

*Engaging diverse communities through leading and learning for social justice.*

<b>Course Number</b>	<b>EDMX 627</b>
<b>Title</b>	<b>Assessment, Planning, and Instruction in Special Education</b>
<b>CRN Number</b>	<b>CRN# 42516</b>
<b>Days</b>	<b>Wednesday</b>
<b>Time</b>	<b>10:00 a.m. – 4:50 p.m., 2 evening sessions 5:30-8:20 p.m.</b>
<b>Course Location</b>	<b>Kellogg Library 5102</b>
<b>Semester / Year</b>	<b>Fall 2017</b>
<b>Professor</b>	<b>Jodi Robledo, Ph.D., BCBA and Mike Norman, MA</b>
<b>Phone</b>	<b>760-750-4317</b>
<b>E-Mail</b>	<b><a href="mailto:jrobledo@csusm.edu">jrobledo@csusm.edu</a>, <a href="mailto:dnorman@csusm.edu">dnorman@csusm.edu</a></b>
<b>Office</b>	<b>University Hall 468 D</b>
<b>Hours</b>	<b>By Appointment</b>

### **SCHOOL OF EDUCATION MISSION & VISION STATEMENT**

*(Adopted by SOE Governance Community, January 2013)*

#### *Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

#### *Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the school, college, university, and community

### **BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK**

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

## TABLE OF CONTENTS

---

COURSE DESCRIPTION.....	2
Assessment for Planning and Instruction.....	2
Credit Hour Policy Statement.....	2
REQUIRED TEXTS AND TASKSTREAM.....	2
TaskStream Enrollment and Postings.....	3
COURSE LEARNING OUTCOMES.....	3
Preliminary Education Specialist Teaching Credential Standards.....	4
PROGRAM STUDENT LEARNING OUTCOMES.....	5
COURSE FEATURES AND PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS.....	5
Authorization to Teach English Learners.....	5
Teacher Performance Expectation (TPE) Competencies.....	5
Teacher Performance Assessment (TPA).....	5
Expected Dispositions for the Education Profession.....	5
School of Education Attendance Policy.....	6
Students with Disabilities Requiring Reasonable Accommodations.....	6
Graduate Writing Assessment Requirement.....	6
CSUSM Academic Honesty Policy.....	6
Plagiarism.....	7
All University Writing Requirement.....	7
Course Format.....	7
Necessary Technical Competency Required of Students.....	7
Contact Information for Technical Support Assistance.....	7
Electronic Communication Protocol:.....	7
Other Professional and Administrative Requirements.....	7
Schedule/Course Outline.....	9
ASSIGNMENT POINT DISTRIBUTION, GRADING SCALE, AND DESCRIPTONS.....	10
Grading Scale.....	10

### COURSE DESCRIPTION

#### **Assessment for Planning and Instruction**

Focuses on methods for assessing and planning so students with disabilities, language, and other learning differences have access to the general education curriculum. Students administer and interpret formal and informal assessments for Individual Education Program planning, implementation, and evaluation. *Requires participation/ observation in the public schools.*

#### **Credit Hour Policy Statement**

Per the University Credit Hour Policy:

- Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.
- The combination of face-to-face time, out-of-class online and field time associated with the course totals to at least the minimum 45 hours per unit of credit.

### REQUIRED TEXTS AND TASKSTREAM

Pierangelo, R. & Giuliani, G. (2017). *Assessment in Special Education: A Practical Approach*, 5th Edition. Pearson.

Brown, F., McDonnell, J., & Snell, M. (2016). *Instruction of Students with Severe Disabilities*, 8th Edition. Pearson.

#### **Selected readings posted on Moodle**

## **TaskStream Enrollment and Postings**

The School of Education uses TaskStream to manage candidates' TPE, clinical practice, signature assignment, and disposition assessments. Candidates must be enrolled in TaskStream throughout the Mild/Moderate and Moderate/Severe Education Specialist program(s). Enrollment fees are paid by going to [www.taskstream.com](http://www.taskstream.com) and registering for at least one year.

Concurrent candidates and candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for at least two years. After enrolling, access your specially designed Education Specialist program bucket - Concurrent MS/ES Program 2016-2017 - by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter **Concurrent1617** as the program code. If this is the correct program, click the *Enroll* button. The Education Specialist program now will show up on your TaskStream home page when you log in. Be sure to remember your own exact enrollment name and password.

Add On candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for two years. After enrolling, access your specially designed Education Specialist program bucket - **Add-On Ed Specialist Credentials 2017-18** - by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter **AddOn1718** as the program code. If this is the correct program, click the *Enroll* button. The Education Specialist program now will show up on your TaskStream home page when you log in. Be sure to remember your own exact enrollment name and password.

## **COURSE LEARNING OUTCOMES**

Upon successful completion of this course, candidates will demonstrate knowledge and skills in:

### **1.0 Observation Skills**

- 1.1 Direct observations in informal situations (*Case Study*)
- 1.2 Using checklists and various observation formats to record observational data (*Case Study*)
- 1.3 Observing and detecting practices used in a setting serving learners with moderate/severe disabilities with a field report requirement. (*Progress Monitoring and Task Analysis Project*)

### **2.0 Record Keeping**

- 2.1 Maintaining a checklist/timelines for the assessment process (*Case Study*)
- 2.2 Employing competency checklists (*Case Study*)
- 2.3 Keeping anecdotal records (*Case Study*)
- 2.4 Utilizing IEP and ITP forms (*Case Study*)
- 2.5 Utilizing referral and planning for assessment forms (*In-Class Activity*)
- 2.6 Recording and submitting observation notes (e.g., progress monitoring field observation). (*Case Study and Progress Monitoring Assignment*)

### **3.0 Assessment Techniques**

- 3.1 Evaluating various commercially available assessment instruments. (*Instrument Fair, Case Study*)
- 3.2 Administering, scoring and interpreting commonly used formal measures (standardized, norm-referenced) (*Case Study, WJIII Practice Administration*)
- 3.3 Using informal assessment methods (e.g., criterion-referenced, curriculum-based) (*Case Study*)
- 3.4 Assessing student work in the classroom (e.g., work sampling) (*Case Study*)
- 3.5 Using assessments for specific populations (*Case Study*)
- 3.6 Using supplementary norm tables (*Case Study*)
- 3.7 Using authentic assessment approaches (performance-based, rubrics, portfolios) (*Case Study, In-class Activity*)

### **4.0 Nondiscriminatory Testing**

- 4.1 Structuring the assessment environment (*Case Study*)
- 4.2 Scheduling assessment sessions (*Case Study*)
- 4.3 Evaluating and selecting assessment instruments (*Case Study*)
- 4.4 Selecting and preparing assessment materials (*Case Study*)
- 4.5 Ensuring parental participation in reporting of student performance (*Case Study*)

## 5.0 Writing Case Reports

- 5.1 Gathering and reporting background information (*Case Study*)
- 5.2 Using a structured format for reporting (*Case Study*)
- 5.3 Reporting interactions with the child (*Case Study*)
- 5.4 Reporting the child's approach to tasks and learning styles (*Case Study*)
- 5.5 Using clinical judgment in interpreting results (*Case Study*)
- 5.6 Summarizing overall finding regarding a child (*Case Study*)
- 5.7 Making recommendations for interventions (*Case Study*)

## 6.0 Generating IEPs

- 6.1 Summarizing current levels of functioning (*Case Study*)
- 6.2 Identifying long-range goals and short-term objectives (*Case Study*)
- 6.3 Completing sections of an IEP and ITP (*Case Study*)
- 6.4 Adapting the IEP as a parallel curriculum for students under IDEA (*Case Study*)
- 6.5 Ensuring parent participation and observation of rights (*Case Study*)

## 7.0 Best Educational and Assessment Practices

- 7.1 Incorporating authentic assessment into lessons (*In-class Activity*)
- 7.2 Adapting lessons for individual learners using differentiated (*In-class Activity*)

## 8.0 Collaborative Interdisciplinary Teaming

- 8.1 Demonstrating the effective use of collaborative teaming principles to:
  - a) develop IEPs, IFSPs, and ITPs; assessment plans and reports; instruction
  - b) problem solve curricular, instructional, and emotional or behavioral mismatches for students
  - c) guide other instructional and special education related decision making (*In-class Activity*)
- 8.2 Facilitating a planning meeting for a student eligible for special education or being considered for specialized support services (*In-class Activity*)
- 8.3 Differentiating the roles of various interdisciplinary team members and soliciting and utilizing diverse expertise of team members (*In-class Activity*)

## Preliminary Education Specialist Teaching Credential Standards

CCTC Preliminary Education Specialist standards ARE addressed by EDMX 627 via the classes and assignments

- M/M/S 3 Educating diverse learners with disabilities - *MTSS Workshop*
- M/M/S 4 Effective communication and collaborative partnerships - *Case Study*
- M/M/S 5 Assessment of students - *WJ Practice Lab; Instrument Fair; Case Study*
- M/M/S 8 Participating in ISFP/IEPs and post-secondary transition planning - *Case Study*
- M/M/S 11 Typical and atypical development - *MTSS Workshop; Case Study*
- M/M/S 12 Behavior, social and environmental supports for learning - *Case Study*
- M/M/S 13 Curriculum and instruction for students with disabilities – *Progress Monitoring*
- M/M 1 Characteristics of students with mild/moderate disabilities – *WJ Practice Lab; Case Study*
- M/M 2 Assessment and evaluation of students with mild/moderate disabilities – *Instrument Fair; Case Study*
- M/M 3 Planning and Implementing Mild/moderate curriculum and Instruction – *Case Study*
- M/M 5 Specific instructional strategies for students with mild/moderate disabilities – *Progress Monitoring and Case Study*
- M/M 6 Case Management – *Case Study*
- M/S 4 Assessment, program planning and instruction - *Progress Monitoring*
- M/S 5 Movement, mobility, sensory and specialized health care – *Progress Monitoring*

### Key:

- M/M/S** = Program Design Standards for Preliminary Education Specialist Credentials
- M/M** = Mild/Moderate Disabilities Standards for Education Specialist Credentials
- M/S** = Moderate/Severe Disabilities Standards for Education Specialist Credentials

## **PROGRAM STUDENT LEARNING OUTCOMES**

### **Preliminary Mild/Moderate and Moderate/Severe Education Specialist Program**

Upon successful program completion, Preliminary Education Specialist teacher candidates will demonstrate proficiencies in

1. Applying current disability-related federal and state laws, procedures, and ethics pertaining to special education referral and eligibility and Individual Education Program plan development, monitoring, and implementation
2. Using various formal and informal assessment data from multiple sources to a) develop IEP goals based upon individual students' assessed needs and b) monitor student progress toward IEP goal achievement
3. Using knowledge of the characteristics of various disabilities and their effects on learning, skill development, and behavior to develop and deliver appropriate instruction to advance student progress toward IEP goal attainment and meaningful participation and progress in the curriculum
4. Differentiating instruction through a) knowledge and application of a variety of instructional and positive behavior support methodologies and b) use of technology inclusive of augmentative and alternative communication systems, applications, and devices
5. Collaborating, coordinating, consulting, and co-teaching effectively with general educators, special education and related service providers, paraeducators, students' families and community agency personnel to maximize communication and instructional quality

## **COURSE FEATURES AND PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS**

### **Authorization to Teach English Learners**

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

### **Teacher Performance Expectation (TPE) Competencies**

The course objectives, assignments, and assessments have been aligned with the CTC standards for Preliminary Education Specialist Mild/Moderate Teaching credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students.

### **Teacher Performance Assessment (TPA)**

Beginning July 1, 2008, all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To support your success in your credential program and with the TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs). To further assist with your successful completion of the edTPA, programs include a capstone experience/class, where edTPA related questions and logistical issues are addressed. Additional support materials are available on the edTPA website at <http://edtpa.com>

**Note: Add-On Education Specialist candidates who already hold a valid basic teaching credential are not responsible for taking the edTPA.**

### **Expected Dispositions for the Education Profession**

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration,

critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*). One point deducted for each absence or lack of participation in class. Please note that full day classes count as TWO class meetings. One-half point deducted for arriving to class 15 or more minutes late. **For this class: Students missing more than two class sessions will see their grades reduced by one full letter grade. Absence from more than three sessions will result in a reduction of two full letter grades.**

### **Students with Disabilities Requiring Reasonable Accommodations**

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **Graduate Writing Assessment Requirement**

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, papers in graduate classes are expected to adhere to writing and format style guidelines described in the sixth edition of the Publication Manual of the American Psychological Association (aka, APA Manual). This manual is a required across all graduate-level (600-level) courses.

### **CSUSM Academic Honesty Policy**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

[http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

## **Plagiarism**

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

## **All University Writing Requirement**

This course ensures that the university's minimum 2,500-word per course writing requirement is met through the course assignments, reflections, and postings for Education Specialist standards assigned to this course.

## **Course Format**

Per the CSUSM Online Instruction Policy, EDMX 627 is considered primarily as traditional (FT) instruction.

## **Necessary Technical Competency Required of Students**

Candidates are required to have the technical expertise to use online browsers (e.g., Firefox) to access information, use the Cougar Courses platform to access and download course content posted at Cougar Courses and submit assignments, and use various forms of technology (e.g., word processing, CSUSM electronic mail, presentation tools such as PowerPoint) to produce course assignments and instruct others for assignments requiring in-class instruction by candidates.

Please save a digital copy of all assignments for your use in your teaching portfolio. Most assignments are submitted online at Cougar Courses; some are submitted both online and in class; at least two assignments are submitted only in class. Details will be given for each assignment in class.

## **Contact Information for Technical Support Assistance**

For technical support assistance, please contact the CSUSM Help Desk. See information on the various ways in which students may get technical support at <http://www.csusm.edu/sth/support/index.html>

## **Electronic Communication Protocol:**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

## **Other Professional and Administrative Requirements**

Use "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome student") must be used throughout all written and oral assignments and discussions.

1. Word-process all written documents. Be sure to keep an electronic copy of all of your work including Cougar Courses postings. Also, you will want these copies for your records and professional portfolio.

2. Always write in a professional voice. Be sure to avoid abbreviations, contractions, and slang. Write out acronyms on first appearance - such as Individualized Education Program (IEP).
3. Examine Moodle at least twice weekly for messages and newly posted materials and resources. Download materials needed for each class prior to class and bring to class all required resources.
4. Complete and post all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor.
5. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests. Participation points are assigned on the basis of participation, collegiality, collaborative effort, and professionalism in interactions with fellow students, the instructors and guests.
6. If you are to miss class, be sure to select a class "buddy" to ensure that you receive handouts and information when you must miss class. You may wish to have the following:  
Buddy:                      Phone#:                      e-mail:

## SCHEDULE/COURSE OUTLINE

**\*\*The instructors reserve the right to modify the schedule.\*\***

<b>Session</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>8/30</b>	Introduction to Course Ecological Systems Theory Foundational Concepts in Assessment Methods of Assessment	Syllabus P&G 1-2 B,M & S 3	
<b>9/6</b>	Intro: Assessment Case Study Psychometrics Sharing of Ecological Quilt Square	P&G 3-4, pp.98-103	<b>Ecological Paper Due</b>
<b>9/13</b>	Pre-Referral, Multi-Tiered System of Supports, Referral, Timelines, and Multidisciplinary Teams Determining Eligibility	P&G 5-8, 16, 18	
<b>9/20</b>	Intro: Progress Monitoring, Ecological Assessment, and Task Analysis Project Progress Monitoring Ecological Assessment Behavioral Data Collection Task Analysis	B, M, & S 4, 5 (pp. 157-160, pp.165-176)	
<b>9/27</b>	Woodcock Johnson Practice Administration Tests of Academic Achievement and Assessments of Intelligence	P&G 9	<b>WJ Report Due (Completed in Class)</b>
<b>10/4</b>	Writing Comprehensive Reports and Goals Based on Assessment	P&G 17	
<b>10/11</b>	Special Guest Speaker: Jan Israel, School Psychologist Assessments of Behavior: Adaptive Behavior, Vineland Adaptive Behavior Scales, Berry VMI, FBA  Special Guest Speaker: Dr. Lori Heisler Language Difference vs. Disability Assessments of Speech and Language: Peabody Picture Vocabulary Test 3; Test of Auditory Comprehension of Language 3	P&G 10-15	<b>Progress Monitoring and Task Analysis Due</b>
<b>11/1</b>	NO CLASS MEETING		<b>Observation for Case Study/Parent Permission Slip Due</b>
<b>11/16 5:30 – 8:20 p.m.</b>	Instrument Fair (Kellogg 5102)		<b>Instrument Report Due</b>
<b>11/30 5:30 – 8:20 p.m.</b>	Assessment Case Study SHARE Course Evaluations (Kellogg 5102)		<b>Assessment Case Study Due</b>

## ASSIGNMENT POINT DISTRIBUTION, GRADING SCALE, AND DESCRIPTONS

Assignments	Notes	Points
Session Participation	Attendance at each class session with active participation.	<b>16</b>
Eco Map and Report	Report on personal ecological systems with your own quilt square for the Class Quilt	<b>8</b>
Practice Administration of Woodcock-Johnson Achievement Test	Submit protocols and written response	<b>8</b>
Instrument Review Report and Share Fair	Post review on Moodle and present to class	<b>8</b>
Progress Monitoring, Ecological Assessment, and Task Analysis Project	Observation report and task analysis	<b>20</b>
Assessment Case Study:		<b>40</b>
Observation for Assessment	10 points	
Case Study	15 points	
IEP Meeting Preparation Plan	15 points	
<b>Maximum Total Points:</b>		<b>100</b>

### Grading Scale

**93% = A      90% = A-      87% = B+      83% = B      80% = B-      78% = C+**

A grade of C+ or better is required for a course to count toward a credential. Points below 77% = F.

There is no Final Exam in this course

### **Late Assignments**

All assignments are expected to be completed by the assigned due date. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor(s) immediately. Acceptance of late work will be at the professor's discretion and will only be allowed if the student has contacted the professor prior to the original due date. All late assignments will receive a **20% deduction** in point value.

### **In-Class and Online Participation (16 points maximum)**

Regular, punctual attendance is critical and expected in the teaching profession. Because this class is participatory in nature, the experiences and discussions are difficult to recreate. Additionally, it is important that each class member have the opportunity to exhibit collaborative teaming and participatory behavior. Participation points are assigned based upon the following criteria: collaborative cooperation in all face-to-face and web-based classes and group assignments; enthusiasm for the content and activities; respect for speakers; patience and flexibility with the technology; appropriate use of all assessment materials. One point deducted for each absence or lack of participation in class. Please note full day sessions count as TWO classes. One-half point deducted for arriving to class 15 or more minutes late. For this class: Students missing more than two class sessions will see their grades reduced by one full letter grade. Absence from more than three sessions will result in a reduction of two full letter grades.

### **Ecological Design Map and Reflective Paper: (8 points total)**

Candidates learn about Urie Brofenbrenner's work on systems theory of development across the life span and understanding children/learner behaviors. During this process, each candidate creates an individual Ecological Design Map of their own. Examples of past maps will be shared. This is an individual creative assignment. Each candidate also composes a 3-4 page reflective paper explaining her/his Ecological Design Map.

1. Create your own Ecological Design Map. Examples of past Design Maps will be available in class
2. Ecological Systems Self Report. Based upon your reflection and creation of your Ecological design map, write a three - four page paper reflecting upon the following.
  - a. Write a description of each of the ecosystems in your map and their importance to you. This should take about two pages, one long paragraph for each subsystem.
  - b. Write a 1-paragraph reflection on how this experience helps you in better understanding and accepting differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals.
  - c. How might you use this data to engage students with curriculum?

**Practice Administration of the Woodcock Johnson: (8 points)**

Requirement is to practice administering the WJ to another classmate and share out as whole group. The lab sheet will be provided and completed in class. You must submit your protocols with your written summary. This is an incredibly import class day to attend. You will not receive credit for the assignment if you are not in attendance.

**Instrument Review and Instrument Fair: (8 points)**

Each candidate selects and reviews a commercially available educational assessment instrument and writes a guide for the use and interpretation of the instrument. All reviews are posted for classmates on Cougar Courses and are shared with classmates in a live class, so that each member of the class has a composite set of commonly used assessments. Participation in the Instrument Fair with the instrument is required.

***INSTRUMENT REPORT TEMPLATE:***

**Name:**

**Title of Instrument:**

Publisher, website, address, phone, edition(s) or forms, cost if known

**Technical Overview:**

Components, uses, derived scores, item development

**Standardization:**

Standardization sample(s), and any sub-groups or special samples, norm development, were individuals with disabilities, or those learning a second language in the sample?

**Administration of the Instrument:**

Time, qualifications of evaluator, method: interview or direct administration, giving instructions, completing forms, giving credit for direct administration items, adaptations allowed.

**Interpreting Performances and Clinical Judgment of Results:**

Scores available, characteristics of scores and how they can be used, partial credit if allowed.

For what group of learners would the results from this instrument be considered accurate?

Would results be appropriate for individuals with disabilities or second language learners?

Are there learners for whom conditions of the environment must be modified before administration of the instrument and its components?

How could one consider the results of this instrument as a component of a battery of measures?

**Writing Prompt:**

Write 3-4 paragraphs reflecting how this experience increases your skill in evaluating, selecting, administering and interpreting assessment devices.

## **INSTRUMENT SHARE FAIR:**

In class you will present your assessment tool. Please bring the assessment tool to class to show your classmates. Your presentation should be no more than 5 minutes. Focus on the pros and cons of your assessment tool. You will be presenting in small groups.

### **Progress Monitoring, Ecological Assessment and Task Analysis Project: (20 points)**

Candidates will observe a classroom that is serving students with moderate/severe disabilities, selected by the instructor, to observe data collection and progress monitoring in action. In addition, candidates will conduct an ecological assessment on one student examining their performance in multiple learning environments (classroom, recess area, bathroom, and lunch area). Based on this assessment, candidates will choose one environment (and skill set within that environment) to create a task analysis. Please note that this assignment counts as 2 hours toward your Breadth of Experience Requirement/Assignment in EDMX 575. Candidates will observe on-site for half of a school day. The following components must be included in your report:

#### **1. Observation Report: (10 points)**

In this section you will summarize and reflect on your observation by addressing the following questions:

- Describe the setting in which you observed.
- Describe the observed characteristics of the students in the setting. Include in your description the students' social, academic, communication, movement, mobility, sensory and specialized health care characteristics and supports.
- Describe the activities/events you observed (activities, materials, teaching methods/approaches, and specialists observed, if applicable).
- Describe the types of data collection/progress monitoring you observed. How often is it collected? How is it analyzed? How does it guide instruction?

This section must also include your time sheet signed by the teacher you are observing.

Observation Report must be at least 3 pages.

#### **2. Ecological Assessment: (5 points)**

- An ecological assessment examines the student's total learning environment. For this portion of the project you will choose one student to observe in multiple environments (classroom, outside recess area, bathroom, or lunch area). In your report, describe how the student is functioning in at least 2 environments. Please be sure to use pseudonyms.

#### **3. Task Analysis and Data Sheet: (5 points)**

As Snell and Brown indicated, "Analyzing a task and breaking it down into teachable steps for a student is not a trivial process." In this section you will be creating a task analysis data collection form based on a student you conducted an ecological assessment on during your observation.

- Based on your ecological assessment, select an environment and skill set that is an area of need for your student. Be sure that it is functional, age-appropriate, and requires multiple components (not a discrete skill).
- Define the target skill simply, including a description of the settings and materials most suited to the natural performance of the task.
- Perform the task yourself and/or observe others performing the task and note the steps involved. Adapt the steps to suit the student's disabilities and skill strengths as best you can.
- Write out the task steps so that steps (a) are stated in terms of observable behaviors; (b) result in visible change in the product or process; (c) are ordered in a logical sequence; (d) are written in second-person singular so that they could serve as verbal prompts (if used); and (e) use language that is not confusing to the student, with the performance details that are essential to assessing performance enclosed in parentheses.
- Develop the task analysis data collection form. See example in Brown, McDonnell, & Snell p. 160. For this assignment please include the following components: target skill definition, setting, instructional cue, data collection schedule, probe schedule, materials, criterion, task steps with dates for data collection for baseline, teaching, and probe, recording key, and an area for anecdotal comments.
- Describe the types of prompts you will use to teach this skill and how you will work to fade prompts. (2-3 paragraphs).

### **Assessment Case Study: (40 points)**

Each candidate selects and conducts this comprehensive assessment case study for a student who is eligible for special education or who is being referred for an initial assessment for consideration for special education services. A detailed grading rubric will be provided in class. This assignment has three components:

- 1) Observation for Assessment (10 points)
- 2) Case Study Report (15 points)
- 3) IEP Meeting Preparation Plan (15 points)

**This is the summative assignment of the Education Specialist Mild/Moderate Credential Program. Therefore, you must receive at least a score of 24/30 ON SECTION 2 (CASE STUDY) AND SECTION 3 (IEP MEETING PREPARATION PLAN) to pass this course. Please review the grading rubric for this assignment.**

### **I. OBSERVATION FOR ASSESSMENT REPORT TEMPLATE (10 points)**

#### **Heading (1 point):**

Child's Name: (use a pseudonym)

Name: (your name)

C.A.: (chronological age)

Observation dates and times:

Grade:

#### **Reason for Assessment (1 point):**

Initial referral, triennial review, change of placement, transition, program exit.

#### **Placement (1 point):**

Describe current placement and related services provided, summarize previous placements and/or services. Get information from records.

#### **Background Information (2 points):**

Provide a brief summary of background information, impact of impairment/disability on development and/or school performance, previous assessment results. Review records (special education file, cum folder, teacher interview) to obtain information.

#### **Interactions with Others (1 point):**

Discuss interactions with teachers, service providers, assessors, peers, adults, observer, social interactions in the classroom and in other environments (playground, cafeteria, physical education (P.E.), etc.).

#### **Present Levels of Performance (2 points):**

**Performance in the general education setting(s):** Math, Language Arts, P.E., English Language Development (for 2<sup>nd</sup> language learners), etc.

**Performance in the special setting(s):** SAI, RSP, Learning Centers, speech therapy, physical therapy, occupational therapy, orientation and mobility, etc.

#### **Areas in Need of Assessment (1 point):**

Based on your observation, review of records, and interview with teacher, **in your opinion**, what do you see as areas in need of assessment: academic, social/emotional (social communication and social understanding/skills), communication (verbal and non-verbal), motor (fine and gross motor; sensory), self-help, vocational/employment, independent living skills, visual and auditory processing, and so forth.

#### **Recommendations for Assessment Sessions (1 point):**

Based on your observation, review of records, and interview with teacher, describe recommendations for upcoming assessment sessions in the following areas:

- Instrumentation: instrument, subtests, materials
- Set up of assessment environment, number and length of sessions
- Behavior management and/or intervention during assessment process to maintain student engagement
- Need of interpreter to provide support for English Language Learner

**NOTE: This observation report must be completed before conducting any assessments. Be sure to secure parental consent prior to this observation. You must submit the Parent Permission form with your paper.**

## II. CASE STUDY REPORT TEMPLATE (15 points)

Note: Write in complete sentences, this is a narrative report, no outlines please.

### 1. HEADING (1 point):

Child's Name: (fictitious)  
Age:  
Grade of Placement:

Evaluator's Name:  
Child's Placement: (SDC, RSP, etc.)  
Date of Evaluation:

### 2. BACKGROUND INFORMATION (1 point):

Provide one to two thorough paragraphs on the child's background including age, gender, ethnicity, educational background, family systems, previous special services, other notes of interest. Please be sure not to use the child's real name, or that of his/her school building, teachers, or parents.

### 3. INTERACTIONS BETWEEN ASSESOR AND FOCUS STUDENT (1 point):

Provide one to two paragraphs on your interactions with the focus student, establishing rapport, responses to your questions, warmth, shyness, verbal expressiveness, accuracy of child's perceptions of your questions, other notes of interest.

### 4. INSTRUMENTATION AND RESULTS OF ASSESSMENT (3 points):

Provide a brief one-paragraph description of **each** instrument used (e.g. title, purpose, name of selected sections and/or subtests administered). Immediately following each descriptor, present the results from that instrument (see example below). You may use a separate table for each instrument similar to this example.

WOODCOCK JOHNSON R/III	Year: 2008	Year: 2011	Year: 2014
Letter Word Identification	50	55	67
Passage Comprehension	45	50	52
Calculation	50	55	60
Word Attack	50	52	54
Quantitative Concepts	33	37	42

### 5. INTERPRETATION OF RESULTS (4 points):

This is an essential section and the true heart of the process. Employing good clinical judgment, interpret the meaning of the results you have acquired. Be sure to state whether you consider the results accurate, inflated, or deflated and state your reasons. Be sure to indicate how the results should be used in educational planning. Remember, you do not make recommendations about placement (e.g. SED, SDC, RSP, LH, etc.) that is decided in the IEP meeting. However, when you are a district teacher and serving an IEP team in the future, it would be within your purvey to make recommendations about how your results might affect recommended time in general and special ed classrooms, provision of support services, involvement of family and parents and other notes of interest. Remember our goal is inclusion, and integrated services.

### 6. SUMMARY & RECOMMENDATIONS (4 points):

This summary may be one to two paragraphs and should include a summary of your results and recommendations. As in the interpretation section above, this is a key component of your report and goes far beyond mere reporting of technical data. In this section, provide a brief summary statement about current levels of function. Then provide more specific and detailed recommendations regarding materials, curricular adaptations, length and duration of specific support services, time in general and special education, behavior management, pre-vocational goals, and other notes of interest.

### 7. RESPONSE TO THIS PROCESS (1 point):

This is also an essential part of this assignment. In a formal report for the schools, you would not include this section. For this university assignment, your professor wants to read about your response to this process. Please provide at least two paragraphs. Do not skimp on this important section. If you "run out of steam" by this point, put the report aside and re-visit it the next day.

### **III. IEP MEETING PREPARATION PLAN TEMPLATE (15 points)**

This assignment helps you prepare your notes and recommendations for an IEP meeting. Always be prepared, and never enter an IEP meeting with forms completed, expecting parents to merely sign off!

#### **1. PRESENT LEVELS OF PERFORMANCE (4 points):**

Based on information gathered for your case study, discuss student's strengths, preferences and interests. Describe student's present academic levels in Reading, Writing and Mathematics. Address student's communication development, gross/fine motor skills, social/emotional/behavioral development, vocational, and adaptive/living skills.

#### **2. SPECIAL FACTORS (1 point):**

In this section, discuss student need for assistive technology. If the student is an English Learner, consider the language needs of the child as those needs relate to the IEP. If the student's behavior impedes the learning of self or others, specify behavior interventions, strategies, and supports needed.

#### **3. ANNUAL IEP GOALS (3 points):**

Based on information gathered for your case study, write three annual IEP goals for the student. If you use percentages, be sure to provide a logical context for the calculation (8 out of 10 questions for 80%). If you have the child's previous IEP available, be sure to consider previous goals when formulating yours. Please be sure that all goals include a given, learner, observable and measurable behaviors, and criteria (methods of measurement).

#### **4. ACCOMODATIONS/MODIFICATIONS (1 point):**

Disclose your recommendations for aids, services, program accommodations or modifications and/or supports you believe will enable your students to successfully access curriculum and meet his/her academic goals. Be sure to discuss adaptations for an English learner.

#### **5. SERVICES (1 point):**

Provide recommendations about continuation or inception and duration of support services. Suggest periods for delivery and work towards integrated delivery of services (not during math, OK during home room, etc.). These services include occupational therapy, adapted physical education, speech/language services, etc.

#### **6. EDUCATIONAL SETTING (1 point):**

You will make recommendations about placement/changes of placement. These could include continuation of current placement, adaptation of time in general and special education settings, etc.

#### **7. FAMILY SUPPORT SERVICES (2 points):**

Provide one thorough paragraph on the inclusion and collaboration of parents and extended family in the process. This is essential to the entire process! Be sure to incorporate the requests and interests of the parents in your selection of areas assessed, your recommendations for behavior and instructional management, and inclusion of parents in all steps of this process.

#### **8. CONSULTATIVE COLLABORATION FOR INCLUSIVE PRACTICE (1 point):**

Provide one thorough paragraph regarding supporting this child in the general classroom and curriculum. Provide information on the extent of support needed, tips for the gen. ed. teacher, establishing co-teaching, etc.

#### **9. IEP MEETING AGENDA (1 point):**

Provide an agenda that would be followed for this child's IEP meeting. This should be in list format. (Template will be provided in class)

<b>Components</b>	<b>No Submission (0)</b>	<b>Does Not Meet Expectations (1)</b> <i>(Requires significant more understanding, instruction, and/or experience)</i>	<b>Approaching Expectations (2)</b> <i>(Demonstrates understanding but requires additional coaching or clarification)</i>	<b>Meets Expectations (3)</b> <i>(Meets the expectations as stated in component)</i>	<b>Exceeds Expectations (4)</b> <i>(Understands and/or performs beyond stated expectations)</i>	<b>Score Earned</b>
<b>Observation for Assessment Report: Heading, Reason For Assessment, Placement, Background Information, Interaction with Others, Present Levels of Performance, Areas in Need of Assessment, and Recommendations for Assessment Sessions</b>	<p>No assignment submitted.</p> <p>Assignment submitted after agreed upon due date.</p>	<p>Partial or incomplete heading, reason for assessment, placement, background information, and interaction with others.</p> <p>Partial or incomplete information in present levels of performance in all areas.</p> <p>Partial or incomplete information in areas of needed assessment.</p> <p>Partial or incomplete information in recommendations for upcoming assessment.</p> <p>Does not use person-first language.</p> <p>Does not use pseudonyms.</p>	<p>Limited information for heading, reason for assessment, placement, background information, and interaction with others.</p> <p>Limited information in present levels of performance in all areas.</p> <p>Limited information in areas of needed assessment.</p> <p>Limited information in recommendations for upcoming assessment.</p> <p>Uses person-first language and pseudonyms consistently.</p>	<p>Complete information for heading, reason for assessment, placement, background information, and interaction with others.</p> <p>Complete information in present levels of performance in all areas.</p> <p>Complete information in areas of needed assessment.</p> <p>Complete information in recommendations for upcoming assessment.</p> <p>Uses person-first language and pseudonyms consistently.</p>	<p>Professionally detailed information for heading, reason for assessment, placement, background information, and interaction with others.</p> <p>Professionally detailed information in present levels of performance in all areas.</p> <p>Professionally detailed information in areas of needed assessment.</p> <p>Professionally detailed information in recommendations for upcoming assessment.</p> <p>Uses person-first language and pseudonyms consistently.</p>	

<b>Components</b>	<b>No Submission (0)</b>	<b>Does Not Meet Expectations (1)</b> <i>(Requires significant more understanding, instruction, and/or experience)</i>	<b>Approaching Expectations (2)</b> <i>(Demonstrates understanding but requires additional coaching or clarification)</i>	<b>Meets Expectations (3)</b> <i>(Meets the expectations as stated in component)</i>	<b>Exceeds Expectations (4)</b> <i>(Understands and/or performs beyond stated expectations)</i>	<b>Score Earned</b>
<b>Assessment Case Study Report: Heading, Background Information, and Interactions with Focus Student</b>	<p>No assignment submitted.</p> <p>Assignment submitted after agreed upon due date.</p>	<p>Partial or incomplete information about the focus student.</p> <p>Partial or incomplete information on background information on focus student.</p> <p>Partial or incomplete information describing your interactions with the focus student.</p> <p>Does not use person-first language.</p> <p>Does not use pseudonyms.</p>	<p>Limited information about the focus student.</p> <p>Limited information on background information on focus student.</p> <p>Limited information describing your interactions with the focus student.</p> <p>Uses person-first language and pseudonyms consistently.</p>	<p>Complete information about the focus student.</p> <p>Complete information on background information on focus student.</p> <p>Complete information describing your interactions with the focus student.</p> <p>Uses person-first language and pseudonyms consistently.</p>	<p>Professionally detailed information about the focus student.</p> <p>Professionally detailed information on background information on focus student.</p> <p>Professionally detailed information describing your interactions with the focus student.</p> <p>Uses person-first language and pseudonyms consistently.</p>	

<b>Components</b>	<b>No Submission (0)</b>	<b>Does Not Meet Expectations (1)</b> <i>(Requires significant more understanding, instruction, and/or experience)</i>	<b>Approaching Expectations (2)</b> <i>(Demonstrates understanding but requires additional coaching or clarification)</i>	<b>Meets Expectations (3)</b> <i>(Meets the expectations as stated in component)</i>	<b>Exceeds Expectations (4)</b> <i>(Understands and/or performs beyond stated expectations)</i>	<b>Score Earned</b>
<b>Assessment Case Study: Instrumentation and Results of Assessment</b>	No assignment submitted.  Assignment submitted after agreed upon due date.	Partial or incomplete description and presentation of instrumentation and results of assessment.  Does not use person-first language.  Does not use pseudonyms.	Limited description and presentation of instrumentation and results of assessment.  Uses person-first language and pseudonyms consistently.	Complete description and presentation of instrumentation and results of assessment.  Uses person-first language and pseudonyms consistently.	Professionally detailed description and presentation of instrumentation and results of assessment.  Uses person-first language and pseudonyms consistently.	
<b>Assessment Case Study: Interpretation of Results and</b>	No assignment submitted.  Assignment submitted after agreed upon due date.	Partial or incomplete interpretation of assessment results.  Interpretation does not reflect good clinical judgment.  Indication of how results should be used in educational planning, focusing on inclusion and integrated services is partial or incomplete.  Does not use person-first language.  Does not use pseudonyms.	Limited interpretation of assessment results.  Interpretation reflects good clinical judgment.  Uses person-first language and pseudonyms consistently.	Clear interpretation of assessment results.  Interpretation reflects good clinical judgment.  Uses person-first language and pseudonyms consistently.	Professionally detailed interpretation of assessment results.  Interpretation reflects good clinical judgment.  Uses person-first language and pseudonyms consistently.	

<b>Components</b>	<b>No Submission (0)</b>	<b>Does Not Meet Expectations (1)</b> <i>(Requires significant more understanding, instruction, and/or experience)</i>	<b>Approaching Expectations (2)</b> <i>(Demonstrates understanding but requires additional coaching or clarification)</i>	<b>Meets Expectations (3)</b> <i>(Meets the expectations as stated in component)</i>	<b>Exceeds Expectations (4)</b> <i>(Understands and/or performs beyond stated expectations)</i>	<b>Score Earned</b>
<b>Assessment Case Study: Summary and Recommendations</b>	No assignment submitted.  Assignment submitted after agreed upon due date.	Partial or incomplete summary of results and recommendations.  Does not use person-first language.  Does not use pseudonyms.	Limited indication of how results should be used in educational planning, focusing on inclusion and integrated services.  Limited summary of results and recommendations.  Uses person-first language and pseudonyms consistently.	Clear indication of how results should be used in educational planning, focusing on inclusion and integrated services.  Clear summary of results and recommendations.  Uses person-first language and pseudonyms consistently.	Professionally detailed indication of how results should be used in educational planning, focusing on inclusion and integrated services.  Professionally detailed summary of results and recommendations.  Uses person-first language and pseudonyms consistently.	
<b>Assessment Case Study: Response to this process</b>	No assignment submitted.  Assignment submitted after agreed upon due date.	Partial or incomplete response to this process.  Does not use person-first language.  Does not use pseudonyms.	Limited response to this process.  Uses person-first language and pseudonyms consistently.	Complete response to this process.  Uses person-first language and pseudonyms consistently.	Professionally detailed response to this process indicating rich learning.  Uses person-first language and pseudonyms consistently.	

<b>Components</b>	<b>No Submission (0)</b>	<b>Does Not Meet Expectations (1)</b> <i>(Requires significant more understanding, instruction, and/or experience)</i>	<b>Approaching Expectations (2)</b> <i>(Demonstrates understanding but requires additional coaching or clarification)</i>	<b>Meets Expectations (3)</b> <i>(Meets the expectations as stated in component)</i>	<b>Exceeds Expectations (4)</b> <i>(Understands and/or performs beyond stated expectations)</i>	<b>Score Earned</b>
<b>Individual Education Program Meeting Preparation Plan: Present Levels of Performance and Special Factors</b>	<p>No assignment submitted.</p> <p>Assignment submitted after agreed upon due date.</p>	<p>Partial or incomplete present levels of performance based on the information gathered in case study.</p> <p>Information presented is too deficit based.</p> <p>Information in present levels does not match assessment results.</p> <p>Partial information regarding special factors section.</p> <p>Does not use person-first language.</p> <p>Does not use pseudonyms.</p>	<p>Limited present levels of performance based on the information gathered in case study.</p> <p>Information presented is too deficit based.</p> <p>Information in present levels is somewhat connected to assessment results.</p> <p>Partial information regarding special factors section.</p> <p>Uses person-first language and pseudonyms consistently.</p>	<p>Complete present levels of performance based on the information gathered in case study.</p> <p>Present levels address areas of strength and need.</p> <p>Information in present levels is connected to assessment results.</p> <p>Complete information regarding special factors section.</p> <p>Uses person-first language and pseudonyms consistently.</p>	<p>Professionally detailed present levels of performance based on the information gathered in case study.</p> <p>Present levels address areas of strength and need.</p> <p>Information in present levels is connected to assessment results.</p> <p>Professionally detailed information regarding special factors section.</p> <p>Uses person-first language and pseudonyms consistently.</p>	

<b>Components</b>	<b>No Submission (0)</b>	<b>Does Not Meet Expectations (1)</b> <i>(Requires significant more understanding, instruction, and/or experience)</i>	<b>Approaching Expectations (2)</b> <i>(Demonstrates understanding but requires additional coaching or clarification)</i>	<b>Meets Expectations (3)</b> <i>(Meets the expectations as stated in component)</i>	<b>Exceeds Expectations (4)</b> <i>(Understands and/or performs beyond stated expectations)</i>	<b>Score Earned</b>
<b>Individual Education Program Meeting Preparation Plan: Annual Goals and Accommodations/ Modifications</b>	<p>No assignment submitted.</p> <p>Assignment submitted after agreed upon due date.</p>	<p>Partial or incomplete Individual Education Program Goals.</p> <p>Goals do not include given, learner, observable and measurable behavior and criteria.</p> <p>Goals do not match area of need/present levels of performance.</p> <p>Partial or incomplete recommendations for accommodations and modifications.</p> <p>Accommodations and modifications are not based on assessment results.</p> <p>Does not use person-first language.</p> <p>Does not use pseudonyms.</p>	<p>Limited Individual Education Program Goals.</p> <p>Some goals include given, learner, observable and measurable behavior and criteria.</p> <p>Goals somewhat match area of need/present levels of performance.</p> <p>Limited recommendations for accommodations and modifications.</p> <p>Accommodations and modifications are not somewhat based on assessment results.</p> <p>Uses person-first language and pseudonyms consistently.</p>	<p>Complete (3) Individual Education Program Goals.</p> <p>Goals include given, learner, observable and measurable behavior and criteria.</p> <p>Goals match area of need/present levels of performance.</p> <p>Complete recommendations for accommodations and modifications.</p> <p>Accommodations and modifications are based on assessment results.</p> <p>Uses person-first language and pseudonyms consistently.</p>	<p>Professionally detailed (3) Individual Education Program Goals.</p> <p>Goals include given, learner, observable and measurable behavior and criteria.</p> <p>Goals match area of need/present levels of performance.</p> <p>Professionally detailed recommendations for accommodations and modifications.</p> <p>Accommodations and modifications are based on assessment results.</p> <p>Uses person-first language and pseudonyms consistently.</p>	

<b>Components</b>	<b>No Submission (0)</b>	<b>Does Not Meet Expectations (1)</b> <i>(Requires significant more understanding, instruction, and/or experience)</i>	<b>Approaching Expectations (2)</b> <i>(Demonstrates understanding but requires additional coaching or clarification)</i>	<b>Meets Expectations (3)</b> <i>(Meets the expectations as stated in component)</i>	<b>Exceeds Expectations (4)</b> <i>(Understands and/or performs beyond stated expectations)</i>	<b>Score Earned</b>
<b>Individual Education Program Meeting Preparation Plan: Recommended Related Services and Educational Setting</b>	<p>No assignment submitted.</p> <p>Assignment submitted after agreed upon due date.</p>	<p>Partial or incomplete recommendations of the continuation or inception and duration of related services.</p> <p>Partial or incomplete recommendations about placement/change of placement.</p> <p>Recommendations are not connected to assessment.</p> <p>Does not use person-first language.</p> <p>Does not use pseudonyms.</p>	<p>Limited recommendations of the continuation or inception and duration of related services.</p> <p>Limited recommendations about placement/change of placement.</p> <p>Recommendations are somewhat connected to assessment.</p> <p>Uses person-first language and pseudonyms consistently.</p>	<p>Complete recommendations of the continuation or inception and duration of related services.</p> <p>Complete recommendations about placement/change of placement.</p> <p>Recommendations are connected to assessment.</p> <p>Uses person-first language and pseudonyms consistently.</p>	<p>Professionally detailed recommendations of the continuation or inception and duration of related services.</p> <p>Professionally detailed recommendations about placement/change of placement.</p> <p>Recommendations are connected to assessment.</p> <p>Uses person-first language and pseudonyms consistently.</p>	

<b>Components</b>	<b>No Submission (0)</b>	<b>Does Not Meet Expectations (1)</b> <i>(Requires significant more understanding, instruction, and/or experience)</i>	<b>Approaching Expectations (2)</b> <i>(Demonstrates understanding but requires additional coaching or clarification)</i>	<b>Meets Expectations (3)</b> <i>(Meets the expectations as stated in component)</i>	<b>Exceeds Expectations (4)</b> <i>(Understands and/or performs beyond stated expectations)</i>	<b>Score Earned</b>
<b>Individual Education Program Meeting Preparation Plan: Family Support Services and Consultative Collaboration for Inclusive Practice</b>	No assignment submitted.  Assignment submitted after agreed upon due date.	Partial or incomplete description on the inclusion and collaboration of parents and extended family members in this process.  Partial or incomplete description on consultative collaboration for inclusive practice.  Does not use person-first language.  Does not use pseudonyms.	Limited description on the inclusion and collaboration of parents and extended family members in this process.  Limited description on consultative collaboration for inclusive practice.  Uses person-first language and pseudonyms consistently.	Complete description on the inclusion and collaboration of parents and extended family members in this process.  Complete description on consultative collaboration for inclusive practice.  Uses person-first language and pseudonyms consistently.	Professionally detailed description on the inclusion and collaboration of parents and extended family members in this process.  Professionally detailed description on consultative collaboration for inclusive practice.  Uses person-first language and pseudonyms consistently.	
<b>Individual Education Program Meeting Preparation Plan: IEP Meeting Agenda</b>	No assignment submitted.  Assignment submitted after agreed upon due date.	Partial or incomplete IEP agenda to be followed at focus student's meeting.	Limited IEP agenda to be followed at focus student's meeting.	Complete IEP agenda to be followed at focus student's meeting that matches format provided in class.	Professionally detailed IEP agenda to be followed at focus student's meeting that matches format provided in class.	

<b>Components</b>	<b>No Submission (0)</b>	<b>Does Not Meet Expectations <i>(Requires significant more understanding, instruction, and/or experience)</i> (1)</b>	<b>Approaching Expectations <i>(Demonstrates understanding but requires additional coaching or clarification)</i> (2)</b>	<b>Meets Expectations <i>(Meets the expectations as stated in component)</i> (3)</b>	<b>Exceeds Expectations <i>(Understands and/or performs beyond stated expectations)</i> (4)</b>	<b>Score Earned</b>
<b>Assessment Case Study Complete Project</b>	No assignment submitted.  Assignment submitted after agreed upon due date.	Complete report is not well written. Includes multiple grammar/spelling errors.	Complete report is mostly well written. Minimal grammar/spelling errors.	Complete report is well written and free of errors.	Complete report is well written, free of errors, and professionally detailed.	