: Understanding Exceptionalities in 2005-2006, and Section II: Legal and Societal Issues in 2004-2005.
- c. For 2005-2006, the majority of candidates fall almost evenly into the 2nd and 3rd quartiles for Category I: Understanding Exceptionalities and Category II: Legal and Societal Issues.
- d. For 2005-2006, candidates improved on Section II: Legal and Societal Issues as evidenced by a percentage increase in the fourth quartile.

For **Praxis II: Education of Exceptional Students: Mild to Moderate Disabilities (0542)**, special education graduate teacher candidates taking the test had a median score of 179.5 and a pass rate of 100% in 2004-2005. In 2005-2006, special education graduate teacher candidates taking the test had a median score of 180 and a pass rate of 100%.

Additional examination of the data for all special education candidates (undergraduate and graduate), indicates the following:

- a. Our candidates scored **higher than the state average** on all sections of Test 0542 in 2004-05 and 2005-06.
- b. Candidates scored **higher than the national average for all three categories** of Test 0542: Assessment, Curriculum and Instruction, and Structuring and Managing the Learning Environment in 2004-2005 and 2005-2006.
- c. For 2005-2006, candidates improved on Category III: Structuring and Managing the Learning Environment as evidenced by a percentage increase in the fourth quartile.

Overall, the data indicate that our candidates are doing well when compared to our sister institutions in Louisiana as well as to national averages for PRAXIS II: Education of Exceptional Children tests. Special education faculty members plan to continue to monitor candidate performance and identify areas of needed improvement

Interpretation of How Data Provides Evidence for Meeting CEC Standards:

Praxis II test scores and passing rates for our candidates provide evidence that these individuals are meeting CEC standards. These assessments indicate that our candidates have attained the special education content knowledge necessary to be effective educators of students with mild/moderate disabilities. However, we will continue to strive to improve our program.

Assessment 1A: Assessment Tool or Description of Assessment

Assessment tool unavailable.

**Connection Between PRAXIS 0353, Education of Exceptional Students:
Core Content Knowledge and CEC Standards**

PRAXIS Content Categories	CEC Standards and Competencies
Understanding Exceptionalities	Standard 1: Foundations CC:1: K2, K4, K5, K7; GC: 1, K1, K3; Standard 2: Development & Characteristics of Learners CC1: K1, K3, K4, K5; GC:2,K1, K2; Standard 6: Language GC:6, K3
Legal and Societal Issues	Standard 1: Foundations CC:1, K2, K3, K5, K6, K8, K9; GC: 1, K4, K6, K7; Standard 2: Development & Characteristics of Learners CC 2,K2; Standard 3: Individual Learning Differences CC:3, K3, K4, K5; Standard 8: Assessment GC: 8, K2
Delivery of Services to Students with Disabilities	Standard 1, Foundations CC:1, K1; GC:1, K2, K5, K9; Standard 2: Development & Characteristics of Learners CC:2, K3, K6; GC:2, K3, K4, K5, K6; Standard 3: Individual Learning Differences CC:3, K1, K2; Standard 4: Instructional Strategies CC:4, S3, S4, S5, S6; GC:4, K1, K2, K3, K4, K5, K6, K7; Standard 5: Learning Environments and Social Interactions CC:5, K1, K3, K4, K5, K8, K10, GC:5, K1, K2, K3; Standard 6: Language CC:6, K1, K3, K4; GC:6, K1, K2; Standard 7: Instructional Planning CC:7, K1, K2, K4, K5; GC:7, K1, K2, K3, K4; Standard 8: Assessment CC:8, K1, K2, K3, K4, K5; GC: 8, K1, K3; Standard 9: Professional & Ethical Practice CC:9, K2, K4, GC:9, K1; Standard 10: Collaboration CC:10, K1, K2, K3, K4; GC:10, K1, K2, K3, K4

**Connection Between PRAXIS 0542, Education of Exceptional Students:
Mild to Moderate Disabilities to CEC Standards**

PRAXIS Content Categories	CEC Standards and Competencies
Assessment	CC:7 , S3, S4, S5; CC:8 , S1, S2, S3, S4, S5, S6, S8, S9; CC:10 , S2; GC: 7 , S2, S5, GC:8, S1, S2, S3, S4, S5
Curriculum and Instruction	CC:4 , S3, S4, S6; CC:7 , S2, S6, S8, S11; CC:10 , S4 S5, S6, S7, S9, S10; GC: 4 , S8, S9, S10, S11, S12; GC:7 , S1, S2, S3, S4, S5, S6, S7, S8; GC:9 , S1; GC:10 , S1, S2, S3, S4
Structuring and Managing the Learning Environment	CC:4 , S4; CC:5 , S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16; GC: 5 , S2, S3, S6; GC:7 , S1, S4; GC:10, S1, S2

Assessment 1B: Scoring Guide for the Assessment

Unavailable

Assessment 1 C: Candidate Data Derived from the Assessment**Special Education, Mild/Moderate Disabilities Graduate Examinee Pass Rates and Scores on the Praxis II: Education of Exceptional Students: Core Content Knowledge (0353)**

	Number of Examinees	Pass Rate	Median Score	Average Performance Range	Lowest Observed Score	Highest Observed Score
2005-2006	18	100%	170	163-181	156	190
2004-2005	25	100%	178	160-179	117	186

Percentage of Special Education Mild/Moderate Disabilities Examinees Scoring in Each Quartile of the Praxis II: Education of Exceptional Students: Core Content Knowledge (0353)

	Quartile 1 (lowest)	Quartile 2	Quartile 3	Quartile 4 (highest)
I. Understanding Exceptionalities	2005-06= 17 2004-05= 29	2005-06= 36 2004-05= 35	2005-06= 37 2004-05= 20	2005-06= 11 2004-05= 16
II. Legal and Societal Issues	2005-06= 17 2004-05= 16	2005-06= 25 2004-05= 44	2005-06= 24 2004-05= 29	2005-06= 34 2004-05= 13
III. Delivery of Services to Students with Disabilities	2005-06= 26 2004-05= 24	2005-06= 43 2004-05= 31	2005-06= 21 2004-05= 27	2005-06= 9 2004-05= 10

A Comparison of Special Education, Mild/Moderate Disabilities Examinees on the Praxis II: Education of Exceptional Students: Core Content Knowledge (0353)

	Southeastern Louisiana University Average % Correct	State-Wide Average % Correct	National Average % Correct
I. Understanding Exceptionalities	2005-06= 72 2004-05= 65	2005-06= 68 2004-05= 64	2005-06= 71 2004-05= 69
II. Legal and Societal Issues	2005-06= 73 2004-05= 76	2005-06= 71 2004-05= 73	2005-06= 75 2004-05= 76
III. Delivery of Services to Students with Disabilities	2005-06= 72 2004-05= 73	2005-06= 71 2004-05= 71	2005-06= 74 2004-05= 74

Special Education, Mild/Moderate Disabilities Graduate Examinee Pass Rate and Scores on the Praxis II: Education of Exceptional Students: Mild to Moderate Disabilities (0542)

	Number of Examinees	Pass Rate	Median Score	Average Performance Range	Lowest Observed Score	Highest Observed Score
2005-2006	20	100%	180	173-186	156	200
2004-2005	16	100%	179.5	165-198	145	200

Percentage of Special Education, Mild/Moderate Disabilities Examinees Scoring in Each Quartile of the Praxis II: Education of Exceptional Students: Mild to Moderate Disabilities (0542)

	Quartile 1 (lowest)	Quartile 2	Quartile 3	Quartile 4 (highest)
I. Assessment	2005-06= 0 2004-05= 0	2005-06= 65 2004-05= 50	2005-06= 14 2004-05= 20	2005-06= 21 2004-05= 30
II. Curriculum and Instruction	2005-06= 17 2004-05= 12	2005-06= 23 2004-05= 30	2005-06= 42 2004-05= 36	2005-06= 18 2004-05= 22
III. Structuring and Managing the Learning Environment	2005-06= 15 2004-05= 13	2005-06= 42 2004-05= 37	2005-06= 8 2004-05= 34	2005-06= 35 2004-05= 16

A Comparison of Special Education, Mild/Moderate Disabilities Examinees on the Praxis II: Education of Exceptional Students: Mild to Moderate Disabilities (0542)

	Southeastern Louisiana University Average % Correct	State-Wide Average % Correct	National Average % Correct
I. Assessment	2005-06= 61 2004-05= 68	2005-06= 59 2004-05= 58	2005-06= 60 2004-05= 61
II. Curriculum and Instruction	2005-06= 59 2004-05= 65	2005-06= 55 2004-05= 58	2005-06= 57 2004-05= 61
III. Structuring and Managing the Learning Environment	2005-06= 65 2004-05= 67	2005-06= 60 2004-05= 62	2005-06= 63 2004-05= 63

Assessment #2: Content Assessment

PRAXIS Exceptional Students: Core Content Knowledge Test

Description of the Assessment and Use in the Program:

All Southeastern special education candidates must take and pass the PRAXIS Exceptional Students: Core Content Knowledge Test (0353, passing score 143) prior to student teaching.

Description of How the Assessment Specifically Aligns with CEC Standards:

The following summary demonstrates CEC Content Standard alignment for the major areas of the test:

Exceptional Students: Core Content Knowledge (0353): This test is designed for candidates who plan to teach in a special education program at any grade level (PK-12). The three content areas in the test are: Understanding Exceptionalities, Legal and Societal Issues, and Delivery of Services to Students with Disabilities. Test items in “Understanding Exceptionalities” are aligned with CEC Standard 1, Foundations, and Standard 2, Development and Characteristics of Learners. Test items in “Legal and Societal Issues” are aligned with CEC Standard 1, Foundations; Standard 2, Development and Characteristics of Learners; Standard 3, Individual Learning Differences, and Standard 8, Assessment. Test items in “Delivery of Services to Students with Disabilities” are aligned with all 10 CEC Standards. See Assessment 1A for additional information about the connection between PRAXIS 0353 and CEC Standards.

Brief Analysis of Data Findings:

As indicated in the data tables for Assessment # 2, Southeastern graduate special education teacher candidates taking the **Praxis II: Education of Exceptional Students: Core Content Knowledge (0353)** in 2004-2005 had a median score of 178 and a pass rate of 100% for the Praxis 0353 Test. Candidates taking the PRAXIS II in 2005-2006 had a median score of 170 on Test 0353 and a passing rate of 100%.

Additional examination of the data for all special education candidates (undergraduate and graduate), indicates the following:

- a. Our candidates scored **higher than the state average** on all sections of Test 0353 in 2004-05 and 2005-06.
- b. Candidates scored **at or higher than the national average** for Section I: Understanding Exceptionalities in 2005-2006, and Section II: Legal and Societal Issues in 2004-2005.
- c. For 2005-2006, the majority of candidates fall almost evenly into the 2nd and 3rd quartiles for Category I: Understanding Exceptionalities and Category II: Legal and Societal Issues.
- d. For 2005, 2006, candidates improved on Section II: Legal and Societal Issues as evidenced by a percentage increase in the fourth quartile.

Interpretation of How Data Provides Evidence for Meeting CEC Standards

Praxis II test scores and passing rates for our candidates provide evidence that these individuals are meeting CEC standards. These assessments indicate that our candidates have attained the special education content knowledge necessary to be effective educators of students with mild/moderate disabilities. However, we will continue to strive to improve our program.

Assessment 2A: Assessment Tool or Description of Assessment

Assessment tool unavailable.

Assessment 2B: Scoring Guide for the Assessment

Unavailable

Assessment 2 C: Candidate Data Derived from the Assessment**Special Education, Mild/Moderate Disabilities Graduate Examinee Pass Rates and Scores on the Praxis II: Education of Exceptional Students: Core Content Knowledge (0353)**

	Number of Examinees	Pass Rate	Median Score	Average Performance Range	Lowest Observed Score	Highest Observed Score
2005-2006	18	100%	170	163-181	156	190
2004-2005	25	100%	178	160-179	117	186

Percentage of Special Education Mild/Moderate Disabilities Examinees Scoring in Each Quartile of the Praxis II: Education of Exceptional Students: Core Content Knowledge (0353)

	Quartile 1 (lowest)	Quartile 2	Quartile 3	Quartile 4 (highest)
I. Understanding Exceptionalities	2005-06= 17 2004-05= 29	2005-06= 36 2004-05= 35	2005-06= 37 2004-05= 20	2005-06= 11 2004-05= 16
II. Legal and Societal Issues	2005-06= 17 2004-05= 16	2005-06= 25 2004-05= 44	2005-06= 24 2004-05= 29	2005-06= 34 2004-05= 13
III. Delivery of Services to Students with Disabilities	2005-06= 26 2004-05= 24	2005-06= 43 2004-05= 31	2005-06= 21 2004-05= 27	2005-06= 9 2004-05= 10

A Comparison of Special Education, Mild/Moderate Disabilities Examinees on the Praxis II: Education of Exceptional Students: Core Content Knowledge (0353)

	Southeastern Louisiana University Average % Correct	State-Wide Average % Correct	National Average % Correct
I. Understanding Exceptionalities	2005-06= 72 2004-05= 65	2005-06= 68 2004-05= 64	2005-06= 71 2004-05= 69
II. Legal and Societal Issues	2005-06= 73 2004-05= 76	2005-06= 71 2004-05= 73	2005-06= 75 2004-05= 76
III. Delivery of Services to Students with Disabilities	2005-06= 72 2004-05= 73	2005-06= 71 2004-05= 71	2005-06= 74 2004-05= 74

Assessment 4: Clinical Practice Assessment

Description of the Assessment and Use in the Program:

SPED 663 Videotaped Lesson using LCET: This The Louisiana Components of Effective Teaching (LCET) focuses on the teacher candidates' ability to assess, plan, and teach students with mild/moderate disabilities.

CEC Special Education Language/Learning Strategies Addendum: The candidates enrolled in SPED 663 prepare one lesson to be taught in a classroom setting (lesson is videotaped). The videotaped reading/language arts lesson is evaluated by the course instructor. Additionally, candidates prepare three lesson plans as a part of their final portfolio (addressing handwriting, written expression, and spelling). The instructor evaluations are used to assess the candidates' performance on implementing strategies/methods to address language difficulties and learning strategies.

Description of How the Assessment Specifically Aligns with CEC Standards:

SPED 663 Videotaped Lesson using LCET: A rating scale rubric based on the Louisiana Components of Effective Teaching (LCET) is used to evaluate candidate performance. By using LCET criteria, faculty can evaluate candidate growth in teaching. See Assessment 4C for a table delineating the alignment of LCET components with CEC standards and competencies. The following is a brief description of the LCET domains. The first component of LCET addresses Planning and includes 7 elements designed to demonstrate that the candidate can plan effectively for instruction. Attributes of this component are closely aligned to **CEC Standard Seven, Instructional Planning**. The second LCET component addresses Management and includes 6 elements designed to demonstrate that the candidate can maintain an environment conducive to learning, maximize the amount of time available for instruction, and manage learner behavior to provide productive learning opportunities. Attributes of this component are closely aligned **CEC Standard Five, Learning Environments and Social Interactions, as well some aspects of Standard Seven Instructional Planning**. The third LCET component addresses Instruction and includes 19 elements designed to demonstrate that the candidate can deliver instruction effectively, present appropriate content, and provide opportunities for student involvement in the learning process. Attributes of this component are closely aligned to common core and general curriculum competencies for **CEC Standard Four, Instructional Strategies, as well some aspects of Standard Six, Language, and Standard Seven, Instructional Planning**. The final LCET component, Assessment, includes 7 elements designed to demonstrate that the candidate assesses student progress effectively. Attributes of this component are closely aligned to common core and general curriculum competencies for **CEC Standard Eight, Assessment, as well some aspects of Standard Four, Instructional Strategies, and Standard Seven, Instructional Planning**.

CEC Special Education Language/Learning Strategies Addendum: The assessment instrument contains 12 areas based on CEC standards. Specifically, elements 1 – 8 are designed to demonstrate the student's ability to use research-supported methods, appropriate adaptations and technology, deliver instruction effectively, provide feedback, and allow for errors to guide instructional decisions. Attributes for this component are closely aligned to **CEC Standard Four Instructional Strategies**. Elements 9 – 12 are designed to demonstrate the student's ability

to teach strategies for spelling, oral and written language, producing legible documents, and the use of alternative and augmentative communication systems. Attributes for this component are closely aligned to **CEC Standard Six Language**. All elements of the assessment instrument allow the student to demonstrate components of **CEC Standard Two, Development and Characteristics of Learners; Standard Three, Individual Differences; and Standard Five, Learning Environments and Social Interactions**.

Brief Analysis of Data Findings:

SPED Videotaped Lesson using LCET: Faculty members completing the LCET instrument on candidates in SPED 663 use a five-point scale: 1=has not developed or used this skill, 2=is beginning to incorporate this skill, 3=uses this skill appropriately, 4=uses this skill competently with frequency, and 5=uses the skill proficiently with frequency. Results for fall 2006 indicated that all candidates enrolled in SPED 663 achieved an 80% or better using the LCET instrument to assess teaching skills. The highest mean score was 5.0 while the lowest mean score was 1.0. This low score may be due to candidates not demonstrating the skill in the videotaped lesson being observed. Strengths and areas of improvement are discussed below.

CEC Special Education Language/Learning Strategies Addendum: Faculty members completing the special education/learning strategies addendum instrument on candidates in SPED 663 used a 4 point scale: 1 = has not developed or used this skill, 2 = is beginning to incorporate this skill, 3 = uses this skill appropriately and competently, and 4 = uses this skill consistently with a high degree of competence and confidence. In SPED 663, faculty determined that a passing score is 80% of 3's and 4's. Overall, 91% of the candidates scored a 3 or 4 on the instrument. The highest mean score was 3.8 while the lowest mean score was 2.3. Strengths and areas of improvement are discussed below.

Interpretation of How Data Provides Evidence for Meeting CEC Standards:

SPED Videotaped Lesson using LCET: As indicated in the data table for Assessment 4C (see attachment), Southeastern special education candidates in SPED 663 are proficient in the domain areas of planning, management, and instruction. Several areas of strength as well as areas of improvement were noted. In the domain area of **planning**, the highest mean score was 5.0 and the lowest was 2.4 using the LCET instrument. Areas of strength include **CC: 7, S6: Sequence, implement, and evaluate individualized learning objectives** and **CC: 7, S11: Prepare and organize materials to implement daily lesson plans**. An area needing improvement is **CC: 7, S9 Incorporate and implement instructional and assistive technology into the educational program**. The low scores in this area (technology) throughout the LCET instrument are primarily indicative of candidates not demonstrating this skill in the observed lesson. In some cases candidates did not have access to technology and in others just chose not to use technology in the observed lessons.

In the domain area of **management**, the highest mean score was 4.9 with the lowest 4.7 using the LCET instrument. Generally, candidates were very proficient in this domain. Candidates exhibited skills exceeding expectations in **CC: 5, S4: Design learning environments that encourage active participation in individual and group activities** and

CC: 5, S1: Create a safe, equitable, positive and supportive learning environment in which diversities are valued.

In the domain area of **instruction**, the highest mean score was 5.0 with the lowest 2.7 using the LCET instrument. Strengths were exhibited by candidates in **CC: 4, S3: Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs** and **CC: 7, S12: Use instructional time effectively**. Weaknesses were found in **GC: 4, S7: Use appropriate adaptations and technology for all individuals with disabilities** and **CC: 4, S4: Use strategies to facilitate maintenance and generalization of skills across learning environments**.

In the domain area of **assessment**, the highest mean score was 5.0 and the lowest was 1.0. This low score can be explained by candidates being unable to demonstrate several of the skills found on the LCET instrument (e.g. Interpreting and utilizing standardized/non-standardized test results; Producing evidence of student academic growth under his/her instruction) during the observed lesson. Strengths were exhibited by candidates in **CC: 8, S7: Report assessment results to all stakeholders using effective communication skills** and **CC: 7, S3: Involve the individual and family in setting instructional goals and monitoring progress**. An area needing improvement (other than those delineated above) was found in **CC: 8, S4: Develop or modify individualized assessment strategies**.

CEC Special Education Language/Learning Strategies Addendum: As indicated in the data table for Assessment 4C (see attachment), all of the Southeastern special education graduate candidates in SPED 663 exceeded or met expectations in four of the six objectives (Objectives 1, 3, 4, 6) in the area instructional strategies. Several areas of strengths as well as improvement were noted. Candidates demonstrated their ability to use research-supported methods for academic and non-academic instruction; identify and teach basic structures and relationships within and across curricula; use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval; and identify and teach essential concepts, vocabulary, and content across the general curriculum (**Standard Four**). Within the area of instructional strategies, two specific areas needing improvement were in using appropriate adaptations and technology for all individuals with disabilities and using responses and errors to guide instructional decisions and provide feedback to learners (**Standard Four**). In the area of language, all candidates exceeded or met expectations in five of six objectives (Objectives 7 – 11). Candidates demonstrated their knowledge to teach strategies for organizing and composing written products; implements systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language; teach strategies for spelling accuracy and generalization; teach individuals with disabilities to monitor for errors in oral and written language; and teach methods and strategies for producing legible documents (**Standard Six**). The area of language (**Standard Six**) revealed one area needing improvement. Candidates demonstrated that additional attention needs to be given to planning instruction on the use of alternate and augmentative communication systems (**Standard Six**). More detailed instruction will need to be implemented in some areas of instructional strategies primarily using technology for all individuals with disabilities as well as error monitoring. Additionally, earlier instruction in use of alternative and augmentative communication systems will be implemented to improve candidate knowledge and experience.

Assessment #4A: Assessment Tool or Description of Assessment**SPED 663 Language and Instructional Strategies Addendum****Course Assignment Description**

Using the reading lesson plan and videotaped lesson as well as the lesson plans created by candidates for handwriting, written expression, and spelling, the rubric for the addendum was presented to candidates as an additional assessment that would be used to assess their mastery of the content on the addendum. Learning strategies were researched, discussed, and learned about over the course of the semester in every content area. Additionally, language skills, both oral and written were discussed both in and outside of class as important skills to be addressed when working with individuals with disabilities.

Assessment 4B: Scoring Guide for the Assessment


**Southeastern Louisiana University
Final Report on Student Teaching/Internship/Practicum**

Directions: Please evaluate the student teacher/intern in each of the areas listed below. This evaluation should be completed jointly by the supervising/mentor teacher and the student teacher/intern. Please use the comments section under each major category to explain your ratings and/or add additional information. Documentation must be provided for any ratings and/or add additional information. Documentation must be provided for any rating of 1.

The scale is:

- 1 – Has not developed or used this skill
- 2 – Is beginning to incorporate this skill
- 3 – Uses this skill appropriately and competently
- 4 – Uses this skill consistently with a high degree of competence and confidence

<i>PLANNING: The teacher plans effectively for instruction.</i>	1	2	3	4
1. Specifies learner outcomes in clear, concise objectives				
2. Includes activity/activities that develop(s) objectives				
3. Identifies and plans for individual differences				
4. Identifies materials, other than standard materials, as needed for lesson				
5. States method(s) of evaluation to measure learner outcomes				
6. Develops short term and long term instructional plans based on state standards, benchmarks, and/or GLEs				
7. Plans for the use of technology				
8. Develops an Individualized Education Plan (IEP) and/or Individualized Family Plan (IFSP) as needed for the lesson (Special Education teachers only)				
MANAGEMENT: The teacher maintains an environment conducive to learning, maximizes the amount of time available for instruction, and manages learner behavior to provide productive learning opportunities.				4
1 Organizes available space, materials, and/or equipment to facilitate learning	1	2	3	
2 Promotes a positive learning climate				
3 Manages routines and transitions in a timely manner				
4 Manages and/or adjusts allotted time for activities planned				
5 Establishes expectations for learner behavior				
6 Uses monitoring techniques to facilitate learning				
<i>INSTRUCTION: The student teacher/intern delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.</i>	1	2	3	4
1. Initiates lesson effectively				
2. Uses technique(s) which develop(s) lesson objective(s)				
3. Sequences lesson to promote learning				
4. Uses available teaching material(s) to achieve lesson objective(s)				
5. Adjusts lesson when appropriate				
6. Integrates technology into instruction				

7. Presents content at a developmentally appropriate level				
8. Presents accurate subject matter				
9. Relates relevant examples, unexpected situations, or current events to the content				
10. Integrates content across the curriculum				
11. Accommodates individual differences				
12. Demonstrates ability to communicate effectively with students				
13. Stimulates and encourages higher order thinking at the appropriate developmental levels				
14. Encourages student participation				
15. Exhibits enthusiasm toward the subject content				
16. Uses wait time				
17. Uses effective questioning techniques				
18. Utilizes appropriate motivational techniques				
19. Utilizes an effective lesson closure				
20. Provides practice of skills 60% of class time for team sports, 50% for individual sports (Physical Education Instruction only)				
<i>ASSESSMENT: The student teacher/intern demonstrates ability to assess and facilitate student academic growth.</i>	1	2	3	4
1. Consistently monitors ongoing performance of students				
2. Uses appropriate and effective assessment technique(s)				
3. Provides timely feedback to students regarding progress				
4. Produces evidence of student academic growth under his/her instruction				
5. Develops well constructed assessment instruments/procedures/performances				
6. Utilizes a variety of formal and informal assessment techniques to monitor student learning				
7. Interprets and utilizes standardized/non-standardized test results				
OTHER: The student teacher/intern	1	2	3	4
1 Participates in grade level and subject area curriculum planning and evaluation				
2 Establishes cooperative relationships with the supervising teacher, paraprofessionals, parents, students, and other school personnel				
3 Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning				
4 Has read the School Improvement Plan for the school and discussed it with the supervising/mentor teacher				
5 Has planned lessons to address the School Improvement Plan				
6 Exhibits sensitivity to diverse community and cultural norms				
7 Shows awareness of the purposes of professional organizations				
Observes and/or participates in team evaluations (IEP's, etc.)				

Area of Certification _____

Check All That Apply Below

- Undergraduate Student
 Alternate Certification Student
 MAT Student
 Student Teacher
 Intern
 Graduate Student
 Add-On Certification Mild/Moderate

CEC Special Education Language/Instructional Strategies Addendum

Please evaluate the candidate in each of the areas listed below. This evaluation should be completed by the course instructor. Please use the Comments Section to explain your ratings and/or add additional information. Documentation must be provided for any rating of 1.

- The scale is:*
- 1 – Has not developed or used this skill*
 - 2 – Is beginning to incorporate this skill*
 - 3 – Uses this skill appropriately and competently*
 - 4 – Uses this skill consistently with a high degree of competence and confidence*

The student teacher/intern:

1. Uses research-supported methods for academic and non-academic instruction of individuals with disabilities. (GC4, S1)	1	2	3	4
2. Use appropriate adaptations and technology for all individuals with disabilities. (GC4, S7)	1	2	3	4
3. Identify and teach basic structures and relationships within and across curricula. (GC4, S10)	1	2	3	4
4. Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval. (GC4, S11)	1	2	3	4
5. Use responses and errors to guide instructional decisions and provide feedback to learners. (GC4, S12)	1	2	3	4
6. Identify and teach essential concepts, vocabulary, and content across the general curriculum. (GC4, S13)	1	2	3	4
7. Teach strategies for organizing and composing written products. (GC4, S15)	1	2	3	4
8. Implements systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language. (GC4, S16)	1	2	3	4
9. Teach strategies for spelling accuracy and generalization. (GC6, S2)	1	2	3	4
10. Teach individuals with disabilities to monitor for errors in oral and written language. (GC6, S3)	1	2	3	4
11. Teach methods and strategies for producing legible documents. (GC6, S4)	1	2	3	4
12. Plan instruction on the use of alternative and augmentative communication systems. (GC6, S5)	1	2	3	4

Comments:

Assessment 4C: Candidate Data Derived from the Assessment

SPED 663 Methods for Teaching Basic Subjects to Students with Mild/Moderate Impairments							
Evaluation Report of Teaching Data LCET Fall 2006							
Domain Areas	Objectives (CEC Standards & Competencies)	Results*					
Planning: The teacher plans effectively for instruction	1. Specifies learner outcomes in clear, concise objectives. (CC:7, S2, S6, S10)	U	AE	ME	EE	N =	Mean
					17	17	5.0
	2. Includes activity/activities that develop(s) objectives. (CC:7, S7; GC:5, S3)	U	AE	ME	EE	N =	Mean
		1	3	4	9	17	3.9
	3. Identifies and plans for individual differences. (CC:7, S1; GC: 7, S1)	U	AE	ME	EE	N =	Mean
		1		1	15	17	4.6
	4. Identifies materials, other than standard materials, as needed for lesson.(CC:7, S8, S11)	U	AE	ME	EE	N =	Mean
				17	17	5.0	
5. States method(s) of evaluation to measure learner outcomes. (CC:8, S4)	U	AE	ME	EE	N =	Mean	
			5	12	17	4.6	
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	
	1		2	14	17	4.6	
7. Plans for the use of technology. (CC:7, S9; GC 7, S4)	U	AE	ME	EE	N =	Mean	
	11			6	17	2.4	
Management: The teacher maintains an environment conducive to learning, maximizes the amount of time	1. Organizes available space, materials, and/or equipment to facilitate learning. (CC:5, S4, S13)	U	AE	ME	EE	N =	Mean
				1	16	17	4.9
	2. Promotes a positive learning climate. (CC:5, S1,S7, S9)	U	AE	ME	EE	N =	Mean
			1	16	17	4.9	
3. Manages routines and transitions in a timely manner. (CC:5, S5; GC 5, S6)	U	AE	ME	EE	N =	Mean	
			1	16	17	4.9	

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)	U	AE	ME	EE	N =	Mean
		1	1	15	17		4.7
	5. Establishes expectations for learner behavior. (CC:5, S2, S10, S11; GC: 7, S1)	U	AE	ME	EE	N =	Mean
		1		16	17		4.8
	6. Uses monitoring techniques to facilitate learning. (CC:5, S3, S6; GC: 5, S4)	U	AE	ME	EE	N =	Mean
			3	14	17		4.8
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	15	17		4.8
	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
		2	7	8	17		3.8
	3. Uses a variety of teaching materials to achieve lesson objective(s). (CC:6, S2; GC: 7, S4)	U	AE	ME	EE	N =	Mean
	2	1	14	17		4.5	
	4. Sequences lesson to promote learning. (CC:4, S6; CC:7, S14; GC: 4, S8)	U	AE	ME	EE	N =	Mean
			5	12	17		4.7
	5. Adjust lesson when appropriate. (CC:7, S13; GC:4, S4, S5)	U	AE	ME	EE	N =	Mean
			2	15	17		4.9
	6. Integrates technology into instruction. (CC:7, S9; GC:4, S7; GC: 5, S2, GC6, S5)	U	AE	ME	EE	N =	Mean
9	1		7	17		2.7	
	7. Presents content at a developmentally appropriate level. (CC:4, S3; GC:7, S3)	U	AE	ME	EE	N =	Mean
				17	17		5.0

Instruction	8. Presents accurate subject matter. (CC:7, S2)	U	AE	ME	EE	N =	Mean
		1	3	2	11	17	4.0
	9. Relates examples, unexpected situations, or current events to the content. (CC:4, S5; GC:5, S1)	U	AE	ME	EE	N =	Mean
				5	12	17	4.6
	10. Integrates content across the curriculum. (CC:4, S1, S4; GC: 4, S13)	U	AE	ME	EE	N =	Mean
		4			13	17	4.1
	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
			2	1	14	17	4.5
	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
				1	16	17	4.9
13. Exhibits enthusiasm toward the subject content. (CC:6, S1)	U	AE	ME	EE	N =	Mean	
			1	16	17	4.9	
14. Stimulates and encourages higher order thinking at the appropriate developmental levels. (CC:5, S1, S4)	U	AE	ME	EE	N =	Mean	
		1	14	2	17	4.0	
15. Uses effective questioning techniques. (CC: 5, S1, S4; CC:9, S5, S6, S8; CC:10, S8, S10)	U	AE	ME	EE	N =	Mean	
			1	16	17	4.9	
16. Utilizes appropriate motivational techniques. (CC: 5, S13; CC:7, S12, S13; GC: 4, S6)	U	AE	ME	EE	N =	Mean	
				17	17	5.0	
17. Encourages student participation. (CC: 4, S2, CC:7, S13; GC:4, S12)	U	AE	ME	EE	N =	Mean	
			1	16	17	4.9	
18. Utilizes an effective lesson closure. (CC: 4, S4; CC:5, S4, S9)	U	AE	ME	EE	N =	Mean	
	3	2	2	10	17	3.8	
Instruction							

	19. Uses wait time. (GC: 4, S6)	U	AE	ME	EE	N =	Mean
				1	16	17	4.9
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
			3	8	6	17	3.5
	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)	U	AE	ME	EE	N =	Mean
				3	14	17	4.8
	3. Utilizes a variety of formal and informal assessment techniques to monitor student learning (CC:8, S2, S8; GC:8 S2)	U	AE	ME	EE	N =	Mean
		17				17	1
	4. Consistently monitors ongoing performance of students. (CC: 7, S4; GC: 8, S5)	U	AE	ME	EE	N =	Mean
	1		2	4	17	4.6	
5. Provides timely feedback to students regarding their progress. (CC:7, S3; CC:8, S7; GC: 4, S12)	U	AE	ME	EE	N =	Mean	
				17	17	5.0	
6. Produces evidence of student academic growth under his/her instruction. (CC: 8, S8, S9)	U	AE	ME	EE	N =	Mean	
	17				17	1	
7. Interprets & utilizes standardized/non-standardized test results. (CC:8, S5, S6, S7; GC:7, S5)	U	AE	ME	EE	N =	Mean	
	17				17	1	

*SPED 663 Maximum rating = 5 on a scale of 1 – 5; U = Unsatisfactory = 1; AE = Approaching Expectations = 2; ME = Meeting expectations = 3 to 4; EE = Exceeds expectations = 5

SPED 663							
Evaluation of Language/Instructional Strategies Addendum Data Fall 2006							
Domain Areas	Objectives (CEC Standards & Competencies)	Results*					
1. Instructional Strategies	Uses research-supported methods for academic and non-academic instruction of individuals with disabilities. (GC4, S1)	U	AE	ME	EE	N =	Mean
				8	10	18	3.6
2. Instructional Strategies	Use appropriate adaptations and technology for all individuals with disabilities. (GC4, S7)	U	AE	ME	EE	N =	Mean
		4	6	4	4	18	2.4
3. Instructional Strategies	Identify and teach basic structures and relationships within and across curricula. (GC4, S10)	U	AE	ME	EE	N =	Mean
				10	8	18	3.4
4. Instructional Strategies	Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval. (GC4, S11)	U	AE	ME	EE	N =	Mean
				14	4	18	3.2
5. Instructional Strategies	Use responses and errors to guide instructional decisions and provide feedback to learners. (GC4, S12)	U	AE	ME	EE	N =	Mean
			4	6	4	18	2.3
6. Instructional Strategies	Identify and teach essential concepts, vocabulary, and content across the general curriculum. (GC4, S13)	U	AE	ME	EE	N =	Mean
				4	14	18	3.8
7. Language	Teach strategies for organizing and composing written products. (GC4, S15)	U	AE	ME	EE	N =	Mean
				4	14	18	3.8
8. Language	Implements systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language. (GC4, S16)	U	AE	ME	EE	N =	Mean
				6	12	18	3.7
9. Language	Teach strategies for spelling accuracy and generalization. (GC6, S2)	U	AE	ME	EE	N =	Mean
				4	14	18	3.8
10. Language	Teach individuals with disabilities to monitor for errors in oral and written language. (GC6, S3)	U	AE	ME	EE	N =	Mean
				4	14	18	3.8
11. Language	Teach methods and strategies for producing legible documents. (GC6, S4)	U	AE	ME	EE	N =	Mean
				8	10	18	3.6
12: Language	Plan instruction on the use of alternative and augmentative communication systems. (GC6, S5)	U	AE	ME	EE	N =	Mean
		2		6	10	18	3.3

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 #5: Candidate Impact on Student Learning

Description of the Assessment and Use in the Program

The purpose of the Teacher Work Sample (TWS) assignment is to demonstrate candidates' ability to plan an appropriate sequence of instruction based on pre-assessment data obtained, provide instruction, conduct formative and post assessments to document student learning, and reflect on student achievement and possible changes in teaching that might impact student learning. The Teacher Work Sample contains three parts: (a) Learning Environment, (b) Planning, and (c) Results. Successful completion of this assignment demonstrates proficiency in CEC Standards Four, Five, Seven, Eight, Nine, and Ten.

Description of How the Assessment Specifically Aligns with CEC Standards

The first part of the Teacher Work Sample is Learning Environment. Candidates provide demographic information about the student population in the classroom where they provide instruction. This part includes candidates **accessing information on exceptionalities (CC9, S10)**, and **maintaining confidential communication** about individuals with exceptional learning needs, **(CC10, S1)**. Next in Part I, Learning Environment, candidates must describe differences among students in their classroom. This includes identifying students from diverse backgrounds and specific supports they may need **(CC5, S3)**. They also must **use performance data and materials based on the characteristics of the individual student to make or suggest accommodations and/or modifications** that may be needed **in their learning environment (CC4, S3; CC5, S6; GC4, S7)**. Finally students must list and describe **instructional resources that they will use in their instruction to meet the diverse needs** of all students in their classroom **(CC5, S15; CC10, S11)**.

Part two of the Teacher Work Sample is Planning. Candidates must describe the competency levels of the students (e.g., performance levels of the students) that they are teaching, student learning processes that will be used in the lesson(s), how the lesson(s) fit with current standards-based learning, and the length of the lesson **(CC7, S1, S8, S11; GC7, S2)**. They also must design an **assessment plan** that meets the diverse needs of their students in the classroom **(CC8, S4, GC8, S3)**. This includes providing **individualized assessment strategies (CC8, S9)** for students with disabilities who need them and stating how they will use assessment data to evaluate instruction and modify progress for the diverse population of students with and without disabilities that they teach **(CC8, S8)**. Finally, Candidates must show that they are using **research-supported methods for academic and non-academic instruction** (depending on the type of lesson(s) being planned **(GC4, S1)** and they must include **instructional strategies from multiple theoretical approaches (GC4, S2)**. Further, candidates are required to **prepare lesson plans (CC7, S10)**, **sequence, and implement, learning objectives (CC7, S6)**, **select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences. (CC7, S8)**, **state and organize materials** needed to implement their plan **(CC7, S11)**, and **select instructional strategies that are appropriate to the abilities and needs of individual students (GC7, S2)**.

The final part of the Teacher Work Sample is the Results section. Candidates must describe the pre-assessment results and any changes that were made to Part two, Planning. This section also includes a quantitative and qualitative description of all pre-assessment, formative and post-assessment results. **(CC 8, S5, S7, S8)**. They must demonstrate that they are able to **use responses and errors to guide instructional decisions and provide feedback to learners (GC4, S12)**, and show that they have **evaluated their instruction and monitored progress** of individuals with and without disabilities **(CC8, S3)**. Candidates must also describe circumstances that may have affected poor student scores. A reflection about the teacher work sample experience completes this final section. Candidates demonstrate that they are sensitive to the diverse cultures, languages, religions, gender and disabilities of students in the class **(CC9, S6, S7)**. Candidates also reflect on assessment results and how their instruction had an impact on student learning **(CC9, S9, S11)**.

Analysis of Teacher Work Sample Results

A rubric is designed to evaluate each section using four categories: Exceeds Expectations, Meets Expectations, Approaching Expectations, and Unacceptable. Fall 2006 data revealed that **most (76% to 94%) special education candidates scored in the Exceeds or Meets Expectations levels** for all 10 sections of the rubric. Specifically, 82% to 94% of candidates scored in the Meets Expectations or higher levels for Learning Environment, 82% to 94% scored in the Meets or Exceeds Expectations categories for Planning, and 76% to 88% scored in the Meets to Exceed Expectations categories for Assessment Results.

Interpretation of How Data Provides Evidence for Meeting CEC standards

For the most part, the data suggest that Southeastern Louisiana University special education teacher candidates demonstrate competence in the ability to plan, teach, and measure the effects of instruction on students with disabilities. Strengths are noted in candidates' ability to plan, implement and reflect on instruction and assessment results. It should be noted that one candidate did not complete the teacher work sample assignment. Thus, a "U" was scored for results in all categories. However, a noted limitation is in candidates' ability to analyze pretest and posttest results accurately. The Teacher Work Sample is the most comprehensive assessment in the program, addressing all CEC standards in a performance-based instructional activity that measures the candidates' preparedness to meet the needs of individual students in the public schools.

**Assessment 5A: Assessment Tool or Description of Assessment
Teacher Work Sample Assessment Tool Directions**

Instructions for Completing Assignment:

- (1) Use the Teacher Work Sample template available on Blackboard under Course Information as a Microsoft Word document. Design, implement, and assess a one to two week instructional unit for a group of students that includes individuals with disabilities. Address the following components: (a) Part I: Description of the Learning Environment, (b) Part II: Teacher Work Sample Planning, and (c) Part III: Analysis and Reflection of the pre and post assessment results.
- (2) The teacher work sample (TWS) should not exceed ten pages. Items included in the TWS should be directly related to the unit, and the purpose for implementation should be clearly outlined for the reader.
- (3) Submit Parts I and II to your instructor according to the timeline outlined in the course syllabi for SPED 641.
- (4) Once the entire TWS is completed, submit all three parts to the instructor of record. Check carefully for spelling and grammatical errors within the TWS.
- (5) The completed TWS should be submitted one week prior to the last day of class as outlined in the tentative course calendar.

Part I: The Learning Environment

- (1) Define the student population used within the TWS
 - a. Number of students enrolled in class
 - b. Demographic information for each student enrolled in class.
 - i. Age
 - ii. Gender
 - iii. Ethnicity
 - iv. SES
 - v. Grade
 - vi. Classification (if the student has a disability)
- (2) Classroom Diversity/Individual Differences
 - a. Describe the setting for which this TWS is planned (e.g., inclusion, resource etc.)

- b. Number of students with disabilities (describe specifically the types of students and their exceptionalities. Do not provide specific names.)
 - c. Number of students without disabilities
 - d. Number of males and females
 - e. Age range of students
- (3) Accommodations/Adaptations
- a. In general, describe possible adjustments that will be made to accommodate differences in such things as educational disabilities, learning modalities, motivation, and/or skill level.
- (4) Use of Instructional Resources
- a. List all instructional resources that you may use throughout the duration of the unit plan (one or two-weeks).

Part II: Teacher Work Sample Planning

- (1) Development and Relevance
- a. Grade/Age level and Subject area
 - b. Title of unit
 - c. Behavioral objectives for pre and post test containing specific criteria
 - d. Competency levels
 - e. Development of criterion- referenced test (CRT)
 - f. Students will administer, score and interpret a CRT from the designated academic area using the student's curriculum. Teacher candidates will report the following information:
 - i. behavior of the student during the testing session
 - ii. test results
 - iii. strengths and weaknesses derived from test results,
 - iv. Based on test results, recommendations for instruction
- (2) Comprehensive Assessment Plan
- a. Describe and attach a copy of the pre and post assessments used in the unit plan. Assessments may occur formally or informally. A rubric, if used for evaluation, must be the same for both pre and post-assessment.
 - b. Unit Daily Lesson plans
 - i. Teacher candidates will develop a lesson pretest and posttest for **each lesson only** for the TWS. All data will be reported using the attached chart format.

Part III: Teacher Work Sample Results

- (1) Use of Assessment Results to Modify Lesson Plans- From the pre-assessment results, what changes were made to the initial instruction plan for this unit? Explain any modifications or adaptations that occurred to address the needs of the learner.
- (2) Analysis of Pretest and Post Assessment Results - Include quantitative data for each objective and for each student.
- a. Include in this discussion a brief description of performance for students who meet the criteria stated in the objective by indicating "mastered." Be sure to describe what the student knows, can do, and understands as a result of this unit.
 - b. Describe the performance of students who did not meet the criteria stated in the objective by indicating "not mastered."

- c. Describe circumstances, if any, that should be considered when noting the poor achievement of students who demonstrated little or no gains.
- (3) Reflection of the Assessment Process and Results
- a. Based on the obtained results and experience gained from this TWS unit, what will be changed in planning, teaching, and/or assessment the next time the unit is taught?
 - b. How are these implications congruent with CEC standards, SLU Conceptual Framework, collaborative skills, and the individual needs of students with disabilities?
 - c. Describe how you linked assessment and instruction in planning, implementing, and evaluating the TWS?

<p>Assessment Plan (CC8, S4 S8, S9; GC8, S3)</p>	<p>Provides a thorough description of pre-assessment, formative assessment, and post assessment with examples of criterion-referenced assessment instrument items.</p>	<p>Provides a general description of pre-assessment, formative assessment, and post assessment with at least one example of a criterion-referenced assessment instrument item.</p>	<p>Descriptions of pre assessment, formative assessment, and post assessment are vague and limited to a couple of sentences. There is no example of a criterion referenced assessment item.</p>	<p>No description of pre assessment, formative assessment, and post assessment is provided. An example of a criterion-referenced assessment item is not provided.</p>
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Rubric Component	Exceeds Expectations	Meets Expectations	Approaching Expectations	Unacceptable
Unit and/or Daily Lesson Plans (GC4, S1, S2; GC7, S2; CC5, S4; CC7, S6, S8, S10, S11)	The lesson plans are very detailed and succinct with all required components for a unit including examples of materials, evaluation, and student work.	The lesson plans have some detail with all required components for a unit including examples of materials, evaluation, and student work.	The lesson plans are vague and some required components for a unit (e.g., materials, evaluation, and student work) are limited and/or missing.	The lesson plans are incomplete and/or missing. Required components for a unit are missing.
Part III: Teacher Work Sample Results Use of Assessment Results to Modify Lesson Plans (GC4, S12, GC8, S3; CC8, S7, S8, S9)	Provides specific details regarding how assessment results are used to make modifications to lesson plans.	Provides some detail about how assessment results are used to make modifications to lesson plans.	Provides limited details about how assessment results are used to make modifications to lesson plans.	No explanation of how assessment results are used to make modifications to lesson plans are provided.
Analysis of Pre and Post Assessment Results (CC8,S5)	Reports quantitative data and provides a comprehensive description of pre-assessment and post-assessment performance outcomes for each student.	Reports quantitative data and provides a general description of pre-assessment and post-assessment performance outcomes for each student or the general classroom population.	Reports unclear quantitative data and gives an unclear description of the pre-assessment and post- assessment performance outcomes for each student or the general classroom population.	Reports little or no data and gives an unclear description of the pre-assessment and post- assessment performance outcomes for each student or the general classroom population.
Reflection of the Assessment Process and Results (CC9, S6, S7, S9, S11)	Provides a thorough reflection about the pre-assessment, formative assessment, post- assessment and associated lessons including aspects about the lesson plans, instructional delivery, and assessment instrument strengths and limitations; details about how the lessons and assessments may be changed and used the next time are included.	Provides a general reflection about the pre-assessment, formative assessment, post- assessment and associated lessons including some aspects about the lesson plans, instructional delivery, and assessment instrument strengths and limitations; some details about how the lessons and assessments may be changed and used the next time are included.	Provides a vague reflection about the pre-assessment, formative assessment, post- assessment and associated lessons including limited aspects about the lesson plans, instructional delivery, and assessment instrument strengths and limitations; little details are provided about how the lessons and assessments may be changed and used the next time.	The entire reflection is vague and/or parts about the pre-assessment, formative assessment, post- assessment and associated lessons are missing; aspects about the lesson plans, instructional delivery, and assessment instrument strengths and limitations are nonexistent; no details provided about how the lessons and assessments may be changed and used next time.

Assessment 5C: Candidate Data Derived from the Assessment

Rubric Component	Results	Mean N = 17										
Part I Definition of Student Population (CC9, S10; CC10, S1)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>16</td> <td></td> <td></td> <td>1</td> </tr> </table>	EE	ME	AE	U	16			1	<table border="1"> <tr> <td>M=</td> </tr> <tr> <td>3.82</td> </tr> </table>	M=	3.82
EE	ME	AE	U									
16			1									
M=												
3.82												
Classroom Diversity/Individual Student Differences (CC5, S3)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>10</td> <td>5</td> <td>1</td> <td>1</td> </tr> </table>	EE	ME	AE	U	10	5	1	1	<table border="1"> <tr> <td>M=</td> </tr> <tr> <td>3.41</td> </tr> </table>	M=	3.41
EE	ME	AE	U									
10	5	1	1									
M=												
3.41												
Accommodations and/or adaptations (CC4, S3; CC5, S6; GC4, S7)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>11</td> <td>5</td> <td></td> <td>1</td> </tr> </table>	EE	ME	AE	U	11	5		1	<table border="1"> <tr> <td>M=</td> </tr> <tr> <td>3.52</td> </tr> </table>	M=	3.52
EE	ME	AE	U									
11	5		1									
M=												
3.52												
Instructional Resources (CC5, S15; CC10, S11)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>10</td> <td>4</td> <td>2</td> <td>1</td> </tr> </table>	EE	ME	AE	U	10	4	2	1	<table border="1"> <tr> <td>M=</td> </tr> <tr> <td>3.94</td> </tr> </table>	M=	3.94
EE	ME	AE	U									
10	4	2	1									
M=												
3.94												
Part II Development and Relevance of the Unit/Lesson Plan (CC7, S1, S8, S11; GC7, S2)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>9</td> <td>7</td> <td></td> <td>1</td> </tr> </table>	EE	ME	AE	U	9	7		1	<table border="1"> <tr> <td>M=</td> </tr> <tr> <td>3.41</td> </tr> </table>	M=	3.41
EE	ME	AE	U									
9	7		1									
M=												
3.41												
Assessment Plan (CC8, S4, S8, S9; GC8, S3)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>8</td> <td>6</td> <td>2</td> <td>1</td> </tr> </table>	EE	ME	AE	U	8	6	2	1	<table border="1"> <tr> <td>M=</td> </tr> <tr> <td>3.23</td> </tr> </table>	M=	3.23
EE	ME	AE	U									
8	6	2	1									
M=												
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Unit and/or Daily Lesson Plans (GC4, S1, S2;GC 7, S2; CC5, S4; CC7, S6, S8, S10, S11)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>7</td> <td>8</td> <td>1</td> <td>1</td> </tr> </table>	EE	ME	AE	U	7	8	1	1	<table border="1"> <tr> <td>M=</td> </tr> <tr> <td>3.23</td> </tr> </table>	M=	3.23
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Part III Use of Assessment Results to Modify Lesson Plans (GC4, S12, GC8, S3; CC8, S7, S8, S9)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>7</td> <td>8</td> <td>1</td> <td>1</td> </tr> </table>	EE	ME	AE	U	7	8	1	1	<table border="1"> <tr> <td>M=</td> </tr> <tr> <td>3.23</td> </tr> </table>	M=	3.23
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Analysis of Pre and Post Assessment Results (CC8,S5)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>6</td> <td>7</td> <td>3</td> <td>1</td> </tr> </table>	EE	ME	AE	U	6	7	3	1	<table border="1"> <tr> <td>M=</td> </tr> <tr> <td>3.05</td> </tr> </table>	M=	3.05
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Reflection of the Assessment Process and Results (CC9, S6, S7, S9, S11)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>8</td> <td>7</td> <td>1</td> <td>1</td> </tr> </table>	EE	ME	AE	U	8	7	1	1	<table border="1"> <tr> <td>M=</td> </tr> <tr> <td>3.29</td> </tr> </table>	M=	3.29
EE	ME	AE	U									
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SPED 641 Maximum rating = 4 on a scale of 1 – 4 EE = Exceeds expectations =4 ME = meeting expectations = 3 AE = approaching expectations = 2 U = unsatisfactory = 1

**Assessment 5B: Scoring Guide for the Assessment
Teacher Work Sample Scoring Guide Rubric**

Rubric Component	Exceeds Expectations	Meets Expectations	Approaching Expectations	Unacceptable
Part I: Learning Environment Definition of Student Population (CC9, S10; CC10, S1)	Provides specific demographic information including gender, SES, ethnicity, and functioning level about each student enrolled in the class.	Provides general demographic information including gender, SES, ethnicity, and functioning level about each student enrolled in the class.	Some demographic information is missing about gender, SES, ethnicity, and functioning level for each student enrolled in the class.	No demographic information is provided about each student enrolled in the class.
Classroom Diversity/Individual Student Differences (CC5, S3)	Thoroughly describes classroom diversity and/or individual differences among and between students with and without disabilities.	Provides a general description of classroom diversity and/or individual differences among and between students with and without disabilities	Describes only a few diversity and/or individual student differences.	Does not describe any diversity and/or individual student differences
Accommodations and/or adaptations (CC4, S3; CC5, S6; GC4, S7)	Provides a detailed description of specific accommodations and/or adaptations based on individual student needs.	Provides a general description of specific accommodations and/or adaptations based on individual student needs.	Lists but does not provide a description of accommodations and/or adaptations based on individual student needs.	No information is provided about accommodations and/or adaptations based on individual student needs.
Instructional Resources (CC5, S15; CC10, S11)	Provides a comprehensive description of instructional resources used for teaching lessons.	Provides a general description of instructional resources used for teaching lessons.	Descriptions of instructional resources are limited and unclear.	No description of instructional resources is provided.
Part II: Teacher Work Sample Planning Development and Relevance of the Unit/Lesson Plan (CC7, S1, S8, S11; GC 7, S2)	Provides required components with explicit supporting details; intended student outcomes and competency levels are thoroughly defined.	Provides all required components with some details; intended student outcomes and competency levels are generally defined.	Provides a few required components with limited details; intended outcomes and competency levels are not clearly defined.	Does not provide any of the required components and lacks detail.

Additional Assessments

Assessment #6: Classroom Management Plan

Description of the Assessment and Use in the Program

All Southeastern candidates in the Mild/Moderate Disabilities Graduate Program must develop and complete a classroom management plan. This is a complex assignment that was selected as an additional assessment because candidates must demonstrate an in-depth understanding of **CEC Standard Five Learning Environments and Social Interactions**. This assignment assesses graduate special education candidates' abilities to actively create positive classroom environments through developing classroom management plans that meet key aspects of the Council for Exceptional Children's Learning Environments and Social Interactions Standard (**CEC Standard Five**).

Description of How the Assessment Specifically Aligns with CEC Standards

Graduate candidates create classroom management plans that consider multiple aspects of classroom organization and management in greater detail and depth than undergraduate candidates. They are held to higher writing expectations as well. In doing so, they illustrate their understanding of critical aspects of **CEC Standard Five, Learning Environments and Social Interactions**. Candidates create detailed classroom management plans that take into consideration multiple aspects of classroom organization and management, including: (a) **classroom procedures (CC5S1, CC5S4, CC5S5)**, (b) **classroom rules (CC5S5, CC5S10)**, (c) **positive and negative consequences (CC5S5, CC5S10)**, (d) **motivation (CC5S5, CC5S10)**, (e) **preventative and supportive discipline (CC5S4, CC5S5, CC5S10)**, (f) **the role of others (CC5S3, CC5S6)**, and (g) **classroom arrangement (CC5S1, CC5S4, CC5S5)**. In doing so, they consider their students' emotional and physical safety, diverse characteristics and needs, positive social interactions, and motivation and engagement. Furthermore, they plan for working cooperatively and harmoniously with others including paraprofessionals, volunteers, peers, and parents /caretakers.

Through creating a diagram of their ideal classroom arrangement, and developing procedures, rules and consequences, candidates learn how to **modify the environment to manage behaviors (CC5S5)**. In the process, they also learn how to **use effective and varied behavior management strategies (CC5S10)**, and to **identify realistic expectations for personal and social behavior in various settings (CC5S2)**. Through developing good and detailed procedures, they learn the importance of **establishing a consistent classroom routine for individuals with disabilities (GC5S6)**. Furthermore, in the process of creating this plan, candidates also demonstrate that they can **use written language effectively (CC9S8)**. Candidates are then asked to **reflect on their practice to improve instruction and guide their professional growth (CC9S11)**. Successful completion of this assignment demonstrates candidates' proficiency at creating classroom management plans, and provides them with reviewed effective guidelines for running their own classrooms.

Brief Analysis of Data Findings

The minimum rating required was ME, Meets Expectations. The data show that all but one candidate (91%), Meet or Exceed Expectations for classroom management. One candidate failed to turn in two parts of the performance measure. The candidate failed to turn in the classroom procedures and the classroom arrangement part of the assignment. A noted limitation is written expression. Though 72% of candidates Meet or Exceed Expectations in writing, 27% of candidates are Approaching Expectations or Unsatisfactory.

Interpretation of How Data Provides Evidence for Meeting CEC standards

The data show that the great majority of candidates are meeting **CEC Standards Five and Nine** by either Meeting or Exceeding Expectations. One candidate failed two sections of the assignment because she did not turn one in. Candidates passed all other domain areas (with the exception of writing) with scores that either met or exceeded expectations. The only other domain area to show weakness was the area of writing, where three candidates exceeded expectations, five met expectations, two approached expectations, and one candidate earned an unsatisfactory score.

See **Assessment Documentation** Attachments 6A, 6B, and 6C.

**Assessment 6A: Assessment Tool or Description of Assessment
SPED 664
Classroom Management Plan Description**

Objective:

The purpose of this assignment is to assess graduate special education candidates' abilities to actively create positive classroom environments through developing classroom management plans that meet key aspects of the Council for Exceptional Children's Learning Environments and Social Interactions Standard (**CEC Standard Five**)

Instructions for Completing Assignment:**I. Class Profile (3 pts.)**

Provide a brief description of the class you are making the management plan for including the following: total number of children in your class (include # boys, # girls), any special education exceptionalities (you **MUST** include at least one child with an exceptionality), and general socioeconomic information. You can use an existing class or make one up.

II. Proactive Management Strategies**A) Room Arrangement (10 pts) CC5S1, CC5S4, CC5S5**

Based on what you learned in this course, draw a diagram of your ideal classroom (show placement of desks, equipment, windows, doors, etc.) for the population you described. Give a rationale for why you chose to arrange the class the way you did. If you don't know how to use a graphics program to do this and send it to me as an attachment, you may hand draw it on graph paper and fax it or drop it off at my office or mailbox (in the faculty break room) before the due date.

B) Accommodations/Modifications (10 pts.) CC5S6, CC5S13

Based on your readings describe accommodations and modifications that you use to try to avoid behavior problems (consider students who are ahead, students who are behind, students from low socioeconomic backgrounds, ESL students, and various learning styles [VAKT]).

C) Procedures/Routines (47 Pts) GC5S6, CC5S5, CC5S10, CC5S12, CC5S15

Based on your readings describe procedures that you will use:

- (A) for opening activities
- (B) to take attendance
- (C) to give assignments
- (D) to handle paperwork and materials, including: 1) handing out and collecting papers or materials, 2) grading papers, and 3) organizing papers
- (E) to give feedback (written and oral)

- (F) to handle students who finish late and those who finish ahead of time
- (G) for students who need meds
- (H) for attention, including 1) you getting your students' attention, 2) your students getting your attention
- (I) for student's moving about within the room (pencils sharpener, trash, Kleenex, writing utensils, etc.)
- (J) to handle transitions from one activity to the next. How do you prepare your students for transitions? What do you say? What do you expect your students to do? How do you respond when students do not comply with your rules and expectations during transitions?
- (K) for teaching: 1) individuals, 2) small groups, 3) whole class
- (L) for using peer tutoring
- (M) for students using computers
- (N) for students to enter and exit the room (bathroom, office, end of day procedures, etc.)
- (O) for working with other adults: 1) paraprofessionals and volunteers, and 2) communicating with and conferencing with parents
- (P) other?

III. Proactive and Reactive Management Strategies (25 Pts) CC5S5, CC5S10

- A) **How** will you develop your rules? (2)
- B) **Why** you chose to develop your rules the way you did? (2)
- C) **What** are your rules? (5)
- D) Why are they appropriate for the particular needs of your class? (2)
- E) How will you implement your rules? Give particulars of how you will keep track of who is doing what, and what your warning procedures are (how many warnings under what circumstances before you give punishment). (5)
- F) What consequences are tied to those rules? [include both positive (rewards) and negative (punishments)] (5)
- G) How and when you will give consequences? [include both positive (rewards) and negative (punishments)] (2)
- H) How you will phase out rewards and punishment? (2)

IV. Wrap Up Reflection (5 pts) CC9S9

- A) What theory or combination of theories is your plan most aligned with? Support your opinion.
- B) How valuable was the activity of making a CMP to you? What did you learn that you didn't know before? How will this activity help you in the classroom?

V. Writing (10 pts) CC9S8

follows all writing guidelines below and in communication information:

- A) typewritten in Arial or Times Roman 12 pt font
- B) double spaced
- C) page numbers and header at top right hand margin as per APA
- D) 1 inch margins
- E) free of errors in grammar

- F) free of errors in spelling
- G) title page and all citations must be completed in APA style format.
- H) any citations you choose to include must have a reference, and vice versa.
- I) Between 10 – 15 pages, including title page and reference page

A minimum score of 77% is required.

Assessment 6B: Scoring Guide for the Assessment

Holistic Rating Scale: Classroom Management Plan (adopted Aug 2006)				
	Unacceptable	Approaching Expectations	Meets Expectations* Required level	Exceeds Expectations
<p>Classroom Procedures: What is the purpose of classroom procedures? How will you teach these routines to students? Identify a minimum of 5 classroom procedures and how they will benefit your classroom management. CC5S1, CC5S4, CC5S5</p>	Procedures meet less than half of the requirement	Procedures meet half of the requirement	Procedures meet most of the requirement	Procedures meet all of the requirement
<p>Classroom Rules: What are your classroom rules? How did you develop these rules? Relate each rule to the compelling interest addressed. How will you convey these rules to students and parents? CC5S5, CC5S10</p>	Classroom rules reflect little or no understanding of the lesson/or subject matter	Classroom rules reflect some understanding of the lesson/or subject matter Classroom discipline/management	Classroom rules reflect an understanding of the lesson/or subject matter Classroom discipline/management	Classroom rules reflect a clear understanding of the lesson/or subject matter Classroom discipline/management
<p>Consequences: What are the consequences for students breaking the rules? What is the purpose of a consequence? Remember punish work is not acceptable, and the office is a last resort. CC5S5, CC5S10</p>	Consequences lack clarity and are not well understood	Consequences are and are somewhat understood	Consequences are provided and an attempt is made to make them manageable	Consequences are clear and well understood
<p>Individual and Group</p>	Plan is ineffective in	Plan is somewhat	Plan attempts to demonstrate	Plan is very effective in

<p>Motivation and Rewards: What will happen in your room when a student does something right? What forms of acknowledgment will be used? Be specific. How will you motivate and reward the entire group? CC5S5, CC5S10</p>	<p>demonstrating student's understanding of motivations, rewards, and punishments.</p>	<p>ineffective in demonstrating student's understanding of motivations, rewards, and punishments.</p>	<p>student's understanding of motivations, rewards, and punishments.</p>	<p>demonstrating student's understanding of motivations, rewards, and punishments.</p>
<p>Preventive and Supportive Discipline: Which techniques (minimum of 4) will you use to prevent discipline problems? Why? CC5S4, CC5S5, CC5S10</p>	<p>There are no techniques provided to prevent discipline problems.</p>	<p>There is a slight attempt to provide techniques but they are inadequate.</p>	<p>For the most part, the techniques to prevent discipline problems are provided.</p>	<p>Four or more techniques are given to prevent discipline problems and a well constructed and sound rationale is also provided.</p>
<p>Para, volunteers, peers, and parental Involvement: How will you involve others in your classroom? How will you communicate student progress? School events? CC5S3, CC5S6</p>	<p>There are no examples used to address others involvement, communications, and awareness</p>	<p>Insufficient examples used to address others involvement, communication s, and awareness</p>	<p>Some examples are used to address others involvement, communications, and awareness</p>	<p>Very effective examples are used to address others involvement, communications, and awareness</p>
<p>Application: Explain a classroom situation. Using your model, how will you deal with the inappropriate behavior? Describe the inappropriate behavior, your response to the behavior, and your response to the</p>	<p>Application does not follow the student's management model</p>	<p>Application follows model and addresses inappropriate but fails to address response to the appropriate behavior</p>	<p>Application follows model and addresses appropriate behavior</p>	<p>Application follows model, addresses appropriate behavior and provides insight in to changing behavior</p>

appropriate behavior. CC5S10				
Classroom Arrangement: Attach sketch and explanation CC5S1, CC5S4, CC5S5	Does not address a sufficient number of required organizational patterns and elements	Addresses a minimum number of required organizational patterns and elements	Addresses all required organizational patterns and elements	Addresses all required organizational patterns and elements and exceeds expectations through mobility, organization and addressing students needs/ accommodations
Structure & Writing: Your narrative explanation describing and applying your model should be well written and organized CC9S8	The paper is poorly structured, and there are more than five writing errors.	The plan is adequately structured. There are no more than five writing errors.	The paper is well developed with a general adherence to conventions of writing. There are no more than two writing errors.	The paper is well developed and adheres to all conventions of writing. There are no errors in grammar, punctuation, and spelling.

Domain Areas	Results*						
Classroom Procedures (CC5, S1, S4, S5)	U	AE	ME	EE	N =		Mean
	1			10	11		3.72
Classroom Rules (CC5, S5, S10)	U	AE	ME	EE	N =		Mean
			3	8	11		3.72
Classroom Consequences (CC5, S3, S6)	U	AE	ME	EE	N =		Mean
			4	7	11		3.63
Application (CC5, S10)	U	AE	ME	EE	N =		Mean
			3	8	11		3.72
Classroom Arrangement (CC5 S1, S4, S5)	U	AE	ME	EE	N =		Mean
	1			10	11		3.72
Individual Group Motivation and Rewards (CC5 S5, S10)	U	AE	ME	EE	N =		Mean
			5	6	11		3.54
Preventive and Supportive Discipline (CC5 S4, S5, S10)	U	AE	ME	EE	N =		Mean
			4	7	11		3.63
Para, Volunteers, Peers, and Parental Involvement CC5S3, CC5S6	U	AE	ME	EE	N =		Mean
			3	8	11		3.72
Writing (CC9, S8)	U	AE	ME	EE	N =		Mean
	1	2	5	3	11		2.90

Assessment #7: Final Case Study Report

Description of the Assessment and Use in the Program

The purpose of the case study and evaluation report is to demonstrate candidates ability to assess the educational needs of students with disabilities by creating, informal tests, administering and scoring informal and formal tests, and interpreting assessment results to make instructional recommendations through written communication.

Description of How the Assessment Specifically Aligns with CEC Standards:

To successfully complete this assignment, teacher candidates must: gather relevant demographic and background information (**CC8, S1**), assess student behavior in the classroom and other natural settings (**CC7, S4; GC8, S1**), as well as note student behaviors under testing conditions (**CC8, S1; GC8, S4**). Further, candidates must describe all assessment instruments that they administered (**CC8, S4, S9; GC8, S2, S3**) and interpret assessment results from formal and informal assessment (**CC8, S2, S5, S6, S7**) and provide instructional recommendations based on assessment results (**CC8, S6, S7**). Finally candidates must demonstrate their proficiency in professional written communication and confidentiality (**CC9, S8; CC10, S1**). Candidates complete this assignment in SPED 608.

Brief Analysis of Data Findings

Results from the final case study report indicate that overall, the majority of teacher candidates (56% to 100%) are able to successfully assess individuals with disabilities, interpret results, and provide recommendations based on assessment results. Specifically, **100%** of candidates were successfully able to report demographic and background information (**Exceeds or Meets Expectations**), observe behaviors in a classroom, natural setting, and during testing conditions (**69% Meets or Exceeds Expectations**), describe test instruments used for assessment purposes (**88% Meets or Exceeds Expectations**), and provide and interpret norm-referenced test and CBA/CBM results (**81% to 94% Meets or Exceeds Expectations**). Candidates also demonstrated that they were able to write an integrated summary (**81% Meets or Exceeds Expectations**), and provide instructional recommendations (**56% Meets or Exceeds Expectations**). Finally, candidates demonstrated their ability to communicate professionally to others through writing (**86% Meets or Exceeds Expectations**).

Interpretation of How Data Provide Evidence for Meeting CEC Standards:

For the most part, the data suggest that Southeastern Louisiana University special education teacher candidates demonstrate competence in the ability to assess the educational needs of students with disabilities by creating, informal tests, administering and scoring informal and formal tests, and interpreting assessment results to make instructional recommendations through written communication. Notable strengths are in candidates' ability to provide demographic and background information (**CC8, S1; CC10, S1**), describe administered test instruments, (**CC8, S4, S9; GC8, S2, S3**); report and interpret assessment results from norm-referenced and curriculum-based assessment measures (**CC8, S2, S5, S6, S7**); and their written communication skills (**CC9, S8; CC10, S1**). A relative weakness seems to be in candidates' ability to report and interpret observation data (**CC7, S4; GC8, S1**). Finally, a noted weakness is candidates' ability to make recommendations based on assessment results (**CC8, S6, S7**). The final case study report demonstrates that candidates meet several components in Standard Eight and some skills in Standards, Seven, Nine, and Ten of the CEC Professional Standards in a performance-based instructional activity. This clearly demonstrates candidates' preparedness to meet the needs of individual students with disabilities under assessment conditions.

**Assessment 7A: Assessment Tool or Description of Assessment
Final Case Study Report**

Objective:

The purpose of the final case study report is to demonstrate candidates ability to assess the educational needs of students with disabilities by creating, informal tests and administering and scoring informal and formal tests, and interpreting assessment results to make instructional recommendations.

Instructions for completing artifact assignment:

Use the guidelines below to complete the case study report:

- a. Demographic information: The student will provide the student's name (for purposes of confidentiality a fictitious name must be used), age, race/sex, date of birth, gender, grade, school, dates of assessment, and assessments instruments used for the evaluation.
- b. Background information: Students will collect assessment data pertaining to their student (s) from the cumulative folder, student interview, parent interview, teacher interview, classroom observation, and interest inventory.
- c. Results of behavior observations –provide a detailed summary of anecdotal observations that include the antecedent, the behavior, and the consequences with a hypothesis as to the function of the behavior.
- d. Testing behaviors-provide a brief summary describing how the student acted while being assessed initially followed by how the student behaved when he/she was assessed on a weekly and daily basis.
- e. Description of formal standardized tests and informal test administered-provide a brief summary describing the assessment instruments utilized including a vivid description of each subtest.
- f. Results of norm-referenced tests – provide a detail description of standardized test results. Include in your description standard scores and noted strengths and weaknesses for each subtest.
- g. Results of Curriculum Based Assessments and Curriculum Based Measurements- provide a detailed description of all CBA/CBM results that include detailed strengths and weaknesses for each test.
- h. Integrated Summary-provide a detailed summary of the assessment results by summarizing all components of the report followed by a restating of strengths and needs noted.
- i. Recommendations-provide a list of recommendations for the case study student based on the strengths and needs of the student including a description of instructional goals and strategies that could be used to implement the recommendations.

**Assessment 7B: Scoring Guide for the Assessment
Final Case Study Report Rubric-SPED 608**

Component	Exceeds Expectations	Meets Expectations	Approaching Expectations	Unacceptable
Demographic Information (CC8, S1; CC10, S1)	-----	All demographic information present, and correct.	All demographic information is present, but some information is incorrect.	Some demographic information is missing, and present information is mostly incorrect.
Background Information (CC8, S1; CC10, S1)	Summary is very comprehensive and detailed and includes the student's family, academic and intellectual history, and past test scores.	Summary includes basic details about the student's family, academic and intellectual history, and past test scores.	Information is summarized, but details about the student's family, academic and intellectual history and past test scores may be incomplete.	Information is not summarized correctly, and details about the student's family, academic and intellectual history with past test scores are incorrect and/or incomplete.
Results of Behavior Observations (CC7, S4; GC8, S1)	Summary of anecdotal observation is very detailed and include the antecedent, behavior, and consequences. Description of formal observation is very detailed.	Summary of anecdotal observation contains basic information and includes the antecedent, behavior, and consequences. Basic description of formal observation is provided.	Summary of anecdotal observation contains basic information, but the antecedent, behavior, and consequences may be incorrect. Basic description of the formal observation has some incorrect information.	Summary of anecdotal observation contains missing and/or incorrect information. The descriptive results of the formal observation has missing and/or incorrect information.
Testing Behaviors (CC8, S1, GC8, S4)	Testing behaviors are detailed and give the reader in depth information about how the student processed information during testing conditions.	Testing behaviors are described on a basic level, and provides necessary facts are provided about how the student processed information during testing conditions.	Testing behaviors are described, but some information is brief and/or incorrect. Details about how the student processed information during testing conditions are incomplete.	Testing behaviors are not completely described. Details about how the student processed information during testing conditions are incorrect and/or missing.

SPED 608 Final Report Scoring: 4 = Exceeds Expectations; 3 = Meets Expectations; 2 = Approaching Expectations; 1 = Unsatisfactory

SPED 608 Final Report Scoring: 4 = Exceeds Expectations; 3 = Meets Expectations; 2 = Approaching Expectations; 1 = Unsatisfactory

Component	Exceeds Expectations	Meets Expectations	Approaching Expectations	Unacceptable
Description of Tests Administered (CC8, S4, S9; GC8, S2, S3)	All test instruments are described in detail and include thorough descriptions of each subtest. A thorough description of test modifications is included in the description	All test instruments are basically described and include general descriptions of each subtest. Test modifications are included in the description	Some, not all, test instruments are described. Descriptions of subtests are limited. There is at least one sentence that mentions of testing modifications	Minimal descriptions of test instruments. Subtest descriptions are little or nonexistent. There is no mention of testing modifications.
Results of Norm-Referenced Tests (CC8, S2, S5, S6, S7)	Thorough description of percentile rank, standard scores, and age scores. Provided detailed strengths and weaknesses for each subtest.	Provided a general description of percentile ranks, standard scores, and age scores. Presented a general description of strengths and weaknesses for each subtest.	Did not provide a description of all required scores. Gave some but not all strengths and weaknesses for each subtest.	Provided little or no description of scores and little or no description of strengths and weaknesses for each subtest.
Results of CBAs and/or CBMs (CC8, S2, S5, S6, S7)	Thorough description of all CBA/CBM results that include detailed strengths and weaknesses for each test.	General description of all CBA/CBM results that include strengths and weaknesses for each test.	Some general description of CBA/CBM results, but information is incomplete. Some strengths and weaknesses are provided but information is incomplete.	Little or no description of CBA/CBM results. Little to no strengths and weaknesses provided.
Integrated Summary	Summary is succinct and restates all components of the report including restating strengths and weaknesses.	Provides a basic summary restating all required components of the report. Gives basic strengths and weaknesses.	Provides a summary, but it is not integrated. Some report components are missing and/or incomplete. Some strengths and weaknesses are not given.	The summary is not integrated and does not restate the report. Little or no strengths and weaknesses are given.
Recommendations (CC8, S6, S7)	Provides detailed recommendations that include a description of instructional strategies.	Provides recommendations that mention, but do not describe instructional strategies.	Provides recommendations, but they are very sketchy. Little mention of instructional strategies.	Little or no recommendations given. Little or no details about instructional strategies.
Written Communication (CC9, S8; CC10, S1)	All words are spelled correctly. Proper usage, grammar, mechanics and/or sentence construction are evident.	A few words are misspelled OR there are one to three errors in usage, grammar, mechanics, and/or sentence construction.	A few words are misspelled. There may be two to three errors in usage, grammar, mechanics, and/or sentence construction.	Several misspelled words. There are more than three errors in usage, grammar, mechanics, and/or sentence construction.

Assessment #7C: Candidate Data Derived from the Assessment

Rubric Category	Results	Mean N=16										
Demographic Information (CC8, S1; CC10, S1)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>16</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table>	EE	ME	AE	U	16	0	0	0	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>4.00</td> </tr> </table>	Mean	4.00
EE	ME	AE	U									
16	0	0	0									
Mean												
4.00												
Background Information (CC8, S1; CC10, S1)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>14</td> <td>2</td> <td>0</td> <td>0</td> </tr> </table>	EE	ME	AE	U	14	2	0	0	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>3.87</td> </tr> </table>	Mean	3.87
EE	ME	AE	U									
14	2	0	0									
Mean												
3.87												
Results of Behavior Observations (CC7, S4; GC8,S1)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>7</td> <td>4</td> <td>3</td> <td>2</td> </tr> </table>	EE	ME	AE	U	7	4	3	2	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>3.00</td> </tr> </table>	Mean	3.00
EE	ME	AE	U									
7	4	3	2									
Mean												
3.00												
Testing Behaviors (CC8; S1, GC8, S4)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>5</td> <td>6</td> <td>4</td> <td>1</td> </tr> </table>	EE	ME	AE	U	5	6	4	1	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>2.94</td> </tr> </table>	Mean	2.94
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Mean												
2.94												
Description of Tests Administered (CC8, S4, S9; GC8, S2, S3)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>9</td> <td>5</td> <td>2</td> <td></td> </tr> </table>	EE	ME	AE	U	9	5	2		<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>3.43</td> </tr> </table>	Mean	3.43
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9	5	2										
Mean												
3.43												
Results of Norm-Referenced Tests (CC8, S2, S5, S6, S7)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>8</td> <td>5</td> <td>2</td> <td>1</td> </tr> </table>	EE	ME	AE	U	8	5	2	1	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>3.06</td> </tr> </table>	Mean	3.06
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8	5	2	1									
Mean												
3.06												
Results of CBAs and/or CBMs (CC8, S2, S5, S6, S7)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>8</td> <td>7</td> <td>1</td> <td></td> </tr> </table>	EE	ME	AE	U	8	7	1		<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>3.43</td> </tr> </table>	Mean	3.43
EE	ME	AE	U									
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Mean												
3.43												
Integrated Summary	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>6</td> <td>7</td> <td>2</td> <td>1</td> </tr> </table>	EE	ME	AE	U	6	7	2	1	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>3.12</td> </tr> </table>	Mean	3.12
EE	ME	AE	U									
6	7	2	1									
Mean												
3.12												
Recommendations (CC8, S6, S7)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>4</td> <td>5</td> <td>5</td> <td>2</td> </tr> </table>	EE	ME	AE	U	4	5	5	2	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>2.68</td> </tr> </table>	Mean	2.68
EE	ME	AE	U									
4	5	5	2									
Mean												
2.68												
Written Communication (CC9, S8; CC10, S1)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>10</td> <td>4</td> <td>1</td> <td>1</td> </tr> </table>	EE	ME	AE	U	10	4	1	1	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>3.44</td> </tr> </table>	Mean	3.44
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10	4	1	1									
Mean												
3.44												

SPED 608 Final Report Scoring: 4 = Exceeds Expectations; 3 = Meets Expectations; 2 = Approaching Expectations; 1 = Unsatisfactory

Assessment #8: Participation in Decision-Making Meetings Involving Modifications to Learning

Description of the Assessment and Use in the Program

SPED 641, Practicum in Assessment and Evaluation of Individuals with Exceptionalities, is the culminating experience for mild/moderate certification in the special education program. In this fifteen-week practicum, candidates complete several assignments designed to encourage proficiency in special education assessment and evaluation. One of these assignments, Participation in Decision-Making Meetings Involving Modifications to Learning report, requires candidates to participate in one of several types of meetings: (a) School Building Level Committee (SBLC) meeting, (b) Manifestation Determination meeting, (c) Pre-referral Intervention meeting with a general education teacher, or (d) an IEP meeting. Candidates are also required to reflect on these experiences (CEC Standards Nine and Ten).

Description of How the Assessment Specifically Aligns with CEC Standards

This assignment is designed to measure teacher candidates' ability to collaborate successfully with stakeholders and make/facilitate meaningful decisions for individuals with disabilities. Candidates must competently show that they know the meaning of confidentiality (**CC9, S1, S10; CC10, S1**), and that they are able to conduct collaborative conferences with individuals with disabilities and their families (**CC10, S5**). To successfully complete this activity candidates must demonstrate their ability to problem solve (**CC10, S7; GC 5, S5**), and collaborate and communicate effectively with all stakeholders based on assessment results (**CC10, S2, S9, S10; GC5, S5**). Candidates must show that decisions are based on demonstrating sensitivity for diversity (**CC9, S6**), and that an appropriate decision was made based on the presented problem (**CC5, S6; CC9, S8**). Finally, candidates reflect on their collaborative decision-making experience through self-evaluation and stating their personal strengths during the meeting and changes that they will make if a similar meeting occurs in the future (**CC9, S11**).

Brief Analysis of Data Findings

Results of the Participation in Decision-Making Meetings Involving Modifications to Learning report indicate that **100% of candidates scored at the Exceeds or Meets Expectations** categories. All candidates **exceeded expectations** in their ability to maintain confidentiality and describe the problem that was presented at the meeting. All candidates can state the context and purpose of the meeting (**82% Exceeds Expectations, 12% Meets Expectations**). Additionally all candidates were able to effectively describe the committee's decisions based on the presented problem (**71% Exceeds Expectations, 23% Meets Expectations**). All candidates effectively demonstrated their ability to reflect on their participation and decision-making experience (**76% Exceeds Expectations, 17% Meets Expectations**). A relative weakness is noted in candidates' description of their participation and collaboration (**50% Exceeds Expectations, 50% Meets Expectations**). **One student did not participate in this activity and therefore received a U for unsatisfactory.**

Interpretation of How Data Provides Evidence for Meeting CEC Standards:

The above data suggest that Southeastern Louisiana University special education teacher candidates demonstrate proficiency in the ability to collaborate and make or facilitate important decisions during a meeting with all stakeholders. Candidates can effectively maintain confidentiality while problem solving with several

stakeholders. They are also able to effectively participate and collaborate with stakeholders and make or facilitate an important decision that impacts the lives of individuals with disabilities and their families. However, there is room for some improvement in the area of participation and collaboration during the meeting process. Finally all candidates are able to reflect and self-evaluate on their experience and provide suggestions for improvement if a similar meeting occurs in the future. Results of the Participation in a Decision-Making Meeting Involving Modifications to Learning clearly meet Standards 9 and 10. This clearly demonstrates candidates' preparedness to effectively collaborate while demonstrating professional and ethical behaviors.

See **Assessment Documentation** Attachments 8A, 8B, and 8C.

**Assessment 8A: Assessment Tool or Description of Assessment
Participation in Decision-Making Meetings Involving Modifications to Learning**

Objective: The objective of this activity is to demonstrate candidates' collaborative and professional skills that they acquired throughout their initial certification program.

Directions to Students

Students are required to participate in one (1) meeting that determines instructional modifications and accommodations for students with disabilities. Meetings that satisfy this requirement for SPED 641 students are: **(Select one.)** [a] School Building Level Committee (SBLC) meeting, [b] Manifestation Determination meeting, [c] Pre-referral Intervention meeting with a general education teacher, or [d] IEP meeting.

Students must document attending the meeting by providing the following information: [a] type of meeting attended, [b] date and time [beginning and ending] the meeting occurred, [c] a description of the activities that took place, [d] names and titles of individuals who attended the meeting {Handwritten signatures are required of each meeting participant} [e] involvement in the meeting that includes how the student contributed to suggesting modifications or accommodations to the learning environment and [f] a reflection of the activity highlighting personal strengths and changes that will be made if similar meetings in the future occur. Points will be based on the amount of detail provided in the description and the amount of participation described.

**Assessment 8B: Scoring Guide for the Assessment
Rubric for Participation in Decision Making Meeting SPED 641**

Component	Exceeds Expectations	Meets Expectations	Approaching Expectations	Unsatisfactory
Context and Purpose of the Meeting (CC10, S5)	Provides a detailed description for the meeting's purpose. Describes in detail the type of meeting, setting, and titles of people in attendance.	Provides a general description for the meeting's purpose. Describes in general the type of meeting, setting, and titles of people in attendance.	The description of the meeting's purpose is vague. Offers a limited description of the type of meeting, setting, and titles of people in attendance.	Does not provide the meeting's purpose. Provides no description of the type of meeting, setting, and titles of people in attendance.
Confidentiality (CC9, S1, S10; CC10, S1)	Gives a detail statement about keeping confidentiality of student's personal information. Evidence of changing the student's personal information.	Gives a general statement about keeping confidentiality of the student's personal information. Evidence that personal information was changed.	Gives a vague statement about confidentiality of the student's personal information. Little evidence that personal information was changed.	No statement about confidentiality is provided. No evidence that personal information was changed.
Description of the Problem (CC10, S7; GC5, S5)	Describes the problem in detail.	Offers a general description of the problem.	The description of the problem is limited	Does not provide a description of the problem.
Description of Candidate Participation and Collaboration (CC7, S1; CC9, S6, S8; CC10, S2, S7, S9, S10; GC5, S5)	Offers a succinct description of how the candidate participated and collaborated in the meeting.	Offers a general description of how the candidate participated and collaborated in the meeting.	Offers an unclear description of how the candidate participated and collaborated in the meeting.	Offers no description of how the candidate participated and collaborated in the meeting.
Description of Committee Decision (CC5, S6; CC9, S6; GC5, S5)	Provides a thorough description of the decision(s) made at the meeting.	Provides a broad description of the decision(s) made at the meeting.	Provides a vague description of the decision(s) made at the meeting.	Does not provide a description of the decision(s) made at the meeting.
Reflection (CC9, S11)	Provides a thorough reflection that is self evaluative and includes strengths and changes that will be made if similar situations	Provides a complete reflection that is self evaluative and includes strengths and some changes that will be made if	The reflection lacks clarity and is difficult to follow. It is not self-evaluative, but includes a couple of strengths but no	The reflection is very unclear and impossible to follow. There is no self-evaluative portion, and no strengths and

	arise.	similar situations arise.	changes for future situations.	changes are provided.
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Assessment 8C: Candidate Data Derived from the Assessment

Critical Aspects of the Standards	Results	Mean N = 17										
Context and Purpose of the Meeting (CC10, S5)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>14</td> <td>2</td> <td></td> <td>1</td> </tr> </table>	EE	ME	AE	U	14	2		1	<table border="1"> <tr> <td>M=</td> </tr> <tr> <td>3.71</td> </tr> </table>	M=	3.71
EE	ME	AE	U									
14	2		1									
M=												
3.71												
Confidentiality (CC9, S1, S10; CC10, S1)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>16</td> <td></td> <td></td> <td>1</td> </tr> </table>	EE	ME	AE	U	16			1	<table border="1"> <tr> <td>M=</td> </tr> <tr> <td>3.82</td> </tr> </table>	M=	3.82
EE	ME	AE	U									
16			1									
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Description of the Problem (CC10, S7; GC5, S5)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>16</td> <td></td> <td></td> <td>1</td> </tr> </table>	EE	ME	AE	U	16			1	<table border="1"> <tr> <td>M=</td> </tr> <tr> <td>3.82</td> </tr> </table>	M=	3.82
EE	ME	AE	U									
16			1									
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Description of Candidate Participation and Collaboration (CC7, S1; CC9, S6, S8; CC10, S2, S7, S9, S10; GC5, S5)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>8</td> <td>8</td> <td></td> <td>1</td> </tr> </table>	EE	ME	AE	U	8	8		1	<table border="1"> <tr> <td>M=</td> </tr> <tr> <td>3.35</td> </tr> </table>	M=	3.35
EE	ME	AE	U									
8	8		1									
M=												
3.35												
Description of Committee Decision (CC5, S6; CC9, S6; GC5, S5)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>12</td> <td>4</td> <td></td> <td>1</td> </tr> </table>	EE	ME	AE	U	12	4		1	<table border="1"> <tr> <td>M=</td> </tr> <tr> <td>3.59</td> </tr> </table>	M=	3.59
EE	ME	AE	U									
12	4		1									
M=												
3.59												
Reflection (CC9, S11)	<table border="1"> <tr> <td>EE</td> <td>ME</td> <td>AE</td> <td>U</td> </tr> <tr> <td>13</td> <td>3</td> <td>0</td> <td>1</td> </tr> </table>	EE	ME	AE	U	13	3	0	1	<table border="1"> <tr> <td>M=</td> </tr> <tr> <td>3.64</td> </tr> </table>	M=	3.64
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Section V

Use of Assessment Results to Improve Candidate and Program Performance

Principal Results

While compiling this report, the members of the CEC SPA Committee found that our program is very strong in several aspects, but needs improvement in certain areas. Based on a summary of the assessment data collected from the graduate Special Education Program, curriculum issues have been identified, discussed and will be addressed. Each of the following areas provides (a) evidence of how we have used assessment results to improve our program and/or (b) our planned efforts to use the assessment data.

Content Knowledge

Results from Praxis II: Education of Exceptional Students: Core Content Knowledge (0353) indicate that Southeastern graduate special education teacher candidates are doing well compared to our sister institutions in the state. Results from some areas of the PRAXIS II: Core Content Knowledge show that our candidates are doing better than some institutions in the nation. However, improvement is needed in all areas. Specifically, service delivery for students with disabilities, legal and societal issues, and understanding exceptionalities will be stressed more in all graduate special education classes. We also plan to work with other programs in the Department of Teaching and Learning who teach advanced graduate level courses. A new special education course is being offered to **all** candidates seeking a Master's Degree in Curriculum and Instruction and Special Education. This course emphasizes service delivery for students with disabilities in inclusive settings in areas of assessment and instruction. Additionally the course will feature accommodations and modifications for individuals with disabilities. It will also provide information about all individuals with disabilities from diverse cultural and linguistic background.

Results from Praxis II: Education of Exceptional Students: Mild to Moderate Disabilities (0542) show that graduate special education candidates in mild/moderate disabilities have a 100% passing rate for both reporting years. Candidates demonstrated strengths in all areas. However there remains room for improvement in all three areas. Relative weaknesses are noted in candidates' ability to apply their knowledge and skills in the areas of assessment, curriculum and instruction and management. We need to examine the PRAXIS II results in these areas and determine how we can improve our special education assessment, methods and management courses. Special Education faculty are planning a meeting to examine the content areas of the PRAXIS II: Education of Exceptional Students: Mild to Moderate Disabilities in the future to determine specific strengths and weaknesses in our curriculum. Results from this meeting will be incorporated in future graduate special education courses.

Professional and Pedagogical Knowledge, Skills, and Dispositions

Graduate special education teacher candidates enroll in one methods course and two assessment courses. The second assessment course is a practicum that involves candidates teaching a unit lesson as one of its requirements. Results show that candidates are meeting expectations appropriately in their methods and assessment courses. Candidates are able to use research-supported methods for academic and non-academic instruction; identify and teach basic structures and relationships within and across curricula; use instructional

methods to strengthen and compensate for deficits in perception, comprehension, memory and retrieval; and identify and teach essential concepts, vocabulary, and content across the general curriculum. Further, candidates can sequence, implement, and evaluate learning objectives and prepare and organize materials to implement daily lesson plans. It is also clear that candidates can assess students with disabilities using formal and informal test instruments. They can also interpret assessment results and make instructional recommendations to stakeholders verbally and in writing. However, there is need for improvement. Special education teacher candidates need more training in how to use student responses and errors to guide instructional decisions and provide feedback. Further, candidates need more training in applying research supported methods for academic and non-academic instruction of individuals with disabilities. The methods and assessment course instructors will emphasize these areas of weakness in future special education courses. Additionally the Graduate Special Education Program has just completed redesign of all of its courses. The knowledge gained from this evaluation will be incorporated in the redesigned program. Evaluation in the redesign program calls for assessment of courses on a semester basis. Use of the rubrics created to collect data for the graduate redesign and the CEC evaluation will guide any changes that need to be made.

Special education candidates need improvement in using appropriate adaptations and technology for individuals with disabilities. Candidates also demonstrated that they need additional training in using alternate and augmentative communication systems and using technology for all individuals with disabilities. Special education faculty members met about assessment results dealing with technology. It was noted that often incorporating technology in instruction is hindered by the fact that graduate candidates do not have access to technology in their own classrooms. However, it was found that some candidates did not incorporate technology in their instruction because they chose not to. Special education faculty will apply for technology grants where teacher candidates may check out technology equipment to use in their own classrooms while they are being trained. It is also believed by special education faculty that if candidates are exposed to more uses of technology, they will become more friendly and amendable to the idea of using it in their classrooms. Therefore use of technology will not only increase in the methods and assessment courses, but it will be infused more in all special education courses.

One area of strength in the Special Education Graduate Program seems to be behavior and classroom management. Graduate candidates demonstrated competency in all areas. However, the special education faculty noted that behavior management needs to be highlighted more in the area of management. Specifically, the use of functional behavior assessment and implementation of positive behavior supports need to be incorporated in the management course. The redesigned Special Education Program will incorporate these two issues in future management courses.

Effect on Student Learning

The true measure of one's teaching is one's impact on the learner. Graduate special education teacher candidates demonstrated that their management, instruction and assessment impacts learning on students with disabilities. However, there are limitations to data results. First, candidates need improvement in their ability to plan for classroom diversity and individual student differences. The special education faculty met to discuss results from this evaluation. One of the topics of the meeting was how to incorporate more diversity and student differences in the methods and assessment courses. The graduate methods and assessment practicum course instructors plan to infuse more information about teaching students from diverse backgrounds. They will also require candidates to visit classrooms in other schools districts and instructional settings different from their current setting, so that they may observe different instructional methods. Second, faculty noted that data were collected on a small number of students. Therefore results from the teacher work sample are being treated

cautiously. The teacher work sample assessment instrument will be reviewed and revised as future graduate special education teacher candidates enroll in the assessment practicum. The next available assessment practicum will be fall 2007.

Conclusion

The Graduate Special Education Program in Mild/Moderate Disabilities is an evolving program that will change as we gain more information from assessments, and faculty continue to discuss and implement strategies that will improve our candidates' ability to assess, create an environment, and provide instruction for individuals with mild/moderate disabilities who come from diverse cultural and linguistic backgrounds. As a result of this assessment and evaluation process, the special education faculty are making changes to the curriculum and beginning to implement those changes in all courses. Faculty perceive the program to be strong, and it is supported by evidence from results of the eight assessment instruments. Further, we have just redesigned our graduate program, and the data obtained from the CEC program evaluation, will guarantee that our future Graduate Special Education program will be stronger.