

**COASTAL CAROLINA UNIVERSITY
Conway, South Carolina**

**Proposal to
The South Carolina Commission on Higher Education**

**To establish a
Bachelor of Arts in Special Education:
Multi-Categorical**

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Program Contact:

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Signature will be provided on the original.

**David A. DeCenzo
President**

II. Classification

Program Title:	B.A. in Special Education: Multi-Categorical
Academic Unit	Spadoni College of Education
Designation, Type, and Level of Degree:	Bachelor of Arts in Special Education, 4-year undergraduate
Proposed date of implementation:	Fall, 2015
CIP Code:	13.1001
Site:	Main Campus, Coastal Carolina University
Supplemental Fellows / LIFE Scholarships:	No
Delivery Mode:	Face-to-face, hybrid or blended (less than 30% online)
Area of Certification:	Special Education – Multi-Categorical (PreK-12 Mild to Moderate Disabilities)

III. Institutional Approval

List the titles of all internal approvals and the date of each approval.

1. Academic Program	<u>02/02/2013</u>
2. Academic Department	<u>02/14/2014</u>
3. College Curriculum Committee	<u>02/17/2014</u>
4. Dean (Associate Dean)	<u>02/25/2014</u>
5. Core Curriculum Committee	<u>N/A</u>
6. Academic Affairs Committee	<u>04/08/2014</u>
7. Faculty Senate	<u>05/07/2014</u>
8. Provost	<u>05/12/2014</u>
9. President	<u>05/12/2014</u>
10. Board of Trustees	<u>12/13/2013</u>

IV. Purpose

Purpose of the Program: The purpose of this proposal is to obtain approval to offer a K-12 special education program in the area of mild to moderate disabilities with certification in **multi-categorical special education**, which includes the categories of autism, emotional disabilities, learning disabilities, intellectual [mental] disabilities, and traumatic brain injury. The current undergraduate special education program in learning disabilities, exclusively, no longer meets the needs of the public schools within the region, state, and surrounding states or the ways in which students with disabilities within those schools are served. Upon approval of this proposed program in mild to moderate disabilities, the current B.A. in Special Education, Learning Disabilities program will be phased out. The proposed new program will replace the existing successful special education program in learning disabilities, which has a ten-year history of increased enrollment (with 41 students currently enrolled in the professional program).

This proposed program of study in special education focuses on the preparation of teachers of students with mild to moderate disabilities (i.e., autism, emotional disabilities, learning disabilities, intellectual [mental] disabilities, and traumatic brain injury). Candidates who complete the program will be certified/licensed in grades preK-12 in the area of multi-

categorical disabilities. This program will involve both in-class (i.e., traditional, hybrid, distance learning) and field experiences that prepare candidates for an exciting and rewarding career.

Objectives of the Program: The student learning outcomes (see *Figure 1, Candidate Outcomes*) are aligned with current evidence-based practices in the field of special education; with the new Council for Exceptional Children (CEC) standards adopted in 2012 (with implementation set for spring 2015) identifying specialty program area standards for assessment; and with the conceptual framework of the Spadoni College of Education. Each of these learning outcomes is aligned with key assessments of the program.

Figure 1: Candidate Outcomes

With a strong emphasis on research-based and evidenced-based practices, candidates who complete the requirements for a degree in special education mild to moderate disabilities (PreK-12) will:

1. Exhibit foundational knowledge of laws, issues and processes related to serving PreK-12 students with autism, learning disabilities, intellectual [mental] disabilities, emotional disabilities and traumatic brain injury;
2. Apply content knowledge to the teaching and learning process for PreK-12 students with autism, learning disabilities, intellectual [mental] disabilities, emotional disabilities and traumatic brain injury;
3. Plan for appropriate instruction in a manner that provides for access to the general education curriculum;
4. Apply long-range planning skills and knowledge of norm-referenced and curriculum-based assessment results to develop a complete, appropriate Individualized Education Program;
5. Provide credible evidence of the impact of instruction on PreK-12 student learning and reflect on their own professional and ethical practices;
6. Plan and implement positive behavioral interventions and supports for students with challenging behavior;
7. Demonstrate professional behavior and dispositions in PreK-12 schools, and
8. Exhibit competencies expected of an entry-level special educator to teach students with mild to moderate disabilities.

V. Justification

Need for the Program in the State: Statewide, special education continues to be a critical needs subject and certification area. According to the annual supply and demand survey conducted by the Center for Educator Recruitment, Retention, and Advancement (CERRA, 2012; 2014), in South Carolina, more than 20% of vacant teacher positions in 2012-13 and an additional 10% of the vacant positions in the 2013-2014 academic year were in special education across all school levels. In fact, "One out of every five vacancies in South Carolina's public schools is in special education. Furthermore, 64% of all unfilled special education positions are concentrated in two geographic areas in the state: the Lowcountry and the Pee Dee regions" (2014, p.4). Nearly 50 of those special education vacancies (including emotional, learning, mental and multi-categorical disabilities) fall under the mild/moderate or multi-categorical certification area. Further, across all school levels, special education teachers accounted for the greatest number of hires in 2013-2014.

According to Horry County Schools, where the majority of Spadoni College of Education graduates initially seek employment, the need for teachers with a multi-categorical certification has increased significantly. The Executive Director of Federal Programs (Traci Hogan, Horry County Schools) further explained that certification in *only* learning disabilities no longer fulfills their needs due to the fact that the services provided to their students with disabilities are cross-categorical within the mild to moderate populations (e.g., autism, learning disabilities, intellectual [mental] disabilities, emotional disabilities and traumatic brain injury). Further, a survey of 213 teacher assistants in Horry and Georgetown County Schools (and a potential pool of candidates for the proposed program) supports the need for this move to multi-categorical certification (see *Appendix 1* for survey results and analysis). The data indicated strong interest, with over 40% of respondents interested in enrolling in the proposed degree (41% definitely interested and 59% possibly interested). This potential enrollment adds to the current population of special education pre-majors (e.g., freshmen & sophomores).

Centrality to the Mission: The centrality of the new program to the mission of Coastal Carolina University (CCU) reflects CCU’s commitment to “serve the educational needs of the immediate area.” Through the proposed program in special education with certification in multi-categorical disabilities, CCU “seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, ... citizens ...” resulting in “alumni who are well prepared for professional careers ...in their chosen fields and who continue to be connected to Coastal Carolina” (www.coastal.edu/about/mission.html).

Based on the results of the aforementioned needs assessments and the fact that more than one-half of the teachers employed in Horry County Schools are graduates of CCU, the proposed program contributes to CCU’s mission that “embraces its leadership role” in the region as a center of “intellectual resources.” Furthermore, faculty in the special education program embrace the “teacher-scholar model ...” with an “emphasis on high quality teaching and engaged learning” including “expert collaboration in the community...” that “enables faculty ... to mentor students in ... internships” (www.coastal.edu/about/mission.html). The required internship in the program provides mentoring for candidates who will be supervised by classroom and university faculty who have expertise and public school teaching experience in special education. Therefore, approval of the proposed program is expected to further the mission of Coastal Carolina University.

Relationship to Other Institutional Programs: The Spadoni College of Education currently offers a 4-year degree program in Special Education with certification in Learning Disabilities. This newly proposed *Special Education: Multi-Categorical* certification option will replace the current *Learning Disabilities* option using a phase out system so that currently enrolled students may successfully complete the program. The Special Education Program follows a true cohort model which will lead to a seamless transition between the current course/program offerings and the proposed program offerings.

Similar Programs in State: Currently, seven (7) higher education institutions with approved educator preparation programs in South Carolina offer programs at the bachelor level leading to certification in special education – multi-categorical disabilities. Three of these are public; four are private. They include the following institutions:

- Bob Jones University
- Clemson University
- Columbia College
- Converse College
- Erskine College
- Lander University
- USC – Aiken

Although other multi-categorical programs exist across the state – particularly at the Master’s level (e.g., USC-Columbia with a MAT program), we are meeting the needs of our immediate stakeholders – prospective students and the schools within our geographic area, including Horry, Georgetown, Williamsburg, Marion, and Florence counties. Therefore, this program does not duplicate any programs in our immediate region.

Similarities & Differences Between Proposed Program and Others Within the State:

As stated previously, three public institutions and four private institutions across South Carolina offer a Bachelor of Arts Degree in special education with certification in multi-categorical disabilities. Given that these institutions are nationally accredited and recognized by the Council for Exceptional Children (CEC) for meeting rigorous standards of practice, this makes their programs similar to our proposed program. At CCU, however, the special education program is somewhat different in that it is a cohort program. Our program offers related coursework in blocks that build across the three professional-level semesters prior to the culminating internship (see *Appendix 2* for Sample 4-year Curriculum). For candidates who transfer into the program from other programs or institutions, the special education faculty members and advisors will review transcripts on a case-by-case basis to determine which potential transfer courses align with the professional courses offered in this program. With a truly student-centered focus, the faculty members will develop a curriculum plan that allows transfer students to successfully complete the requirements of the program in the most expedited and effective manner possible.

Given that the scope of the licensure is PreK-12, the program emphasizes a sequenced curriculum that leads candidates through semesters focused on the early childhood/elementary level (Junior 1 block), middle/secondary level (Junior II block), and practicum (Senior I block) – part of a yearlong internship. Within the junior blocks, candidates are in public schools for two full school days per week and take corresponding general education coursework (e.g., Teaching Elementary Social Studies in Junior I block). This is relatively unique within a special education curriculum and follows the philosophy surrounding the need to understand the curriculum and subject matter prior to being able to effectively adapt, accommodate, or modify the curriculum for learners with disabilities. During their senior year, candidates begin with a three-day-per-week practicum that leads to their internship semester with full-time student teaching. They remain in the same placement for practicum and internship, which equates to a full-year student teaching experience.

Only one program in special education supported by the Southern Regional Education Board’s Academic Common Market (home.sreb.org/acm/SearchResults.aspx?state=SC) was identified. The University of Tennessee, Knoxville offers a special education program in Deaf and Hard of Hearing which is not related to this program. However, two online programs offer courses leading to Bachelor’s degrees in special education. Western Governors University (www.wgu.edu/education/teacher_certification_special_education_bachelor_degree) out of Salt Lake City offers a nationally accredited Bachelor’s Degree in mild to moderate disabilities that leads to certification in multi-categorical disabilities. Although not exclusively, it is heavily geared toward non-traditional students who already hold some experiences and training in the field and have previous college/university experience. Liberty University (www.liberty.edu/academics/education/graduate/index.cfm?PID=2125) advertises an online program in special education through interdisciplinary studies, with the option to continue in a Master of Arts in Teaching program which leads to licensure in multi-categorical disabilities (in VA). Both of these online programs are viable options for candidates who may consider our proposed program; however, CCU’s special education program typically does not recruit from the same populations as these programs but from our local population.

VI. Admission Criteria

University Admission Criteria: Coastal Carolina University general admission requirements for new students require:

1. Completed Undergraduate Application;
2. Specified non-refundable application fee;
3. [Transfer students] Official transcripts from all post-secondary institutions attended;
4. Official high school transcript and
5. Official SAT/ACT scores if less than 24 transferable credits of college-level work have been earned from a regionally accredited college or university. (Applicants over the age of at least 22 years are not required to submit SAT or ACT examination scores.)

Applicants who are generally competitive for admission to Coastal will have earned a cumulative average of “B” or better on the required college preparatory high school courses and must submit standardized test scores of an SAT (critical reading, mathematics, and writing) score in the middle 50% range of recently enrolled Coastal first-time freshmen students ranging from 1340 to 1570, or an ACT composite score in the middle 50% range of recently enrolled Coastal first-time freshmen students ranging from 19 to 23.

Spadoni College of Education Admission:

Portal I – Admission to the Professional Program (e.g., Special Education). Pre-professional program education majors will submit a formal application for admission to the Professional Program in Teacher Education. The following evidence is required and reviewed before admission to the Professional Program in Teacher Education:

- Minimum GPA of 2.75
- 60 hours of coursework, Grade of “**C**” or better in ENGL 101 and ENGL 102 or ENGL 211
- Grade of “**C**” or better in EDUC 111 and EDUC 204
- Grade of “**C**” or better in all required education courses completed
- Passing scores on all 3 areas of Praxis I (Reading, Writing and Math) OR
- Score of 1100 or higher on SAT (Verbal, Math)
- 1650 or higher on SAT (Verbal, Math, Writing)
- 24 or higher ACT Composite
- A signed Criminal Offense Disclosure statement
- Professional Behavior and Dispositions Self-Evaluation completed in LiveText
- Approval of Portal I Faculty Committee

Portal II – Admission to Internship (Student Teaching). Candidates complete an application and submit it to the College Office of Clinical Experiences with the following evidence:

- Minimum GPA of 2.75
- Grade of “**C**” or better in foundations and major courses
- Program adviser and faculty recommendation
- Passing scores on all required Praxis II Content Exams
- All major coursework completed
- Composite Dispositions: Senior I methods faculty and Senior I university supervisor

- Satisfactory completion and performance in a minimum of 100 hours in Field Experiences I, II, III, and IV
- Satisfactory completion of specialized professional association (SPA) assessments
- TB Skin test clearance
- SLED and FBI fingerprint clearance and criminal background disclosure statement
- Approval of Portal II Faculty Committee

While enrolled in the internship semester, candidates will spend all of each school day for a period of no fewer than sixty instructional days in the assigned teacher center. Students are responsible for their own transportation and insurance. Students are prohibited from enrolling in any additional coursework during this semester without program faculty approval and the consent of the Dean of the College.

VII. Enrollment

The **Projected Total Enrollment** (see Table A below) provides an overview of the projected enrollment beginning with Fall 2015. The projections include the current (2013-2014) freshman class—taking into consideration the trends for retention—who have declared special education as their pre-major, along with the current program’s enrollment in learning disabilities. (See *Notes 1-4* in Table A for assumptions.) Further, another potential pool (based on the paraprofessional survey mentioned previously) is the teacher assistants in Horry and Georgetown Counties. Considering the current traditional student population, the potential pool of teacher assistants, and the fact that CCU is a Project CREATE Center (i.e., a state supported collaborative partnership with local school districts that assists qualified individuals in obtaining add-on, alternative, or initial licensure in special education), this newly proposed program has the potential to grow well beyond its current population.

Table A – Projected Total Enrollment

Projected Total Headcount (3)						
Year	Fall Semester		Spring Semester		Summer Semester	
	Total Headcount (1)	Credit Hours (2)	Total Headcount	Credit Hours (2)	Total Headcount	Credit Hours
2015-2016	25	300	25	294	25	74
2016-2017	47	565	46	556	36	109
2017-2018	58	693	55	663	45	136
2018-2019	66	788	62	740	52	155
2019-2020	72	858	67	803	57	171

NOTES:

- (1) Based on enrollment of 25 new students each fall plus a small number (approx. 4) of new students each spring.
- (2) Credit hours based on an average of 12 hours per semester and 3 hours each summer.
- (3) First year total headcount based on 90% returning fall to spring and 90% returning spring to fall.
- (4) Years 2-5 headcount based on 40% graduation rate of returning students after Spring semester, 90% of students returning fall to spring, and 90% of students returning spring to fall.

VIII. Curriculum

This proposed program of study focuses on the preparation of teachers of students with mild to moderate disabilities (replacing the current program in learning disabilities). Candidates who complete the proposed program (and pass relevant Praxis exams) will be certified in grades preK-12 in the area of multi-categorical special education. This program involves 120 credit hours of both in-class and field experiences that will prepare candidates for entering the profession. (See *Appendix 2* for sample curriculum by semester.)

Sample Curriculum:

SPECIAL EDUCATION-Multi-Categorical Major (120+ Credits)

- I. *CORE CURRICULUM* 32-39 credits
- II. *FRESHMAN GRADUATION REQUIREMENT* (0-3 Credits)
Minimum grade of **C** is required.
UNIV 110 The First-Year Experience 0-3 credits
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.
- III. *SPECIAL EDUCATION FOUNDATION COURSES* (18-31 Credits)*
Minimum grade of **C** is required.
General Content
Any Biology and Biology Laboratory* course 4 credits
GEOG 121* World Regional Geography 3 credits
Mathematical Concepts
MATH 201* Mathematics for Early Childhood & Elementary Majors I 3 credits
MATH 202 Mathematics for Early Childhood & Elementary Majors II 3 credits
Human Health and Behavior Content
PSYC 101* General Psychology 3 credits
Education Content
EDUC 111 Exploring Teaching as a Profession 3 credits
EDUC 204 Computer Technology and Instructional Media 3 credits
EDUC 215 Schools and Diversity 3 credits
EDUC 335 Introduction to Educational Psychology 3 credits
EDUC 336 Introduction to Human Growth and Development 3 credits
**Courses may be taken as part of core curriculum requirements.*
- IV. *MAJOR REQUIREMENTS* (60 Credits)
Minimum grade of **C** is required.
EDEL 314 Emergent Reading 3 credits
EDEL 486 Teaching Social Studies OR EDEL 488 Teaching Elem Science 3 credits
EDIT elective with advisor approval 3 credits
EDML elective with advisor approval 3 credits
EDSP 200 Foundations of Special Education 3 credits
EDSP 310 Theory to Practice: Field Experience 3 credits
EDSP 311 Char. & Instruction of Learning Dis. and Beh. Disorders 3 credits
EDSP 312 Char. & Instruction of Intellectual Dis. and Aut 3 credits
EDSP 320 Measuring Student Progress: Field Experience 3 credits

EDSP 321 Diagnostic Assessment in Special Education	3 credits
EDSP 322 Secondary Practices and Transition	3 credits
EDSP 323 Materials & Adaptations for Teaching Reading K-12.....	3 credits
EDSP 410 Action Research: Practicum	3 credits
EDSP 411 Collaborative Practices & Communication for Sp. Ed	3 credits
EDSP 412 Applied Behavior Analysis for Teachers	3 credits
EDSP 414 Instructional Planning	3 credits
EDSP 420 Internship Seminar in Special Education	3 credits
EDSP 450 Internship in Special Education.....	9 credits

V. *ELECTIVES* (2-11 Credits)..... 2-11 credits

TOTAL CREDITS REQUIRED 120+ credits

+ Students are advised to be aware that strict adherence to the courses as recommended and planned by their advisers is necessary for graduation with 120 credit hours. If students cannot or do not follow the recommended courses, more than 120 credit hours may be necessary for meeting all program requirements.

New Courses: All of the following courses are new courses specifically designed to meet the state and national accreditation standards in special education for multi-categorical disabilities.

EDUCATION - SPECIAL EDUCATION/MULTI-CATEGORICAL (EDSP)
[Session course available: S Spring, SU Summer, F Fall]

- 200** **Foundations of Special Education.** (3) (Prereq: EDUC 111) This course provides knowledge of basic concepts in special education related to the education of individuals with disabilities. Content includes historical factors, legislation, etiology, characteristics, educational strategies (including existing and emerging technologies), identification procedures, support services for individuals with disabilities at varied degrees of severity, and the impact of disabilities on academic and social/emotional performances. S, SU.

- 310** **Theory to Practice: Field Experience.** (3) (Prereq: EDSP 200) This course is a supervised field experience requiring two full school days per week with students with mild to moderate disabilities at the elementary level. Related seminar addresses the roles of special educators, organizational and legal contexts for special education programs, models of service delivery, professional and ethical practice, collaboration skills, and research/evidence-based practices. The link between theory and practice is explored. F.

- 311** **Characteristics and Instruction of Learning Disabilities & Emotional Disorders.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course provides an in-depth study of definitions, etiology, prevalence, and characteristics associated with learning disabilities (LD) and emotional/behavioral disorders (EBD). Techniques used in identifying and teaching learners with LD or EBD, as well as service delivery models, roles of various professionals, legal issues, ethics, and philosophies related to persons with LD or EBD. The selection and implementation of evidence-based instructional methods related to affective and learning behaviors and procedures for adapting materials to support students with LD and EBD in a variety of educational settings are addressed. F.

- 312 Characteristics and Instruction of Intellectual Disabilities and Autism.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course introduces teacher candidates to students with a label of intellectual disability (ID) and/or autism. The course includes definitions, etiology, prevalence, and characteristics of individuals with ID and/or autism. Additionally, candidates in this course investigate service delivery, roles of various professionals, current trends, and philosophies related to persons with ID and/or autism. Learning characteristics, evidence-based teaching strategies, instructional settings, legal issues, ethics, and assessment regarding individuals with ID and/or autism are addressed. F.
- 320 Measuring Student Progress: Field Experience.** (3) (Prereq: EDSP 310) This course is a supervised field experience requiring two full school days per week with students with mild to moderate disabilities at the middle and secondary levels. An in-depth study of single-subject research methods including data collection, research designs, data display and analysis, and developing research proposals using single-subject methodology is addressed. Knowledge and skills developed in the prior field experience and current coursework are reinforced.
- 321 Diagnostic Assessment in Special Education.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course provides an overview of assessment terminology, data collection procedures, and the theoretical, legal, and ethical issues related to referral and educational planning. Skills focus on application and interpretation of standardized and curriculum-based assessment data for eligibility, program and progress monitoring decisions in service of individualized education programs. Candidates write individual education programs, develop strategies to modify assessments to accommodate the unique needs of students with disabilities, and communicate assessment information to solicit parent understanding. S.
- 322 Secondary Practice and Transition.** (3) (Prereq: Admission to the Professional Program in Teacher Education) In this course, candidates apply research on teacher effectiveness, teacher accountability, and instructional approaches at the secondary level. Strategies in self-regulation, study skills, attention, memory, and motivation; curriculum adaptations, peer mediated instruction including cooperative learning and peer tutoring; and self-advocacy and strategies for facilitating transition into the community, workplace, and postsecondary environments are addressed. S.
- 323 Methods and Adaptations for Teaching Reading (K-12).** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course prepares candidates in the area of reading development and effective instructional methodologies specific to students with disabilities with an emphasis on reading practices as they relate to individual learners, readiness activities, phonemic awareness and decoding skills, phonics, fluency, vocabulary development, and comprehension. S.
- 410 Action Research: Practicum.** (3) (Prereq: EDSP 320) This course is a supervised practicum that extends to internship. This practicum requires three full school days per week with students with mild to moderate disabilities. Candidates are given the opportunity to analyze pedagogical competencies and to build personal strategies for teaching. Knowledge and skills developed in the prior field experience and current coursework are reinforced. The research proposal developed in the prior field experience is used to implement an intervention with a student in a classroom. Candidates continue in this placement for their internship. F.

- 411 Collaboration and Consultation in Special Education.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course prepares candidates to serve the needs of individuals with disabilities through effective communication and collaboration with other educators, families, related service providers, paraprofessionals, and personnel from community agencies. Models and strategies for effective collaborative consultation in schools and communities are addressed, including skills for effective communication with families of individuals with exceptional learning needs from diverse backgrounds. F.
- 412 Applied Behavior Analysis for Teachers.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course equips candidates with the knowledge and skills of applied behavior analysis (ABA) as an approach for programming effective interventions for children and youths with disabilities. It focuses specifically on “positive behavior intervention and supports” (PBIS), a research-based approach to interventions designed to prevent problem behavior, encourage environmental management, and promote students’ positive and appropriate behavior. This course also prepares candidates to conduct a functional behavioral assessment (FBA) in order to more efficiently and effectively identify the interventions to address the students’ behavioral needs. F.
- 414 Instructional Planning.** (3) (Prereq: Admission to the Professional Program in Teacher Education) This course focuses on acquiring the basic knowledge and skills required for the development of IEPs and ongoing monitoring of students’ progress toward their IEP goals and objectives/benchmarks. In addition, subsequent development of instructional lessons based on the student’s learning needs as they relate to their academic/social/behavioral success within the general education curriculum will be addressed. F.
- 420 Internship Seminar in Special Education.** (3) (Prereq: EDSP 410) (Coreq: EDSP 450) This seminar corresponds with the culminating internship in special education. The course meets regularly in order to provide candidates with the content and support required for successful completion of the internship and induction into the profession. S.
- 450 Internship in Special Education.** (9) (Prereq: EDSP 410) (Coreq: EDSP 420) This internship is a full-time supervised field placement. Candidates are assigned to two (2) eight-week clinical placements requiring no fewer than 60 instructional days at the elementary, middle and/or secondary levels working with students with learning disabilities, emotional/behavioral disorders, and/or mild intellectual disabilities. A critical component of the internship course is the corresponding internship seminar. S.

IX. Assessment

Assessments of Student Learning Outcomes: Student learning outcomes for this proposed program will be assessed using a set of eight pre-determined “key assessments” which are aligned to the specialized professional association (SPA) standards for special education (i.e., Council for Exceptional Children [CEC]). The key assessments (Figure 2) were designed by the program faculty members to provide a snapshot of candidate performance. The descriptions and scoring guides are included in the Appendices as required for teacher licensure programs. These assessments are also aligned with the program’s student learning outcomes located above in *Figure 1: Candidate Outcomes*.

Figure 2: Evidence for Meeting CEC standards / Alignment to SLOs

CEC required and optional assessments	Name of Assessment	SLO
1. Licensure Assessment (required)	Praxis II: Special Education Core Knowledge and Mild to Moderate Applications (5543/0543)	2 (foundational knowledge)
2. Assessment of content knowledge in special education (required)	Philosophy Statement	1 (content knowledge)
3. Assessment of candidate ability to plan instruction (required)	Lesson Plan	3 (instructional plan)
4. Assessment of student teaching (required)	Internship Summative Evaluation	8 (application of knowledge, skills, and disposition)
5. Assessment of candidate effect on student learning (required)	Teacher Work Sample	5 (impact on student learning)
6. Additional assessment that addresses CEC standards (required)	IEP Project	4 (long-range planning skills)
7. Additional assessment that addresses CEC standards (optional)	PBIS Project	6 (behavior management)
8. Additional assessment that addresses CEC standards (optional)	n/a	n/a

Use of Assessment Data: Data for these assessments are collected and evaluated annually. Reports for this data are submitted to the University to contribute to the Institution’s report for Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and to the College’s Unit reports for NCATE/CAEP and the South Carolina Department of Education (SCDE).

Further, and most importantly, the candidate assessment data is used to inform program changes and candidate improvement. Each semester in early May, the program faculty members meet in a formal assessment meeting to discuss candidate performance, holistically. Specifically, they analyze the data to determine needs of candidates (e.g., instruction, remediation) and/or to inform any changes that need to be made in the program (e.g., assignments, assessment rubrics or plans, course sequence, curricular modifications, field placements). Although much research and planning has gone into the proposed program, the faculty members are fully expecting the need to tweak it to meet the needs of the proposed population of students, especially during the first few years of this new program as various requirements are phased into practice. These key assessments (along with the typical course assessments) will drive the program curriculum and instruction.

X. Faculty

The academic qualifications of the four current faculty members involved in the current special education program are listed in Table B.

Table B– Faculty List

List Staff by Rank	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Assistant Professor #1	Ph.D., Special Education	Severe/Profound Disabilities, Intellectual Disabilities, Emotional Behavioral Disabilities	Yes
Assistant Professor #2	Ph.D., Special Education	Special Education Mild to Moderate, Emotional Behavioral Disorders	Yes
Associate Professor #1	Ph.D., Education Policy, Planning, & Leadership	Special Education Administration, High Incidence: Learning and Behavior	Yes
Associate Professor #2	Ph.D., Special Education	Emotionally Impaired K-12, Elementary Education K-8; Math Education K-9	Yes

Qualifications for New Faculty: Because the proposed program is taking the place of the current Special Education: Learning Disabilities program, the current faculty, administrators, and support staff will remain intact. A national search for one additional full-time tenure-track faculty will be conducted. Qualifications for the new position at the assistant or associate professor level will include:

- Earned Doctorate in Special Education or a related field, which includes at least 18 graduate credits in mild to moderate disabilities;
- Minimum of three (3) years professional experience working with students with mild to moderate in preK-12 public schools;
- Knowledge of current instructional methodology, research, and issues in special education;
- Ability to communicate clearly, both orally and in writing;
- Evidence of or potential for scholarly productivity; and
- Demonstrated excellence in teaching.

Faculty Development: In addition to the training provided by the University’s Center for Teaching Excellence to Advance Learning (CeTEAL), the Office of the Provost and Senior Vice-President for Academic Affairs oversees travel, reassigned time, small grants, and community service opportunities. Grants made available through the Office of the Provost include the following: professional activities Travel Mini-Grants, Academic Enhancement Grants, Assessment Mini-Grants, and Proposal-Writing Grants. Scholarly activities are also supported by the Office of the Vice-President for Research, providing pre-award and post-award support services for faculty seeking external funding.

The Spadoni College of Education also provides opportunities for faculty development. All faculty members are provided with a professional travel stipend to present at local, state, and national conferences. Further, faculty members may apply for release time (i.e., scholarly reassignment) for research and/or additional professional development funds. Release time is also provided for coordination of the special education program.

Definition of Full-Time Equivalent (FTE): A full-time equivalent (1 FTE) at Coastal Carolina University for undergraduate tenure-track faculty is defined as seven courses during the academic year. Currently, two of the Special Education faculty members have reduced loads for their additional administrative duties, and a third receives a one-course release for serving as program coordinator. Table C provides an overview of the FTEs generated for administration, faculty and staff support over the first five years of implementation of this new program.

Table C – Unit Administration, Faculty & Staff Support

UNIT ADMINISTRATION, FACULTY, AND STAFF SUPPORT						
YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
ADMINISTRATION						
2015-2016	0	0.00	2	0.29	2	0.29
2016-2017	0	0.00	2	0.29	2	0.29
2017-2018	0	0.00	2	0.29	2	0.29
2018-2019	0	0.00	2	0.29	2	0.29
2019-2020	0	0.00	2	0.29	2	0.29
FACULTY						
2015-2016	1	1.00	4	2.15	5	3.15
2016-2017	0	0.00	5	3.15	5	3.15
2017-2018	0	0.00	5	3.15	5	3.15
2018-2019	0	0.00	5	3.15	5	3.15
2019-2020	0	0.00	5	3.15	5	3.15
STAFF						
2015-2016	0	0.00	1	0.20	1	0.20
2016-2017	0	0.00	1	0.20	1	0.20
2017-2018	0	0.00	1	0.20	1	0.20
2018-2019	0	0.00	1	0.20	1	0.20
2019-2020	0	0.00	1	0.20	1	0.20

XI. Physical Plant

In Fall 2014, Prince Hall will house the Spadoni College of Education. All classrooms are connected to the internet and have Smart Board/Promethean technology. In addition, two computer labs, an online broadcasting facility, and a recording studio for faculty use are housed within the College. The existing physical plant is sufficient to support this proposed program. One additional office space will be required for a new tenure-track faculty member (Fall 2015). As stated previously, the program in mild to moderate disabilities will replace the existing program in learning disabilities; therefore, no modifications are necessary beyond classroom space for an expanding program.

XII. Equipment

No additional equipment will be necessary to support the program modification that would not already be sought for normal research and instructional practice.

XIII. Library Resources

Kimbel Library is a small academic library with holdings of over 240,000 items in all formats and subscribes to over 30,000 serials and proceedings. Library holdings are accessed through the library catalog; online citation, abstracting, full-text and reference resources; an A-Z list of online resources; and a discovery layer that provides single-search capability for all library resources. Reference services are available all hours the library is open via in-person consultation, chat, email or phone. Course-integrated library instruction is available to all academic departments; instruction sessions conform to ACRL information literacy standards and focus on information resources to facilitate self-directed discovery and lifelong learning.

Quantitative Analysis of Library Holdings

Monographs: A query of the Library's catalog was conducted to search available titles that support the proposed special education curriculum. Eighteen subject areas relevant to the program were identified in education psychology, special education and education relating to specific disabilities, social and public welfare, U.S. law, internal medicine and pediatrics. The subjects and corresponding Library of Congress call number ranges are listed in Library Table 1 in Appendix 3, with current library holdings and core titles held in each subject area.

Kimbel Library's monograph holdings were compared with the recommended list of core titles in the same LC class ranges in *Resources for College Libraries (RCL)*. This quantitative comparison was made by using the Bowker's Book Analysis System, a collection management tool that compares individual library holdings against a core list of titles recommended for academic libraries by subject bibliographers. Comparison with such a list controls for age of collection held by peer libraries and offers a standard by which any library's holdings may be measured.

The Library owns 1,057 titles to support the Special Education – Multi-Categorical Disabilities major. Print materials make up 81% of this collection; average age by format is identified in Library Table 1 in Appendix 3.

Quantitatively, the collection is strongest in Developmental Psychology, representing almost half (45%) of the collection, but only 5% of these 481 titles are considered "core" for this subject area. Special education, education of children with disabilities, and mental disorders of children and adolescents also show high titles counts but low percentages of core titles held. Bold and italicized areas in Library Table 2 in Appendix 3 indicate areas of need in support of the proposed program.

Kimbel Library owns, on average, 33% of the core titles recommended by *RCL* in the call number ranges relevant to special education. This is higher than the overall library average of roughly 20% core title coverage.

In addition to the owned content enumerated above, Kimbel Library provides access to over 80,000 e-books via the e-brary Academic Complete collection. E-brary titles are not included in library holdings as content is subscribed vs. owned and titles are added and deleted each month. As of this report date, e-brary has 552 titles in the call number ranges relevant to special education. The Library also subscribes two streaming video resources that cover all academic areas. *Films on Demand* and *VAST: Academic Video Online* currently includes over 2,000 films relevant to the area of special education. Kimbel Library is a member of PASCAL (Partnership Among South Carolina Academic Libraries) which offers a rapid delivery system for books and other library materials among member libraries. This enables the Coastal Carolina University

patron community to request materials from any academic library in South Carolina and receive them in Kimbel Library in 1-3 days, which is an excellent support for any new program.

Periodicals: Kimbel Library currently provides access to over 1,700 serial titles in Education (including 80+ journals with an emphasis in Special Education and Rehabilitation) in online and print formats. Online access is provided via aggregator databases, publisher packages, open access titles, and direct online subscriptions. Current access points (resource database links) for online journals are listed below.

- Academic Search Complete
- CINAHL
- Communication and Mass Media Complete
- Education Full Text
- Education Research Complete
- ERIC
- JSTOR
- Lexis-Nexis Academic
- Medline Plus
- Mental Measurements Yearbook with Tests in Print
- Opposing Viewpoints in Context
- Oxford Journals
- Professional Development Collection
- Project MUSE
- PsychINFO
- PsycARTICLES
- PsycTESTS
- Psychology and Behavioral Sciences
- Sage Journals
- Science Direct
- SOCIndex
- SpringerLink
- Teacher Reference Center
- Web of Science
- Wiley Online Library

A quantitative comparison of the Library's serials holdings was compared against core serials in the Ulrich's Serials Analysis System (USAS) (see Library Table 3 in Appendix 3), which compares total periodical holdings with a recommended core list of periodicals for libraries using general subject headings. Special Education and Rehabilitation is a subset of Ulrich's Education classification¹. The subscribed 99 core serial holdings in Special Education make up 43% of core serials holdings; 37 (or 37%) of Special Education titles have an ISI impact factor, a measure of citation frequency. Overall, the Library subscribes to over one-third of core journal titles in the listed subject areas.

Qualitative Analysis of Library Holdings

Age of Collection: The average publication date of special education monographs is 1990, as print monographs make up 81% of special education titles. The average age of media (audio-visual) and e-books is more recent (2003 and 2005, respectively): 87% of media and nearly 100% of e-books in the collection are dated year 2000 or later. Over half (66%) of the collection has a publication date prior to 2000. The education collection was updated in 2011 when the library worked with education faculty to assess the education collection, update holdings, and add core titles. This effort is reflected in the relative currency of titles in the call number ranges for education. Library Table 1 in Appendix 3 indicates age of collection by subject; asterisked subjects need updating.

It is estimated that approximately \$14,478 over the next five (5) years will be necessary to update and sustain materials and resources in the Kimble Library in order to meet the needs of this program. (See Library Table 2 in Appendix 3 for a breakdown of projected costs.)

¹ Note: Ulrich's Serials Analysis System subject headings differ from Library of Congress Subject Headings.

XIV. Accreditation, Approval, Licensure, or Certification

Coastal Carolina University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and master's degrees, as well as limited advanced degrees (e.g., Ph.D. in Marine Science, Ed.S. in Educational Leadership).

In addition to the Commission, the proposed Special Education: Multi-Categorical Program must be approved by the South Carolina Department of Education. According to the *Program Approved Standards for South Carolina Teacher Education Institutions* (2002), "The South Carolina State Board of Education requires that all teacher education programs meet the performance-based standards as established by the National Council for Accreditation of Teacher Education (NCATE). For State Board of Education approval, public institutions must seek and receive NCATE accreditation" (Regulation No. R43-90). NCATE is now the Council for the Accreditation of Educator Professionals (CAEP). The Spadoni College of Education holds NCATE accreditation, and the current Special Education program in Learning Disabilities is nationally recognized by the Council for Exceptional Children (CEC)—special education's specialized professional association (SPA). The Program will submit for recognition according to the current timeline in fall 2015, and the College will seek re-accreditation through CAEP in 2018. Although candidate performance data will not be available at the time of the SPA review, CEC will conduct a review of the program. If the program meets the established standards, recognition with conditions will be awarded with conditions being the submission of the data for corresponding assessments.

Graduates of the proposed program are subject to teacher licensure by the South Carolina Department of Education. Upon completion of the Special Education: Multi-Categorical program, which includes coursework, a set of supervised field experiences, licensure examinations for certification in multi-categorical special education (i.e., Praxis I, Praxis II: Principles of Learning and Teaching, and Praxis II: Core Knowledge and Mild-to-Moderate Applications), background checks, and fees, candidates will be eligible for their initial certificate (SCDE, 2013).

XV. Articulation

Coastal Carolina University has general transfer agreements with 16 community and technical colleges across South Carolina (www.sctrac.org). The Spadoni College of Education has three articulation agreements (i.e., Elementary, Early Childhood, Special Education) that are direct transfer agreements. A copy of the articulation agreement for direct transfer to the proposed Special Education Program is located in *Appendix 4*.

In addition to fully embracing Section 10-C of the South Carolina School-to-Work Transition Act (1994) and South Carolina Act 137 (1995), the special education program advisors in the Spadoni College of Education review the individual needs of each student—with special attention those who transfer from other colleges/universities holding national accreditation (e.g., CAEP/NCATE accreditation and CEC recognition).

XVI. Estimated Costs and Sources of Financing

Table D outlines the estimated annual cost and financing for the first five years of implementation. The assumptions are outlined in the notes below the table.

Table D – Estimated Costs and Sources of Financing by Year

Estimated Costs by Year						
Category	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
Program Administration (1)	\$15,021	\$15,321	\$15,628	\$15,940	\$16,259	\$78,168
Faculty Salaries (2)	\$219,900	\$224,298	\$228,784	\$233,360	\$238,027	\$1,144,370
Graduate Assistants	\$0	\$0	\$0	\$0	\$0	\$0
Clerical/Support Personnel (3)	\$8,049	\$8,210	\$8,374	\$8,542	\$8,713	\$41,888
Supplies and material	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
Library Resources	\$2,896	\$2,896	\$2,896	\$2,896	\$2,896	\$14,478
Equipment	\$3,000	\$0	\$0	\$0	\$0	\$3,000
Facilities	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
Totals	\$250,866	\$252,725	\$257,682	\$262,737	\$267,894	\$1,291,904
Sources of Financing by Year						
Tuition Funding (all students)	\$310,446	\$595,108	\$731,253	\$838,412	\$926,387	\$3,401,605
Program-Specific Fees						\$0
State Funding						\$0
Reallocation of Existing Funds						\$0
Federal Funding						\$0
Other Funding						\$0
Totals	\$310,446	\$595,108	\$731,253	\$838,412	\$926,387	\$3,401,605

Notes:

- (1) Program administration based on .29 of Director's salary plus 28% fringe for year one. Years 2-5 are based on a 2% increase.
- (2) 28% Fringe Benefits included with faculty salaries. Years 2-5 are based on a 2% increase.
- (3) Clerical/Support salary includes 28% fringe for year. Years 2-5 are based on a 2% increase.

No unique cost or other special state appropriates will be requested. The program costs will be financed through tuition dollars.

XVII. Programs for Teachers and Other School Professionals

South Carolina Department of Education Requirements: The requirements for the South Carolina Department of Education are addressed in full detail in the corresponding State report (section II) submitted separately with this proposal. The following is a summary of each area required in the report.

In order to meet the South Carolina Department of Education requirements, the program must address the standards of revised Assisting, Developing, and Evaluating Professional Teaching (**ADEPT**) for Classroom Teachers. Each course in the proposed program, as well as the Key Assessments that provide a snapshot of candidate performance, is aligned to the critical components of the ten ADEPT Performance standards. Additionally, the Education and Economic Development Act (**EEDA**, 2005) guidelines mandate teacher training in the following components:

- The Career Guidance Process
- Career Clusters and Individual Graduation Plans
- South Carolina Career Guidance Standards and Competencies
- Character Education
- Contextual Teaching
- Cooperative Learning
- Diverse Learning Styles

These components are embedded within the coursework and content of the program and outlined in each course syllabus.

The **Standards of Conduct** for South Carolina Educators (in accordance with State Board of Regulation 43-48) are not only discussed with the candidates, but also incorporated into the Professional Behavior and Dispositions Assessment required by the Spadoni College of Education. With the primary emphasis on Bullying prevention and intervention, the **Safe School Climate Act** (section 59-63-110) is addressed across the program curriculum and in the internship (student teaching) orientation. All lesson plans, curricular unit projects, goals and objectives, and individual education plans developed by the candidates are expressly aligned to the **Common Core State Standards**.

The state requirements also entail information indicated within the CHE proposal and detailed above, including **Admission Requirements** and **Field and Clinical Experience Requirements**.

Eligibility for Initial Certification occurs upon successful completion (or graduation) of the Special Education Program: Multi-Categorical (which includes passing Praxis II in Special Education Core Knowledge and Mild to Moderate Applications [5543/0543] prior to internship placement) and successful completion of the Praxis II Principles of Learning and Teaching at any level.

Annual reports are required for the University (i.e., SACS/COC), CAEP accreditation, and the College (i.e., CEC SPA reports). For each report, the program faculty members analyze the data, interpret the results, and discuss the findings of each assessment in regards to impact on the program (e.g., curriculum, scope and sequence) and candidate improvement.

All candidates in the Multi-Categorical Special Education Program must acquire experience with students across the full range of grade levels and disabilities covered by their South Carolina initial teaching certification (**Commitment to Diversity Assurance**). Further, all

candidates must complete field experiences in ten general diversity categories that include student populations of less than 575, greater than 575;; Socioeconomic Low Income families less than 40%, greater than 40%; Rural settings, small town settings; Less than 19% special education, greater than 19% special education population; and less than 20% minority, greater than 20% minority.

The National Educational Technology Standards for Teachers (**IST NETS.T Standards Alignment**) are directly introduced in EDUC 204 Technology for Teachers and reinforced throughout the special education curriculum.

SPA or Other National Specialized and/or Professional Association Standards: The Multi-Categorical Special Education program is aligned with the new initial Council for Exceptional Children (CEC) standards adopted in 2012 as informed by the Individualized Generalized Curriculum (IGC) and Individualized Independence Curriculum (ICC). (A draft of the new specialty sets which combines these two is available at http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets?sc_lang=en)

Beginning in Spring 2015, all programs must submit reports using the revised CEC standards. A completed draft SPA report is available in the accompanying state report (Section III), which includes the Program Report for Option A (2012 CEC Standards) and the seven (7) key assessments that provide a snapshot of how candidates meet the revised CEC standards.

References

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- South Carolina Transfer and Articulation Center. (n.d.). Available at <http://www.sctrac.org/Student/SearchforTransferAgreements/TransferAgreementSearchResults/tabid/426/Default.aspx?fschool=&tschool=218724&keyword=>
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Appendix 1

Undergraduate Program in Special Education – Coastal Carolina University Paraeducator Needs Assessment in Horry County Schools

We completed a needs assessment survey of paraeducators in Horry County Schools, and there were 213 respondents.

When asked if they would enroll in an undergraduate program that would lead to a teacher certification in special education and in what areas:

	Category	# of respondents
1.	Multicategorical (Pre-kindergarten – Grade 12)	88 (41.3%)
2.	Learning Disabilities (Pre-kindergarten – Grade 12)	67 (31.4%)
3.	Emotional Disabilities (Pre-kindergarten – Grade 12)	42 (19.7%)

47 respondents said they already had earned an Associate of Arts (AA) or Associate of Science degree from a regionally accredited institution.

35 respondents have earned a Bachelor of Arts (BA) or Bachelor of Science (BS) degree from Coastal Carolina University in another major.

This would indicate that approximately **82** of the respondents would be eligible to enroll in the **foundation courses required for Special Education, if they had not already taken these courses:**

BIOL 101/L 4 cr hrs (or any biology course w/lab); GEOG 121 3 cr hrs; MATH 201 3 cr hrs; MATH 202 3 cr hrs; PSYC 101 3 cr hrs; EDUC 111 3 cr hrs; EDUC 204 3 cr hrs; EDUC 215 3 cr hrs; EDUC 335 3 cr hrs; EDUC 336 3 cr hrs.

After successful completion or having already taken these courses, these respondents could begin a cohort in the professional program. It appears that they would be **most interested** in the area of **multi-categorical certification**.

- a. Multi-categorical certification is a relatively new category of certification in the state of South Carolina (2008). A multi-categorical certification “*allows teachers to serve learners with mild to moderate disabilities, which include autism, emotional disabilities, learning disabilities, mental [intellectual] disabilities, and traumatic brain injury.*”(SC DoE, 2008)

About 97% (207) of the respondents to this survey are full-time employees of Horry County Schools. They indicated they would prefer courses taught either two evenings a week for 8 weeks (38%) or one evening per week for 15 weeks during the regular academic year (29%). Their third choice was for summer only courses (18%). Since our courses for our undergraduate program provide completion in two years during the fall/spring semester, providing these courses to meet the needs of these full-time employees would require separate course/cohort offerings.

Appendix 2

Sample 4-Year Curriculum

Proposed Special Education PreK-12 Program with Certification in Multi-categorical Disabilities (Mild/Moderate Disabilities)

<u>FRESHMAN I</u>	<u>SOPHOMORE I</u>	<u>JUNIOR I</u> <u>(EC/Elementary Block)</u>	<u>SENIOR I</u> <u>(Practicum Block)</u>
ENGL 101 (3) EDUC 111 Exp. Educ. as Prof (3) PSYC 101 (3) HIST 101, 102, 202; PHIL 101, 102 (3) UNIV 110	MATH 201* (3) Foreign Lang I (3) EDUC 215 Schools & Diversity (3) Elective (1) EDUC 204 Comp Tech for Inst (3) EDUC 335 Education Psych (3)	EDSP 310 Theory to Practice: Field Exp (3) EDSP 311 Char. & Instruction of Learning Dis. And Beh. Dis. (3) EDSP 312 Char. & Instruction of Intellectual Dis. And Aut (3) EDEL 314 Emergent Reading (3) EDEL 486 Teaching Social Studies OR EDEL 488 Teaching Elem Science (3)	EDSP 410 Action Research: Practicum (3) EDSP 411 Collaborative Practices & Communication for Sp. Ed (3) EDSP 412 Applied Behavior Analysis for Teachers (3) EDSP 414 Instructional Planning (3) EDIT approved elective
15 credits	16 credits	15 credits	15 credits
<u>FRESHMAN II</u>	<u>SOPHOMORE II</u>	<u>JUNIOR II</u> <u>(Middle/Secondary Level Block)</u>	<u>SENIOR II</u> <u>(Internship)</u>
ENGL 102, 211 (3) HIST 101, POLI 201 (3) Communication Core/THEA 149 (3) Science/Lab BIOL 101/L (4) GEOG 121 (3)	MATH 202 (3) Foreign Lang II (3) EDUC 336 Human Grow & Dev (3) Elective (1) Creative Expression Core (3) EDSP 200 Found. Of Spec Ed (3)	EDSP 320 Measuring Student Progress: Field Exp (3) EDSP 321 Diagnostic Assessment of Except. Learners (3) EDSP 322 Secondary Practices and Transition (3) EDSP 323 Materials & Adaptations for Teaching Reading K-12 (3) EDML approved elective (3)	EDSP 420 Internship Seminar in Special Education (3) EDSP 450 Internship in Special Education (9)
16 credits	16 credits	15 credits	12 credits

*Students who do not place in MATH 201 must take the appropriate prerequisite course(s).

Appendix 3 Supporting Tables for Library Resources

Table 1. Special Education Holdings by Format and Publication Date

	# Titles in KL	Avg Publication Date	% of Special Ed. Holdings
Book*	855	1990	81%
Ebook	172	2005	16%
Media*	22	2003	2%
Other	7	n/a	1%
Total	1056		

Table 2. Core Titles Held

Library of Congress Subject Heading	CALL NUMBER RANGE	KL TITLE COUNT	KL CORE OWNED	CORE NOT OWNED	CORE AS % OF HOLDIN GS	% CORE OWNED	COST OF CORE NOT OWNED
<i>Behavior Modification (Psychology)</i>	<i>BF 637.B4</i>	<i>24</i>	<i>0</i>	<i>3</i>	<i>0%</i>	<i>0%</i>	<i>\$ 245.00</i>
<i>Developmental Psychology</i>	<i>BF 712- 724.85</i>	<i>481</i>	<i>25</i>	<i>89</i>	<i>5%</i>	<i>22%</i>	<i>\$ 8,573.00</i>
Children with Mental Disabilities	HV 891-901	15	0	0	0%		
People with Disabilities	HV 3004- 3008	24	0	0	0%		
Special Education--Law and Legislation	KF 4209-4210	15	2	0	13%	100 %	
Behavior Modification (Education)	LB 1060.2	3	0	0	0%		
<i>Special Education</i>	<i>LC3950- 3990.4</i>	<i>44</i>	<i>1</i>	<i>9</i>	<i>2%</i>	<i>10%</i>	<i>\$ 507.00</i>
<i>Children with Disabilities-- Education</i>	<i>LC4001- 4700.4</i>	<i>120</i>	<i>5</i>	<i>14</i>	<i>4%</i>	<i>26%</i>	<i>\$ 1,047.00</i>
Learning Disabled Teenagers, Children	LC 4704-4706	40	7	9	18%	44%	\$ 1,065.00

Dyslexic Children	LC 4708-4710	6	1	0	17%	100%		
Hyperactive Children--Education	LC 4711-4713	8	0	0	0%			
Autistic Children--Education	LC 4717-4719	9	3	4	33%	43%	\$ 238.00	
Problem Children - Education	LC 4801-4803	0	0	2	0%	0%	\$ 235.00	
Learning Disabled	LC 4818-4818.53	3	0	0	0%			
Developmental Disabilities	RC 569.7-571	23	0	2	0%	0%	\$ 226.00	
Learning Disabilities Research	RJ 394	0	0	0	0%			
Learning Disabilities Etiology	RJ 486.5	5	0	0	0%			
Mental Disorders (to incl. Behavior Disorders in Children, Adolescents)	RJ 499-507	237	5	31	2%	14%	\$ 2,342.00	
Sum/Average		1057	49	163	5%	33%	\$ 14,478.00	

Table 3. Serials - Special Education

Ulrich's Subject	Library Core Subscribed	Number of Core in Ulrich's	Ulrich's Core not Subscribed	% of Core Subscribed	ISI Impact Factor	% ISI Factor
Children and Youth Handicapped	102	349	247	29%	32	31%
Special Education and Rehabilitation	47	129	82	36%	22	47%
Social Services	99	230	131	43%	37	37%
TOTAL	189	538	349	35%	68	36%

Appendix 4

Memorandum of Agreement – Transfer Partnership

Associate of Arts

to

Bachelor of Arts Special Education-Multi-Categorical

This Memorandum of Agreement establishes a partnership between Horry-Georgetown Technical College and Coastal Carolina University for the implementation of a completion program (2+2) for the Bachelor of Arts degree in Special Education- Multi-Categorical awarded by Coastal Carolina University. This partnership is designed to increase the higher education opportunities for the graduates of Horry-Georgetown Technical College's Associate of Arts (AA) degree program.

Coastal Carolina University and Horry-Georgetown Technical College agree to provide the opportunity for a seamless transition for AA graduates of Horry-Georgetown Technical College to the Bachelor of Arts degree in Special Education- Multi-Categorical at Coastal Carolina University.

Horry-Georgetown Technical College is a multi-campus, publicly supported comprehensive community/technical college, part of the South Carolina Technical College System, and is authorized to award associate degrees, diplomas and certificates. Coastal Carolina University is a public, mid-sized, comprehensive liberal arts-oriented institution offering bachelor's and Master's degrees, and a doctoral level degree in Marine Science. Both institutions are accredited by the Southern Association of Colleges and Schools, Commission on Colleges.

Horry-Georgetown Technical College agrees to:

- Provide coursework for the completion of the Associate of Arts degree with student advisement for transfer coursework.
- Assist with the marketing and recruiting of associate degree graduates.

Coastal Carolina University agrees to:

- Accept a maximum of 63 credit hours of articulated Horry-Georgetown Technical College coursework towards the Bachelor of Arts degree in Special Education- Multi-Categorical.
- Facilitate advising of Horry-Georgetown Technical College students for a seamless transfer of courses to Coastal Carolina University. Coastal Carolina University will provide staff for collaboration in order to advise Horry-Georgetown Technical College students who wish to transfer to Coastal Carolina University.
- Accept Public Speaking 205 (SPC 205) as a course that fulfills Core Goal 1b.

Horry-Georgetown Technical College and Coastal Carolina University both agree:

- Collaborate, as feasible and in accordance with each institution's policies, for joint utilization and/or scheduling of facilities, faculty and support services.
- Review this Memorandum annually and amend, in writing, as mutually agreed upon and with approval of authorized officials. At minimum, the Memorandum will be renewed every three years, if mutually acceptable.

- Monitor and adapt, as needed, to ensure successful implementation to meet the needs of Horry-Georgetown Technical College transfers. The institutions will continue to coordinate for the purpose of curriculum alignment.
- Communicate any proposed curriculum or admissions revisions prior to implementation.

In order to receive transfer credit, students must do the following:

1. Complete the Associate of Arts Degree that includes specific courses identified by this agreement.
2. Earn no less than the grade of C in any course; however, overall GPA of 2.75 is required for admission to and graduation from Coastal Carolina University Teacher Education Program.
3. Meet with a Coastal Carolina University advisor before enrolling in Coastal Carolina University coursework. This is recommended prior to graduation from Horry-Georgetown Technical College or as soon as possible following associate degree completion.
4. Meet admission criteria for the Teacher Education Program- Special Education-Multi-Categorical at Coastal Carolina University by fulfilling the requirements specified in the catalog which is current at the time of application to the program. Students must meet criteria, including a passing score on PRAXIS I or equivalent SAT or ACT score.
5. Provide criminal background declaration and documentation, as required by the Coastal Carolina University Teacher Education Program.

Attachments: Advisement Plan for Students

AFFIRMED BY:

Coastal Carolina University

Horry-Georgetown Technical College

Ed Jadallah Date

Shirley Butler Date

Dean
Spadoni College of Education

Assistant Vice President – Dean of
Academic Affairs

Ralph Byington Date

Marilyn Fore Date

Interim Provost

Senior Vice-President

David A. DeCenzo Date

H. Neyle Wilson Date

President

President

Coastal Carolina University

Horry-Georgetown Technical College

**COASTAL CAROLINA UNIVERSITY
Conway, South Carolina**

**Requirements for
South Carolina Department of Education
New Program for Educator Preparation**

**To establish a
Bachelor of Arts in Special Education
with
Certification in Multi-Categorical**

May 15, 2014

Program Contact:

**Lisa Vernon-Dotson, Ph.D.
Spadoni College of Education
Director of Curriculum and Personnel
Associate Professor of Special Education
lvernond@coastal.edu
843-234-3480**

II. Classification

Program Title:	B.A. in Special Education: Multi-Categorical
Academic Unit	Spadoni College of Education
Designation, type, and level of degree:	Bachelor of Arts in Special Education, 4-year undergraduate
Proposed date of implementation:	Fall, 2015
CIP Code:	13.1001
Site:	Main Campus, Coastal Carolina University
Supplemental Fellows / LIFE Scholarships:	No
Delivery Mode:	Face-to-face, hybrid or blended (less than 30% online)
Area of Certification:	Special Education: Multi-Categorical (PreK-12 Mild to Moderate Disabilities)

South Carolina Department of Education New Program for Educator Preparation

Sections III and IV

III. South Carolina Department of Education Requirements

ADEPT

In order to meet the South Carolina Department of Education requirements, the program must address the standards of revised Assisting, Developing, and Evaluating Professional Teaching (ADEPT) for Classroom Teachers. Each course in the proposed program, as well as the Key Assessments that provide a snapshot of candidate performance, is aligned to the critical components of the ten ADEPT Performance standards. During their internship, candidates, with their university supervisors and cooperating teachers, must successfully complete the SAFE-T Summary (ET3) which is a summative ADEPT formal evaluation of teachers.

EEDA

Additionally, the Education and Economic Development Act (EEDA, 2005) guidelines mandate teacher training in the following components:

- The Career Guidance Process
- Career Clusters and Individual Graduation Plans
- South Carolina Career Guidance Standards and Competencies
- Character Education
- Contextual Teaching
- Cooperative Learning
- Diverse Learning Styles

These components are embedded within the coursework and content of the program and outlined in each course syllabus. Further, candidates complete a career lesson plan in their secondary practices and transitions course.

Standards of Conduct

The Standards of Conduct for South Carolina Educators (in accordance with State Board of Regulation 43-48) are not only discussed with the candidates, but also incorporated into the Professional Behavior and Dispositions Assessment required by the Spadoni College of Education. The *Assessment of Candidate Dispositions and Professional Behavior* was piloted in Spring of 2014 and consists of four (4) standards (i.e., Professional Behavior; Professional Commitment; Accountability and Assessment; Collaboration). The corresponding indicators explicitly address standards of conduct from the State, local school districts, the University, and various professional organizations. Further, all candidates are informed, in writing, of the standards of conduct (based on S.C. code Ann 59-25-160, 59-25-530, and 20-7-945) required of South Carolina educators for initial certification.

Safe School Climate Act

With the primary emphasis on Bullying prevention and intervention, the Safe School Climate Act (section 59-63-110) is addressed across the program curriculum and in the internship (student teaching) orientation. Candidates are required to successfully complete an online assessment on bullying in the classroom and school prior to the first day of internship. This assessment data is collected by the Office of Clinical and Field Experiences.

PreK-12 Academic Standards

All lesson plans, curricular unit projects, goals and objectives, and individual education plans developed by the candidates are expressly aligned to the Common Core State Standards. In EDSP 311 Characteristics and Instruction of Learning Disabilities and Emotional Disabilities, candidates complete an in-depth project on the Common Core State Standards which addresses knowledge and skills, modifications and accommodations, impact of disability, and instructional strategies to help students meet the standards. Program faculty have had multiple opportunities for local and national (i.e., through CEC webinars, conferences, and publications) for professional development in the area of disability and standards.

Admission Requirements

University Admission Criteria

Coastal Carolina University general admission requirements for new students require:

1. Completed Undergraduate Application;
2. Specified non-refundable application fee;
3. [Transfer students] Official transcripts from all post-secondary institutions attended;
4. Official high school transcript; and
5. Official SAT/ACT scores if less than 24 transferable credits of college-level work have been earned from a regionally accredited college or university. (Applicants over the age of at least 22 years are not required to submit SAT or ACT examination scores.)

Applicants who are generally competitive for admission to Coastal will have earned a cumulative average of “B” or better on the required college preparatory high school courses and must submit standardized test scores of an SAT (critical reading, mathematics, and writing) score in the middle 50% range of recently enrolled Coastal first-time freshmen students ranging from 1340 to 1570, or an ACT composite score in the middle 50% range of recently enrolled Coastal first-time freshmen students ranging from 19 to 23.

Spadoni College of Education Admission

Portal I – Admission to the Professional Program (e.g., Special Education). Pre-professional program education majors will submit a formal application for admission to the Professional Program in Teacher Education. The following evidence is required and reviewed before admission to the Professional Program in Teacher Education:

- Minimum GPA of 2.75
- 60 hours of coursework, Grade of “**C**” or **better** in ENGL 101 and ENGL 102 or ENGL 211
- Grade of “**C**” or **better** in EDUC 111 and EDUC 204
- Grade of “**C**” or **better** in all required education courses completed
- Passing scores on all 3 areas of Praxis I (Reading, Writing and Math) OR
- Score of 1100 or higher on SAT (Verbal, Math)
- 1650 or higher on SAT (Verbal, Math, Writing)
- 24 or higher ACT Composite
- A signed Criminal Offense Disclosure statement
- Professional Behavior and Dispositions Self-Evaluation completed in LiveText
- Approval of Portal I Faculty Committee

Eligibility for Initial Certification

Upon successful completion of the Special Education: Multi-Categorical Program (which includes passing Praxis II in Special Education Core Knowledge and Mild to Moderate Applications [5543/0543] prior to internship placement) and successful completion of the Praxis II Principles of Learning and Teaching at any level, candidates are eligible to apply for South Carolina licensure in the area of Multi-Categorical Special Education.

Field and Clinical Experiences Requirements

All teacher preparation programs must have field experiences that provide candidates with a variety of progressive experiences in multiple and diverse settings. All candidates must complete a minimum of 100 hours of field experiences prior to student teaching (CCU internship) at the initial undergraduate level. At the initial graduate level, all candidates must complete a minimum of 75 hours of field experiences prior to student teaching (CCU internship). The internship experience must provide for intensive and continuous involvement in a public school setting.

In initial preparation programs, the internship experience must be an equivalent of a minimum of 12 weeks or 60 full days. Candidates are required to complete 35 days of full-time teaching in a classroom. Prior to all field experiences, appropriate background checks, including SLED clearance, must be completed. Prior to the internship, appropriate background checks, including fingerprint submissions to the South Carolina Department of Education, must be completed and cleared.

All candidates must be informed, in writing, of the standards of conduct (based on S.C. code Ann 59-25-160, 59-25-530, and 20-7-945) required of South Carolina educators for initial certification.

All candidates must meet admissions requirements for admission to the Professional Program in Teacher Education, admission to the internship, and pass required external exams (Praxis I and Praxis II - all required tests) prior to participating in the internship. For successful completion of the internship, candidates must pass the PLT (Principles of Learning and Teaching) Exam.

One or more cooperating teachers in the public school must supervise each candidate. A college faculty member who has preparation in Teacher Education and in the content area must supervise each candidate. All professional education faculty supervisors must be trained in clinical supervision and in the ADEPT system.

The public schools and the college share and integrate resources and expertise to support the candidate's learning during field experiences. College and school-based faculty will work together to design, implement, and evaluate both the program and the field experience assignments. This team will determine the candidate's placement for field experiences and will evaluate the candidate's performance. Multiple assessments will be utilized to evaluate and reflect upon candidate performance and practice. Feedback on individual performance will be given to candidates, and any areas of needed improvement will be addressed.

Purpose of field experiences

Field Experiences allow candidates to apply and reflect on content, both professional and pedagogical knowledge, as well as provide the opportunity to observe skills and dispositions in practice through a variety of settings that include students and adults. Field Experiences extend the college's conceptual framework into practice through modeling by cooperating teachers. They also provide well-designed opportunities to "learn through doing" in a variety of settings appropriate to the content and level for individual programs.

During Field Experiences candidates will:

- observe teachers, students, the school environment, and best practices in action;
- be observed by others and receive constructive feedback;
- interact with teachers, college/university supervisors, and other interns about their practice;

- be integrated into the routine school program;
- have the opportunity to reflect upon and justify their own practice;
- be members of instructional teams in the school and be active participants in professional decision making;
- have the opportunity to be involved in a variety of school-based activities directed at the improvement of teaching and learning; and
- collect data on student learning, analyze data, reflect upon their work, and develop strategies for improving learning.

Well-designed and sequenced field experiences help candidates to develop the competence necessary to meet our profession's expectations for successful beginning teachers.

The final clinical field-based experience (the internship) is the capstone of our Professional Program in Teacher Education. At the internship level, interns meld the theoretical and practical knowledge of classroom instruction with professional behaviors. Interns have the opportunity to explore, investigate, grow, and develop through the internship.

Interns are expected to demonstrate mastery of selected Performance Dimensions in addition to all of the Professional Behaviors and Dispositions found in section one of their *Guidebook*. Interns must be able to apply their knowledge of learners and learning in the classroom by successfully working with students as full participating members of a professional school community.

Expectations for interns include the ability to:

- design sequential objectives and strategies based on state and local standards,
- analyze his or her own teaching methods in comparison with student achievement to ensure that standards are met,
- plan and deliver instruction, within the school setting, with consideration given to individual background and learning style of the individual student, and
- assume the role of a professional educator, working productively with his or her mentors.

Finally, the internship represents an all-important exit point in the program. Interns may not finish the internship, or complete their particular programs of study, without demonstrating competence as defined in this document; therefore, the internship serves as the final check of both student quality and program effectiveness.

The Cooperating Teacher, the Intern, and the University Supervisor will jointly determine the rate of responsibility assumption during the initial weeks of the internship. The Intern will assume the full teaching responsibilities of his or her Cooperating Teacher for no fewer than 35 days of the total experience. The Intern will demonstrate competency in the five Performance Dimensions of the Knowledge and Skills Documents and the nine Behavior and Disposition criteria during this time. The Intern should bear in mind that the 35 days of full-time teaching is a *minimum* CCU expectation. It is expected that the intern be involved in instructional activities for the entire time he or she is assigned to the public school.

Annual Reports

Annual reports are required for the University (i.e., SACS/COC), CAEP accreditation, and the College (i.e., CEC SPA reports). For each report, the program faculty members analyze the data, interpret the results, and discuss the findings of each assessment in regards to impact on the program (e.g., curriculum, scope and sequence) and candidate improvement.

Commitment to Diversity Assurance

All candidates in the Special Education: Multi-Categorical Program must acquire experience with students across the full range of grade levels and disabilities covered by their South Carolina initial teaching certification. Further, all candidates must complete field experiences in ten (10) general diversity categories that include student populations of less than 575, greater than 575; Socioeconomic Low Income families less than 40%, greater than 40%; Rural settings, small town settings; Less than 19%

special education, greater than 19% special education population; and less than 20% minority, greater than 20% minority.

A “Field Experience and Internship Diversity Placement Information” form is completed by each candidate at the completion of each field experience and internship placement, and entered into LiveText. The form is signed by the candidate and the cooperating teacher or district representative (e.g., Principal).

The Office of Field and Clinical Experiences uses a table, “Candidate Diverse Field Experience and Internship Placement in P-12 Schools,” to monitor and verify that all candidates in the program have at least one experience working with each of the above mentioned types of P-12 students. The unit’s conceptual framework: “*Reflective Practitioner*,” includes five candidate proficiencies and fourteen performance dimensions. Two of the proficiencies and four of the performance dimensions address candidates’ knowledge, skills, and dispositions to work with diverse students. They are as follows:

Ability to work with diverse populations

- Demonstrate knowledge of different cultural, emotional, developmental and cognitive needs of students
- Evaluate, plan and provide appropriate activities and experiences to meet the needs of culturally and developmentally diverse student populations

Ability to demonstrate professional behavior and dispositions

- Demonstrate a commitment to fair* treatment of students based on their educational needs
- Demonstrate a belief that all students can learn and convey confidence and caring in their work with students

**Fairness (professional disposition): The commitment demonstrated in striving to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner.*

Candidates are assessed on these performance dimensions during the field experiences and during internship.

ISTE NETS.T Standards Alignment

The National Educational Technology Standards for Teachers are directly introduced in EDUC 204 Technology for Teachers and reinforced throughout the special education curriculum. Additionally, candidates are required to enroll in an Instructional Technology (EDIT) approved course during their Senior I block. The Special Education Program and Instructional Technology Faculty members are working to develop an elective that specifically addresses assistive technology and other technology needs of teaching special education populations.

IV. SPA (Council for Exceptional Children- CEC) Standards

The Special Education: Multi-Categorical program is aligned with the new, initial Council for Exceptional Children (CEC) standards adopted in 2012 as informed by the Individualized Generalized Curriculum (IGC) and Individualized Independence Curriculum (ICC). (A draft of the new specialty sets which combines these two is available at http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets?sc_lang=en).

Beginning in Spring 2015, all programs must submit reports using the revised CEC standards. A completed draft SPA report is available below which includes the Program Report for Option A (2012 CEC Standards) and the seven (7) key assessments that provide a snapshot of how candidates meet the revised CEC standards.

Program Report for the Preparation of Special Education Teachers Council for Exceptional Children (CEC) 2012 Standards - Option A

NCATE approved the CEC Standards in 2012. Programs can use either the 2001 or the 2012 standards through Fall 2014. Beginning in Spring 2015, programs submitting reports must use the 2012 standards.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

Coastal Carolina University

2. State

South Carolina

3. Date submitted

MM DD YYYY

04/14/2014

4. Report Preparer's Information:

Name of Preparer:

Lisa Vernon-Dotson

Phone:

843-234-3480

Ext.

E-mail:

lvernon@coastal.edu

5. NCATE Coordinator's Information:

Name:

Marilyn Feldman

Phone:

843-349-2755

Ext.

E-mail:

mfeldman@coastal.edu

6. Name of institution's program

Special Education: Multi-Categorical

7. NCATE Category

Individualized General Curriculum

8. Grade levels⁽¹⁾ and Exceptionalities/Severity Levels for which candidates are being prepared

K-12

(1) e.g. K-6, K-12

9. Program Type

- Advanced Teaching
 First Teaching
License Other School
Personnel Unspecified

10. Degree or award level

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?

- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

K-12 Multi-Categorical

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required or Recognition with Probation
- Response to National Recognition With Conditions

15. Is your unit seeking

- NCATE accreditation for the first time (initial accreditation)
- Continuing NCATE accreditation

16. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?

- Yes
- No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of CEC Preparation Standards. (Response limited to 4,000 characters)

The first cohort of this program is slated to begin the professional program (junior year) in Fall of 2015; therefore, data is limited. The first completers will graduate in Spring 2017. This report is being submitted at this time due to the state of South Carolina guidelines and the accreditation cycle. (Policy Guidelines for South Carolina Teacher Education Units can be viewed at <http://ed.sc.gov/agency/se/Educator-Services/Ed-Prep/documents/educatorguidelines.pdf>.)

The state of South Carolina awards a Pre-Kindergarten through grade 12 initial license for categorical or multi-categorical models. The program (a new program) at Coastal Carolina University is a multi-categorical program designed to prepare candidates for teaching learners with mild to moderate disabilities in the categories of autism, emotional disabilities, learning disabilities, intellectual [mental] disabilities, and traumatic brain injury. The South Carolina State Board of Education requires that all teacher education programs meet the performance-based standards as established by NCATE (transitioning to CAEP). Therefore, multi-categorical teacher preparation programs must demonstrate compliance with CEC standards.

South Carolina also requires initial teacher preparation programs to develop and implement a process that integrates the Assisting Developing and Evaluating Professional Teaching (ADEPT) performance standards throughout candidates' coursework, field experiences, and clinical practice including evidence that all candidates meet the ADEPT beginning teacher competencies. (ADEPT performance standards are available at <https://ed.sc.gov/agency/programs-services/50/documents/TeacherStandards.pdf>.)

All teacher preparation programs in SC must provide field experiences that provide candidates with a variety of progressive experiences in multiple and diverse settings across the age/grade span of the license, including completion of a minimum of 100 hours of field experiences prior to student teaching/internship at the initial undergraduate level. South Carolina requires each candidate to be supervised by one or more institutional clinical faculty member(s) who have preparation both in the supervision of education and in the teaching major; furthermore, candidates must be supervised by one or more school-based cooperating teacher/clinical faculty.

Coursework, assignments, and field experiences within this recently implemented multi-categorical program prepare candidates for South Carolina teacher certification in multi-categorical grades pre-kindergarten through 12 (PreK-12). The breadth of this grade span is recognized in the program's curriculum, which offers authentic learning experiences through campus and field-based participatory learning experiences in diverse settings at the elementary, middle, and secondary school levels, including internships in schools.

The conceptual framework adopted by the faculty of the Spadoni College of Education (SCOE) and applied to all teacher education programs therein is "Teacher as Reflective Practitioner." This model instills reflective practice as demonstrated through effective leadership, sound communication skills, and competent problem solving capabilities. To this end, unit-wide expectations to be demonstrated by all program completers are organized around six professional competency Performance Dimensions: Instructional Planning; Assessment; Instruction; Classroom Management; Professionalism and Ethics; and Content Proficiency. These six competencies have been developed in concert with South Carolina's program for ADEPT. (Both are currently under revision.) The ten state required ADEPT professional standards are integrated within the SCOE Performance Dimensions.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

Special Education candidates progress through a series of developmentally sequenced field experiences beginning in the first semester of their freshman year. A minimum of three sequenced field experiences in the pre-professional program (freshman and sophomore year) which include observations, one-on-one tutoring, and small group activities are incorporated into four specific courses (i.e., UNIV 110E, EDUC 111, EDUC 215, and EDUC 336). Once accepted into the professional program (typically in the third year), candidates begin their journey through calculated and varied experiences that are increasingly demanding and sequenced throughout the program with theory and methods courses. The first two field experiences require a minimum of two full days per week in a classroom assignment. During their senior year, candidates begin with a three-day-per-week practicum that leads to their internship semester with full-time student teaching (internship). They remain in the same placement for practicum and internship, which equates to a full-year student teaching experience. In short, candidates are afforded multiple opportunities with a broad range of interactions within schools, beginning with simple observation and progressing through large group instruction culminating in more than a 60 day full-responsibility teaching internship

(where the candidate must be fully in control of the classroom for a minimum of 10 contiguous days in one placement/setting).

Field and clinical experience are supervised by qualified professionals. Prior to placing candidates in any field experience or internship, potential cooperating teachers and schools are identified by faculty in the special education program who collaborate closely with LEA Special Education Directors, school personnel, and the Director of Clinical Experiences at the University. All school-based cooperating teachers selected and the university supervisors are certified special educators in the area of the license, highly qualified, and have at least three years of teaching experience in special education.

Field experience for candidates in the Multi-Categorical program are made in grades PK-12 across mild to moderate disability categories to ensure program completers have experienced the full range of grade levels and disabilities covered by their South Carolina initial teaching certification. Further, all candidates must complete field experiences in ten general diversity categories that include student populations of less than 575, greater than 575,; Socioeconomic Low Income families less than 40%, greater than 40%; Rural settings, small town settings; Less than 19% special education, greater than 19% special education population; and less than 20% minority, greater than 20% minority.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

University Admission Criteria

Coastal Carolina University general admission requirements for new students require:

6. Completed Undergraduate Application;
7. Specified non-refundable application fee;
8. [Transfer students] Official transcripts from all post-secondary institutions attended;
9. Official high school transcript and
10. Official SAT/ACT scores if less than 24 transferable credits of college-level work have been earned from a regionally accredited college or university. (Applicants over the age of at least 22 years are not required to submit SAT or ACT examination scores.)

Applicants who are generally competitive for admission to Coastal will have earned a cumulative average of “B” or better on the required college preparatory high school courses and must submit standardized test scores of an SAT (critical reading, mathematics, and writing) score in the middle 50% range of recently enrolled Coastal first-time freshmen students ranging from 1340 to 1570, or an ACT composite score in the middle 50% range of recently enrolled Coastal first-time freshmen students ranging from 19 to 23.

Spadoni College of Education Admission

Portal I – Admission to the Professional Program (e.g., Special Education). Pre-professional program education majors will submit a formal application for admission to the Professional Program in Teacher Education. The following evidence is required and reviewed before admission to the Professional Program in Teacher Education:

- Minimum GPA of 2.75
- 60 hours of coursework, Grade of “C” or better in ENGL 101 and ENGL 102 or ENGL 211
- Grade of “C” or better in EDUC 111 and EDUC 204
- Grade of “C” or better in all required education courses completed
- Passing scores on all 3 areas of Praxis I (Reading, Writing and Math) OR

- Score of 1100 or higher on SAT (Verbal, Math)
- 1650 or higher on SAT (Verbal, Math, Writing)
- 24 or higher ACT Composite
- A signed Criminal Offense Disclosure statement
- Professional Behavior and Dispositions Self-Evaluation completed in LiveText
- Approval of Portal I Faculty Committee

Portal II – Admission to Internship (Student Teaching). Candidates complete an application and submit it to the College Office of Clinical Experiences with the following evidence:

- Minimum GPA of 2.75
- Grade of “**C**” or **better** in foundations and major courses
- Program adviser and faculty recommendation
- Passing scores on all required Praxis II Content Exams
- All major coursework completed
- Composite Dispositions: Senior I methods faculty and Senior I university supervisor
- Satisfactory completion and performance in a minimum of 100 hours in Field Experiences I, II, III, and IV
- Satisfactory completion of specialized professional association (SPA) assessments
- TB Skin test clearance
- SLED and FBI fingerprint clearance and criminal background disclosure statement
- Approval of Portal II Faculty Committee

While enrolled in the internship semester, candidates will spend all of each school day for a period of no fewer than sixty instructional days in the assigned teacher center. Candidates are responsible for their own transportation and insurance. Candidates are prohibited from enrolling in any additional coursework during this semester without program faculty approval and the consent of the Dean of the College.

4. CEC initial or advanced Preparation Standards and Specialty Sets used

The new initial Council for Exceptional Children (CEC) standards adopted in 2012 as informed by the Individualized Generalized Curriculum (IGC) and Individualized Independence Curriculum (ICC). (A draft of the new specialty sets which combines these two is available at http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets?sc_lang=en)

5. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

SPECIAL EDUCATION-Multi-categorical Major (120+ Credits)

- I. **CORE CURRICULUM**32-39 credits
- II. **FRESHMAN GRADUATION REQUIREMENT (0-3 Credits)**
Minimum grade of **C** is required.
UNIV 110 The First-Year Experience0-3 credits
UNIV 110 is required for all new entering freshmen and for new transfer students with fewer than 12 transfer credit hours unless the transfer student has satisfactorily completed a college transition course.

III. *SPECIAL EDUCATION FOUNDATION COURSES* (18-31 Credits)*

Minimum grade of **C** is required.

General Content

Any Biology and Biology Laboratory* course 4 credits

GEOG 121* World Regional Geography 3 credits

Mathematical Concepts

MATH 201* Mathematics for Early Childhood & Elementary Majors I 3 credits

MATH 202 Mathematics for Early Childhood & Elementary Majors II 3 credits

Human Health and Behavior Content

PSYC 101* General Psychology 3 credits

Education Content

EDUC 111 Exploring Teaching as a Profession 3 credits

EDUC 204 Computer Technology and Instructional Media 3 credits

EDUC 215 Schools and Diversity 3 credits

EDUC 335 Introduction to Educational Psychology 3 credits

EDUC 336 Introduction to Human Growth and Development 3 credits

*Courses may be taken as part of core curriculum requirements.

IV. *MAJOR REQUIREMENTS* (60 Credits)

Minimum grade of **C** is required.

EDEL 314 Emergent Reading 3 credits

EDEL 486 Teaching Social Studies OR EDEL 488 Teaching Elem Science 3 credits

EDIT elective with advisor approval 3 credits

EDML elective with advisor approval 3 credits

EDSP 200 Foundations of Special Education 3 credits

EDSP 310 Theory to Practice: Field Experience 3 credits

EDSP 311 Char. & Instruction of Learning Dis. and Beh. Disorders 3 credits

EDSP 312 Char. & Instruction of Intellectual Dis. and Aut 3 credits

EDSP 320 Measuring Student Progress: Field Experience 3 credits

EDSP 321 Diagnostic Assessment in Special Education 3 credits

EDSP 322 Secondary Practices and Transition 3 credits

EDSP 323 Materials & Adaptations for Teaching Reading K-12 3 credits

EDSP 410 Action Research: Practicum 3 credits

EDSP 411 Collaborative Practices & Communication for Sp. Ed 3 credits

EDSP 412 Applied Behavior Analysis for Teachers 3 credits

EDSP 414 Instructional Planning 3 credits

EDSP 420 Internship Seminar in Special Education 3 credits

EDSP 450 Internship in Special Education 9 credits

V. *ELECTIVES* (2-11 Credits) 2-11 credits

TOTAL CREDITS REQUIRED 120+ credits

+ Students are advised to be aware that strict adherence to the courses as recommended and planned by their advisers is necessary for graduation with 120 credit hours. If students cannot or do not follow the recommended courses, more than 120 credit hours may be necessary for meeting all program requirements.

6. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

7. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2015-2016	N/A	N/A
2016-2017	N/a	N/A
2017-2018	N/A	N/A

(2) 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.

8. Faculty Information

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

List Staff by Rank	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Susan Flynn, Assistant Professor, Program Coordinator	Ph.D., Special Education	Severe/Profound Disabilities, Intellectual Disabilities, Emotional Behavioral Disabilities	Yes
John Delpont, Assistant Professor	Ph.D., Special Education	Special Education Mild to Moderate, Emotional Behavioral Disorders	Yes
Lisa Vernon-Dotson, Associate Professor	Ph.D., Education Policy, Planning, & Leadership	Special Education Administration, High Incidence: Learning and Behavior	Yes
Julie Hodges, Associate Professor, Director of Center for Teaching Effectiveness	Ph.D., Special Education	Emotionally Impaired K-12, Elementary Education K-8; Math Education K-9	Yes

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.

1. 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 ad when it is administered in the program. (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment ⁽¹²⁾	Type or Form of Assessment ⁽¹³⁾	When the Assessment Is Administered ⁽¹⁴⁾
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Assessment #1: Licensure assessment, or other content-based assessment (required)	Praxis II Special Education: Core Knowledge and Applications (5543/0543)	State licensure exam	Prior to internship
Assessment #2: Assessment of content knowledge in special education (required)	Philosophy Statement	Research Paper	EDSP 310
Assessment #3: Assessment of candidate ability to plan instruction (required)	Lesson Plans	Project	EDSP 414
Assessment #4: Assessment of student teaching (required)	Internship Evaluation	Observation series	Internship (EDSP 450)
Assessment #5: Assessment of candidate effect on student learning (required)	Teacher Work Sample	Project	Internship (EDSP 450)
Assessment #6: Additional assessment that addresses CEC standards (required)	IEP Project	Case study	EDSP 414
Assessment #7: Additional assessment that addresses CEC standards (optional)	PBIS Project	Project	EDSP 412
Assessment #8: Additional assessment that addresses CEC standards (optional)			

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include. (13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses

[specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each CEC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple CEC standards.

1. FIELD EXPERIENCES AND CLINICAL PRACTICE STANDARD

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.

Information should be provided in Section I (Context) to address this standard.

2. Standard 1: Learner Development and Individual Learning Differences	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. (1.1) Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. (1.2) Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	X		X	X			X	
3. Standard 2: Learning Environments	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. (2.1) Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. (2.2) Beginning special education professionals use motivational and instructional	X	X		X			X	

interventions to teach individuals with exceptionalities how to adapt to different environments. (2.3) Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.								
4. Standard 3: Curricular Content Knowledge	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals use knowledge of general⁽¹⁵⁾ and specialized⁽¹⁶⁾ curricula to individualize learning for individuals with exceptionalities. (3.1) Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities (3.2) Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities (3.3) Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.			X	X		X		
5. Standard 4: Assessment	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. (4.1) Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias (4.2) Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities (4.3) Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities (4.4) Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	X		X	X	X		X	
6. Standard 5: Instructional Planning and Strategies	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁽¹⁵⁾ to advance learning of individuals with exceptionalities. (5.1) Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. (5.2) Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. (5.3) Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. (5.4) Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities (5.5) Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams (5.6) Beginning special education professionals teach to mastery and promote generalization of learning. (5.7) Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.			X	X	X	X	X	
7. Standard 6: Professional Learning and Ethical Practice	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. (6.1) Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice (6.2) Beginning special education professionals understand how foundational knowledge and current issues influence professional practice (6.3) Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services (6.4) Beginning special education professionals understand the significance of lifelong learning	X	X		X	X		X	

and participate in professional activities and learning communities. (6.5) Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring (6.6) Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.								
8. Standard 7: Collaboration	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. (7.1) Beginning special education professionals use the theory and elements of effective collaboration (7.2) Beginning special education professionals serve as a collaborative resource to colleagues (7.3) Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators	X	X		X				

(15) As used, "general curricula", means the academic content of the general curriculum including math, reading, English/language arts, science, social studies, and the arts.

(16) As used, "specialized curricula" means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.

(17) Instructional strategies, as used throughout this form, include intervention used in academic and specialized curricula.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: For each program assessment listed in Section II, use one file to provide a description of the assessment of not more than two pages along with the program assessment, scoring rubric, and data tables.

Taken as a whole, the program assessments must demonstrate candidate mastery of the CEC Preparation Standards. The program assessments used must be required of all candidates. Assessments, scoring guides, and data should be aligned with the CEC Preparation Standards. This means that the concepts in the CEC Preparation Standards should be apparent in the program assessments and in the scoring guides to the same depth, breadth, and specificity as in the CEC Preparation Standards. Data should also be aligned with the CEC Preparation Standards. The data should be presented at the same level it is collected. For example, if a rubric is used to collect data on several elements each relating to specific CEC Preparation Standard, then the data should report the data on each of the elements rather than reporting a single cumulative score.

In the description of each program assessment below, CEC has identified potential program assessments that would be appropriate. Program assessments have been organized into the following three areas to be aligned with the elements in CAEP's unit standard 1:

- Content knowledge (Program assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Program assessments 3 and 4)
- Focus on student learning (Program assessment 5)

While faculty may align state credentialing assessment (Program Assessment 1) to numerous CEC Preparation Standards, it may not be cited as the sole assessment for any CEC Preparation Standards.

Note that in special education, the primary content knowledge for the professional discipline includes and is inextricable from professional knowledge. Therefore, program assessments that combine content and professional knowledge will be considered "content knowledge" assessments for the purpose of this report.

For each program assessment, the report developer should prepare one document that includes the following items : (1) Two-page narrative including:

- A brief description of the program assessment and its use in the program;
- A description of how this program assessment specifically aligns with the standards for which it is cited in Section III. Cite CEC Preparation Standards by number, title, and/or standard wording.
- A brief analysis of the data findings;
- An interpretation of how that data provides evidence for meeting standards, indicating the specific CEC Preparation Standards by number, title, and/or standard wording;

(2) Program assessment documentation including:

- The program assessment tool itself or a rich description of the program assessment (often the directions given to candidates);
- The scoring guide or rubric for the program assessment; and
- Candidate performance data derived from the program assessment in tables that display the scores in alignment with the CEC Preparation Standards.
- The responses for e, f, and g (above) routinely should be limited to the equivalent of five text pages each. Exceptionally, some program assessment instruments or scoring guides may go beyond five pages.

1. CONTENT KNOWLEDGE

Data from required state licensure tests or professional examinations of content knowledge CEC Preparation Standards addressed in this program assessment could include Standards 1 through 7. If the state does not require a credentialing test(s) or professional

examinations in the content area, another program assessment must be presented to document candidate attainment of content knowledge.

Provide assessment information as outlined in the directions for Section IV.

2. CONTENT KNOWLEDGE

CEC Preparation Standards addressed in this program assessment could include Standards 1 through 7. Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks (18).

Provide assessment information as outlined in the directions for Section IV

(18) A portfolio is a collection of candidate work. The information to be reported here requires an assessment of candidates' content knowledge as revealed in the work product contained in a portfolio. If the portfolio contains pieces that are interdependent and the portfolio is evaluated by faculty as one assessment using a scoring guide, then the portfolio could be counted as one assessment. Often the assessment addresses an independent product within the portfolio rather than the complete portfolio. In the latter case, the assessment and scoring guide for the independent product should be presented.

3. PLANNING: PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

Assessment that demonstrates candidates can effectively plan instruction as individualized for a single individual. CEC Preparation Standards that typically could be addressed in this assessment include but are not limited to Standards 1, 2, 3, 4, 5. Examples of program assessments include the evaluation of candidates' abilities to develop individualized lesson or unit plans, individualized educational plans, needs assessments, or intervention plans.

Provide assessment information as outlined in the directions for Section IV.

4. TEACHING: PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. CEC Preparation Standards that typically could be addressed in this program assessment include but are not limited to Standards 1, 2, 3, 4, 5 and 7. The program assessment instrument used in student teaching or the internship should be submitted.

Provide program assessment information as outlined in the directions for Section IV.

5. EFFECTS ON STUDENT LEARNING

CEC Preparation Standards that typically could be addressed in this program assessment include but are not limited to Standards 5,6,7,8. Examples of program assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

Provide program assessment information as outlined in the directions for Section IV.

6. ADDITIONAL PROGRAM ASSESSMENT

Examples of program assessments include evaluations of field experiences, case studies, portfolio tasks, and licensure tests not reported in 1. Provide program assessment information as outlined in the directions for Section IV.

7. ADDITIONAL PROGRAM ASSESSMENT

Examples of program assessments include evaluations of field experiences, case studies, portfolio tasks, and licensure tests not reported in 1.

Provide program assessment information as outlined in the directions for Section IV.

8. ADDITIONAL PROGRAM ASSESSMENT

Examples of program assessments include evaluations of field experiences, case studies, portfolio tasks, and licensure tests not reported in 1. Provide program assessment information as outlined in the directions for Section IV.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

Faculty members in the Special Education program meet annually in May to formally review the scope and sequence of the program curriculum. During this meeting, much of the time is devoted to reviewing the key assessments, analyzing the collected data, and interpreting the findings associated

with the data. In addition to a unit-required annual report which summarizes the results and findings of the key assessments, the special education program faculty members identify areas in need of changes. The faculty members will continue this procedure with this new program. In addition to improving candidate performance and the program as a whole in the areas of content knowledge; professional and pedagogical knowledge, skill, and dispositions; and impact on student learning, the faculty members identify their own areas of professional development and growth needs.

Assessments 1 (Praxis II), 2 (Philosophy Statement), 6 (IEP Project) provide evidence for candidates' knowledge and skills related specifically to content in special education. Assessments 3 (Lesson Plan), 4 (Internship Summative Evaluation), 5 (TWS), and 6 (IEP Project) relate directly to professional and pedagogical knowledge, skills, and dispositions. Finally, the Assessments 4 (Internship Summative Evaluation) and 5 (TWS) provide evidence of candidates' impact on student learning.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx>

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx>

(Response limited to 24,000 characters.)

N/A

Please click "Next"

This is the end of the report. Please click "Next" to proceed.

CEC Assessment 1

Licensure Examination

SPECIAL EDUCATION: Core Knowledge and Mild to Moderate Applications (5543/0543)

Cut Score 158

1. Description of Assessment

The PRAXIS II Special Education: Core Knowledge and Applications (0354) test is designed for candidates who plan to teach students with mild to moderate disabilities at any grade level from preschool through grade 12. The questions on the test assess candidates' knowledge of the basic principles of special education and the application of these principles to realistic situations. The exam focuses on five major content areas:

- I. Development and Characteristics of Learners
- II. Planning and the Learning Environment
- III. Instruction
- IV. Assessment
- V. Foundations and Professional Responsibilities

Candidates in Coastal Carolina University's Special Education Program must successfully complete this exam prior to their internship semester (student teaching). Because all candidates must pass Praxis II prior being eligible for internship, 100% of program completers pass the Praxis II exam. In order to create accurate analyses of this assessment, CCU scores will include both attempters and completers.

2. Alignment with CEC Standards

PRAXIS Content Category	CEC Standards
<p>I. Development and Characteristics of Learners</p> <ul style="list-style-type: none"> • Human development and behavior • Theoretical approaches to student learning and motivation • Basic characteristics and defining factors for each of the major disability categories • Impact of disabilities on individuals, families, and society across the life span • Impact of language, culture, and gender differences on the identification process • Co-occurring conditions • How family systems contribute to the development of individuals with disabilities • Environment and societal influences on student development and achievement 	<p>Standard 1.0: Learner Development and Individual Learning Differences (1.1; 1.2)</p> <p>Standard 5.0: Instructional Planning and Strategies (5.1)</p> <p>Standard 6.0: Professional Learning and Ethical Practice (6.3)</p>
<p>II. Planning and the Learning Environment</p> <ul style="list-style-type: none"> • Characteristics of good lesson plans • Basic elements of effective lesson plans • Learning objectives that are measurable and appropriately challenging • Means of providing access to the curriculum • Organizing the learning environment • Understands how to manage student behavior • Design and maintenance of a safe and supportive classroom environment that promotes student 	<p>Standard 2.0: Learning Environments (2.1; 2.3)</p> <p>Standard 3.0: Curricular Content Knowledge (3.1)</p> <p>Standard 5.0: Instructional Planning and Strategies (5.1)</p>

PRAXIS Content Category	CEC Standards
achievement	
<p>III. Instruction</p> <ul style="list-style-type: none"> • Instructional strategies/techniques that are appropriate, considering students' ages and abilities • Instructional strategies for ensuring individual academic success in one-to-one, small group, and large group settings • Instructional strategies that facilitate maintenance and generalization of concepts • Selection and implementation of research-based interventions for individual students • Selection and implementation of supplementary and/or functional curriculum • Options for assistive technology • Instructional strategies/techniques that support transition goals • Preventative strategies and interventions for at risk learners 	<p>Standard 2.0: Learning Environments (2.1; 2.2)</p> <p>Standard 3.0: Curricular Content Knowledge (3.1; 3.2; 3.3)</p> <p>Standard 5.0: Instructional Planning and Strategies (5.2; 5.5; 5.6)</p> <p>Standard 6.0: Professional Learning and Ethical Practice (6.2)</p>
<p>IV. Assessment</p> <ul style="list-style-type: none"> • Evidence-based assessments that are effective and appropriate • Defines and uses various assessments • Interprets assessment results • Understands and uses results of assessments 	<p>Standard 4.0: Assessment (4.2)</p>
<p>V. Foundations and Professional Responsibilities</p> <ul style="list-style-type: none"> • Federal definitions • Federal requirements for the pre-referral, referral and identification • Federal safeguards of the rights of stakeholders • Components of a legally defensible individualized education program • Major legislation • Roles and responsibilities of the special education teacher • Roles and responsibilities of other professionals who deliver special education services • Strengths and limitations of various collaborative approaches • Communication with stakeholders • Potential bias issues that may impact teaching and interactions with students and their families 	<p>Standard 6: Professional Learning and Ethical Behavior (6.1, 6.2)</p> <p>Standard 7: Collaboration (7.1)</p>

3. Analysis of the Data Findings

Three types of data will be presented for this assessment:

- a. Pass rates as longitudinal information evidence about candidate proficiency.
- b. Scaled scores or total scores achieved by candidates on PRAXIS II. These are summative data describing candidate proficiency for a single calendar year.
- c. Category or sub domain scores which are formative indicators of how well test-takers performed on the subtests of the examination.

4. Interpretation of How that Data Provides Evidence for Meeting Standards

The pass rates will be indicators of overall year-to-year performance indicating the percentage of candidates who meet or exceed the 158 pass score on the PRAXIS II examination for Special Education: Core Knowledge and Mild to Moderate Applications (5543/0543).

Total scaled scores are standardized scores and will be reported as the minimum and maximum (lowest and highest score achieved by candidates in academic years beginning 2016-2017). The average score will also be reported. When compared to the passing score for the entire examination, the performance of an average examinee will be able to be evaluated.

Category scores will reflect the number of items completed correctly by a candidate within a particular sub domain. Category scores are neither reliable nor accurate as evidence of candidate proficiency due to the small number of items in each category and their lack of comparability from sample to sample. Categorical scores do provide a comparative understanding of how well a sample of candidates does in one area of a test versus other areas. The sub domains can be indexed to CEC standards for special education teachers. Therefore, this additional information about performance is relevant to expected standards of proficiency.

Each year the program has more than 10 PRAXIS II completers. Data on the sub domains will be reported. [NOTE: ETS only provides requested sub score data on test taking if there have been 10 or more completers within a year.]

5. ¹Assessment Documentation

	2016-2017 N=	2017-2018 N=	2018-2019 N=
Pass Rate			
Mean			
Range			

	2016-2017 N=					2017-2018 N=					2018-2019 N=				
Praxis Content Category	I	II	III	IV	V	I	II	III	IV	V	I	II	III	IV	V
Median															
Mean															
Range															

¹ Note: Implementation of program is Fall 2015. This assessment will be first implemented in the 2016-2017 academic year.

CEC Assessment 2

EDSP 310: Theory to Practice – Field Experience

Philosophy Paper

6. Description of Assessment

Purpose: The Philosophy Paper is required for the course EDSP 310: Theory to Practice. The purpose of this paper is for candidates to become familiar with and understand the philosophical underpinnings that guide their work in the realm of special education. In addition, through this project, candidates have the opportunity to work directly in the field alongside teachers of students with mild to moderate disabilities. The *Theory to Practice* course and corresponding major field component connected with the Junior I block was designed specifically to create an atmosphere where candidates can explore the profession and build a foundation for their evolving philosophy of special education.

Description: The Philosophy Paper focuses on the conceptualization of a philosophy of Special Education and is scheduled during EDLD 310: Theory to Practice. Candidates are assessed on the quality of a written professional paper that demonstrates how content knowledge gleaned from their coursework and field experiences has influenced their beliefs and professional practices related to students with mild-to-moderate disabilities. The paper addresses their core educational beliefs/principles with regard to: (a) the purpose of special education historical events in the field, (b) qualities of effective teachers, (c) principles and theories in special education, (d) effects a disability and student diversity can have on an individual’s learning, (e) their responsibilities to individualize instruction, (f) their role in collaboration, (g) the importance of professional organizations, (h) ethical considerations, and (i) legal matters.

Data from the Philosophy of Special Education assignment for each candidate will be collected in LiveText, and a summary report is generated for each candidate and the Special Education Program overall each semester the course is offered. (see attached rubric).

7. Alignment with CEC Standards

CEC Standard 1: Learner Development and Individual Learning Differences

<i>Key Elements</i>	
1.1	Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2	Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

CEC Standard 2: Learning Environments

<i>Key Elements</i>	
2.1	Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

CEC Standard 5: Instructional Planning & Strategies

<i>Key Elements</i>	
5.1	Beginning special education professionals consider an individual’s abilities, interest, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.
5.3	Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support communication and learning of individuals with exceptionalities.
5.5	Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

CEC Standard 6: Professional Learning & Ethical Practice

<i>Key Elements</i>	
6.1	Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
6.2	Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
6.3	Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6.4	Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
6.5	Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
6.6	Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

CEC Standard 7: Collaboration

<i>Key Elements</i>	
7.1	Beginning special education professionals use theory and elements of effective collaboration.
7.2	Beginning special education professionals serve as a collaborative resource to colleagues.
7.3	Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

8. Analysis of the Data Findings

Data on candidate performance in the development of a cohesive philosophical statement will be provided as detailed in Section 5 below. Analysis of candidate data will include overall range and

mean scores for the assessment, as well as mean scores and ranges for the sub-areas assessed, as indicated in the rubric (attached to this same document).

This project will involve various stages as reflected in the rubric. The instructor will monitor each stage during weekly in-class meetings and provide specific feedback. Students must receive a “proficient” or better rating in all sub-areas with an overall “proficient” rating on the assessment. Students not meeting these standards will receive both written and oral feedback and must resubmit the assignment in order to successfully meet or pass the basic requirements of the course. However, the initial rating (and grade) on the assessment will be used in the calculation of the final grade for the course. The reported student data will reflect the initial submission ratings, as opposed to subsequent submissions.

9. Interpretation of how that data provides evidence for meeting standards

A level of mastery (“exemplar” or “proficient”) will be sought in achievement of stated standards. Interpretation of data will allow the program faculty to determine appropriate changes necessary to facilitate mastery for all candidates in each area. Areas of needed remediation may also be discerned.

5. Assessment Documentation

Overall Scores	N=	Range	Median (%)
2015-2016 (AY16)			
2016-2017 (AY17)			
2017-2018 (AY18)			

		Unsatisfactory			Proficient			Exemplar		
		AY 16	AY 17	AY 18	AY 16	AY 17	AY 18	AY 16	AY 17	AY 18
Purpose of Special Education <u>CEC Standards:</u> 1.1, 5.1, 6.1, 6.2	N=									
	Range =									
	Mean =									
Historical Events <u>CEC Standards:</u> 1.1	N=									
	Range =									
	Mean =									
Qualities of an Effective Special Education Teacher <u>CEC Standards:</u> 1.2	N=									
	Range =									
	Mean =									
Principles and Theories <u>CEC Standards:</u> 1.1, 1.2, 5.1,	N=									
	Range =									
	Mean =									
Effects of Disability on Learning <u>CEC Standards:</u> 1.2, 2.1, 5.1, 5.3	N=									
	Range =									
	Mean =									
Responsibility to Individualized Instruction <u>CEC Standards:</u> 1.1, 1.2, 2.1, 5.1,5.3, 5.5, 6.3	N=									
	Range =									
	Mean =									
How Human Diversity and Development Impact the Learning Environment <u>CEC Standards:</u> 1.1, 1.2, 5.1, 6.3	N=									
	Range =									
	Mean =									
Collaboration and Transition <u>CEC Standards:</u> 2.1, 5.2, 6.2, 6.3, 6.6, 7.1, 7.2, 7.3	N=									
	Range =									
	Mean =									

		Unsatisfactory			Proficient			Exemplar		
		AY 16	AY 17	AY 18	AY 16	AY 17	AY 18	AY 16	AY 17	AY 18
Legal and Ethical Considerations <u>CEC Standards:</u> 6.1, 6.2, 6.3	N=									
	Range =									
	Mean =									
Professional Practice Influences <u>CEC Standards:</u> 6.2, 6.3, 6.4, 6.5, 7.1	N=									
	Range =									
	Mean =									
Statement of Educational Philosophy	N=									
	Range =									
	Mean =									
Quality of Written Report	N=									
	Range =									
	Mean =									

EDSP 310: Theory to Practice

Philosophy Paper

Directions: The Philosophy Paper is essentially a research paper that will lead to the development of a *Statement of Educational Philosophy*. The Philosophy Paper focuses on the conceptualization of a philosophy of Special Education based on your experiences and opportunities in reading about, observing, and discussing a variety of topics and issues in special education. This is an opportunity for you to reflect on personal experiences in working with people with disabilities. You will be assessed on the quality of a written professional paper that demonstrates how content knowledge gleaned from your coursework and field experiences has influenced your beliefs and professional practices related to teaching students with mild-to-moderate disabilities. This paper addresses core educational beliefs/principles in the following areas (sections of paper):

- (a) the purpose of special education
- (b) historical events in the field,
- (c) qualities of effective teachers,
- (d) principles and theories in special education,
- (e) effects of a disability on learning,
- (f) the impact of student diversity and human development on an individual's learning,
- (g) the responsibility to individualize instruction,
- (h) role in collaboration and transition,
- (i) legal and ethical considerations, and
- (j) the importance of professional organizations and professional practice.

The last section of this assignment is a one-page philosophical statement (approximately 10 sentences). An education philosophy statement is the formulation of a personal philosophy of special education that guides professional growth and behavior in the classroom, as well as a demonstration of understanding of the importance of ethical practice.

Submission: Your final written paper will be submitted in LiveText.

Philosophy Paper Scoring Rubric

Candidate's Name: _____ Semester/Year: _____ Course: _____ Score: _____ /36

Rating > Indicator v	0 Unacceptable	2 Proficient	3 Exemplar	P	W	S
Purpose of Special Education	Purpose statement is ambiguous or missing	Purpose is clearly stated and history of special education related to mild to moderate disability categories is mentioned	Purpose is clearly stated and supported with examples that are based on the history of special education for students within all categories that fall under mild-to-moderate disabilities		1	
<p><u>CEC Standards:</u> 1.1, 5.1, 6.1, 6.2 <u>CF:</u> 1.3, 4.2 <u>ADEPT:</u> 4ABC <u>SC EEDA:</u> <u>InTASC</u> 2lj, 3beio, 6dfmq, 7b,8l, 9l</p>						
Historical Events	Historical events are not outlined or the laws and policies and their impact on professional practice are not clearly stated	Critical historical events outline the evolution of special education laws and policies, and the impact on professional practice is clearly stated	Critical historical events outline the evolution of special education laws and policies, and the impact on professional practice is clearly stated and supported with examples		2	
<p><u>CEC Standards:</u> 1.1, <u>CF:</u> 4.1, 4.2, 4.3 <u>ADEPT:</u> 10ABD <u>SC EEDA:</u> <u>InTASC</u> 1c, 3cnpq 7emo, 8cmpr</p>						
Qualities of an Effective Special Education Teacher	Fewer than three qualities are stated, no support is included or component is missing	Three qualities are stated and supported with examples and details about personal experiences, values, and beliefs; includes at least 2 suggestions for staying current in the field of SLD.	More than three well-defined qualities are stated and supported with examples and details about personal experiences, values, and beliefs; includes more than two suggestions for staying current in the field of SLD.		2	
<p><u>CEC Standards:</u> 1.2 <u>CF:</u> 1.2, 1.3, 1.4, 3.1, 4.2 <u>ADEPT:</u> 1E, 8ABC <u>SC EEDA:</u> <u>InTASC</u> 1hk, 2nmo, 3acdefhijkl</p>						
Principles and Theories	Principles and theories are given but no elaboration or explanations are provided	Elaboration on specific principles and theories is included and the impact on individuals' learning and/or behavior is explained	Elaboration on specific principles and theories is included, the impact on individuals' learning and/or behavior is explained, and examples are provided		1	
<p><u>CEC Standards:</u> 1.1, 1.2, 5.1, <u>CF:</u> 1.4, 4.1 <u>ADEPT:</u> 9ABC <u>SC EEDA:</u> <u>InTASC</u> 3j</p>						
Effects of Disability on Learning	Impact of exceptionalities is mentioned, but no elaboration is provided	Impact of exceptionalities is described and the influence on teaching and service delivery is explored; an understanding of the importance of communication (including	Impact of exceptionalities is described and the influence on teaching and service delivery is supported with examples; communication effects on learning are detailed		2	

		augmentative and alternative communication) is conveyed			
<u>CEC Standards:</u> <i>1.2, 2.1, 5.1, 5.3</i>		<u>CF:</u> <i>1.5, 3.1, 3.2</i>	<u>ADEPT:</u> <i>7A</i>	<u>SC EEDA:</u>	<u>InTASC</u> <i>1a, 3r, 6aeghijkr</i>
Responsibility to Individualized Instruction	Culture, language, and familial differences are mentioned but their influence in planning and delivering individualized instruction are missing	The interactions among primary language, culture, and familial background are clearly outlined in reference to individualized instruction	The interactions among primary language, culture, and familial background are clearly outlined in reference to individualized instruction, and examples are provided.		2
<u>CEC Standards:</u> <i>1.1, 1.2, 2.1, 5.1,</i>		<u>CF:</u> <i>1.1, 1.2, 3.1, 3.2</i>	<u>ADEPT:</u> <i>6A</i>	<u>SC EEDA:</u>	<u>InTASC</u> <i>4aejfl,</i>
How Human Diversity and Development Impact the Learning Environment	Diversity and individualism are mentioned, but their impact on the learning environment and possible designs are not included	Diversity and individualism are defined; impact on the learning environment is clearly stated and learning environment designs explored	Diversity and individualism are defined; impact on the learning environment is clearly stated with examples, and detailed learning environment designs are explored		2
<u>CEC Standards:</u> <i>1.1, 1.2, 5.1, 6.3</i>		<u>CF:</u> <i>1.1, 1.2, 3.1, 3.2</i>	<u>ADEPT:</u> <i>6AC</i>	<u>SC EEDA:</u>	<u>InTASC</u> <i>2d, 4acefhjklmn, 5bcejkl</i>
Collaboration and Transition	Examples for one or more of the areas not present or component missing	Examples of collaboration with families across the pK-12 span (including transition), other educators, related service providers and community agencies are all evident, a rationale for the importance is included, and one model of collaboration is discussed	Examples for all areas are evident, a rationale for the importance of collaborating with all stakeholders (e.g., families, general education teachers, paraprofessionals, volunteers, other service providers) is included, and several appropriate models of collaboration are explored		1
<u>CEC Standards:</u> <i>2.1, 5.2, 6.2,6.3,6.6, 7.1,7.2,7.3</i>		<u>CF:</u> <i>4.3</i>	<u>ADEPT:</u> <i>10ABC</i>	<u>SC EEDA:</u>	<u>InTASC</u> <i>1c, 3cnpq 7emo, 8cmpps</i>
Legal and Ethical Considerations	Ethical viewpoints are vague and do not represent values and beliefs required of a special education professional	Ethical viewpoints reflect those of a serious professional who demonstrates an understanding of his/her role in advocating for students with learning disabilities and addressing potential legal matters	Ethical viewpoints reflect those of a serious professional who demonstrates an understanding of his/her role in advocating for students with learning disabilities and addressing potential legal matters; examples are included		1
<u>CEC Standards:</u> <i>6.1, 6.2, 6.3</i>		<u>CF:</u> <i>4.3, 5.1</i>	<u>ADEPT:</u> <i>10E</i>	<u>SC EEDA:</u>	<u>InTASC</u>

Professional Activities and Organizations	Professional organizations and activities are mentioned, but no rationale is included	A clear rationale is given for the importance of participating in professional organizations and lifelong learning, advocacy, and mentoring	A detailed rationale is given for the importance of participating in professional organizations and activities and for the value of lifelong learning, advocacy, and mentoring; several examples are noted	1	
<p><u>CEC Standards:</u> 6.2, 6.3, 6.4, 6.5, 7.1 <u>CF:</u> 4.1, 4.2, 4.3 <u>ADEPT:</u> 10ABD <u>SC EEDA:</u> <u>InTASC</u> 1c, 3cnpq 7emo, 8cmpr</p>					
Educational Philosophy	A statement of philosophy is not included or the philosophy lacks connections to experiences, readings, and research.	A one-page (approximately 10 sentences) statement of philosophy of special education is present, but lacks thoughtful and thorough reflection or details.	A one-page (approximately 10 sentences) succinct statement of philosophy of special education is formulated and based on experiences, readings, and research. The statement is well thought out, thorough, and clearly and genuinely reflects the underpinnings of an effective teacher	3	
<p><u>CEC Standards:</u> <u>CF:</u> <u>ADEPT:</u> <u>SC EEDA:</u> <u>InTASC</u></p>					
Quality of Written Report	Vocabulary was not on a professional, formal level, may have been inappropriate, or used incorrectly; too many direct quotes; More than three distracting errors were present in grammar or mechanics; Less than 8 citations listed OR used too many websites OR did not attempt APA format; Citations were not used OR too many errors present; or Person-first language was not consistent.	Writing was on a formal & professional level; Communication of ideas was clear and accurate. Language reflected correct usage of a professional vocabulary; Two to three errors were present in grammar or mechanics; 8-10 citations utilized and properly listed with few errors; variety of sources but many are websites or secondary sources; Citations used throughout the paper with minimal errors; or Person-first language was primarily used	Language reflected a careful choice of words and a professional vocabulary that documented terminology specific to the content – very few block quotes from articles; appropriate paraphrasing; The paper was written in complete sentences and was edited for grammar and mechanics; 8-10 citations utilized and properly listed with few errors in reference section; variety of sources with most from peer reviewed journals; Citations used appropriately and consistently throughout the paper with few, if any, errors; or Person-first language was used throughout (unless in quotes)	3	
<p><u>CEC Standards:</u> <u>CF:</u> <u>ADEPT:</u> <u>SC EEDA:</u> <u>InTASC</u></p>					
<p>points (p) x weight (w) = score (s) 63-50 exemplar; 51-31 proficient; <30 Unsatisfactory</p>					

Instructor's comments:

CEC Assessment 3

EDSP 414: Instructional Planning

Lesson Plan

10. Description of Assessment

Purpose: The lesson plan is required for the course EDSP 414: Instructional Planning. The purpose of this lesson plan is to provide candidates with an opportunity to practice using IEP annual goals and objectives or benchmarks for instructional planning. This project demonstrates for candidates how IEPs should be related to ongoing day-to-day instructional planning in special education. Additionally, this project serves as a foundation for candidates' skill development for lesson planning in their internships.

Description: Candidates will develop an individual lesson plan using the same case student selected for the IEP project. The lesson plan will be graded using the Lesson Plan scoring rubric (see attached rubric).

CEC Standard 1: Learner Development and Individual Learning Differences

<i>Key Elements</i>	
1.1	Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2	Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

CEC Standard 2: Learning Environments

<i>Key Elements</i>	
2.1	Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

CEC Standard 3: Curricular Content Knowledge

<i>Key Elements</i>	
3.1	Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content area they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progression for individuals with exceptionalities.
3.2	Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3.3	Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

CEC Standard 4: Assessment

<i>Key Elements</i>	
4.2	Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.4	Beginning special education professionals engage individuals with exceptionalities to

	work toward quality learning and performance and provide feedback to guide them.
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CEC Standard 5: Instructional Planning & Strategies

<i>Key Elements</i>	
5.1	Beginning special education professionals consider an individual’s abilities, interest, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.
5.3	Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support communication and learning of individuals with exceptionalities.
5.4	Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
5.5	Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
5.6	Beginning special education professionals teach to mastery and promote generalization of learning.

11. Analysis of the Data Findings

Data on candidate performance in the creation of the written lesson plan will be provided as detailed in Section 5 below. Analysis of candidate data will include overall range and mean scores for the assessment, as well as mean scores and ranges for the 16 sub-areas assessed, as indicated in the rubric (attached to this document).

This project will involve various stages as reflected in the rubric. The instructor will monitor each stage during weekly in-class meetings and provide specific feedback. Candidates must receive a “proficient” or better rating in all sub-areas with an overall “proficient” rating on the assessment. Candidates not meeting these standards will receive both written and oral feedback and must resubmit the assignment in order to successfully meet or pass the basic requirements of the course. However, the initial rating (and grade) on the assessment will be used in the calculation of the final grade for the course. The reported candidate data will reflect the initial submission ratings, as opposed to subsequent submissions.

12. Interpretation of How that Data Provides Evidence for Meeting Standards

A level of mastery (“exemplar” or “proficient”) will be sought in achievement of stated standards. Interpretation of data will allow the program faculty to determine appropriate changes necessary to facilitate mastery for all candidates in each area. Areas of needed remediation may also be discerned.

5. Assessment Documentation

² Overall Scores	N=	Range	Median (%)	Mean (%)
2016-2017 (AY17)				
2017-2018 (AY18)				
2018-2019 (AY19)				

² NOTE: The implementation of the new program is slated for the 2015-2016 academic year; however, this assessment will not be implemented for the first time in Fall 2016.

		Unsatisfactory			Developing			Proficient			Exemplar		
		AY 17	AY 18	AY 19	AY 17	AY 18	AY 19	AY 17	AY 18	AY 19	AY 17	AY 18	AY 19
Identification of specific learning objective(s) (outcomes) and standards addressed. <u>CEC Standards:</u> 3.1, 3.2, 3.3, 5.1, 5.3	N=												
	Range =												
	Mean =												
Description of classroom context and student(s) characteristics, including ESL, IEP and 504 accommodations. <u>CEC Standards:</u> 1.1, 1.2, 3.1, 3.2, 5.1, 5.2, 5.3	N=												
	Range =												
	Mean =												
Identification of what the students must know prior to this lesson (prerequisites) that you'll build upon. <u>CEC Standards:</u> 1.1, 1.2, 3.2, 5.1, 5.6	N=												
	Range =												
	Mean =												
Identification of resources needed to teach this objective including appropriate technology to use. <u>CEC Standards:</u> 3.1, 3.2, 5.1, 5.2, 5.3, 5.4	N=												
	Range =												
	Mean =												
Focus or review <u>CEC Standards:</u> 4.2, 4.4, 5.1, 5.3, 5.5, 5.6	N=												
	Range =												
	Mean =												
Statement of objective in student terms <u>CEC Standards:</u> 3.1, 3.2, 3.3, 5.1, 5.6	N=												
	Range =												
	Mean =												
Guided Practice <u>CEC Standards:</u> 3.1, 3.2, 3.3, 5.1, 5.6	N=												
	Range =												
	Mean =												

		Unsatisfactory			Developing			Proficient			Exemplar		
		AY 17	AY 18	AY 19	AY 17	AY 18	AY 19	AY 17	AY 18	AY 19	AY 17	AY 18	AY 19
Independent Practice <u>CEC Standards:</u> 3.1, 3.2, 3.3, 5.1, 5.6	N=												
	Range =												
	Mean =												
Closure <u>CEC Standards:</u> 3.1, 3.2, 3.3, 5.1	N=												
	Range =												
	Mean =												
Evaluation <u>CEC Standards:</u> 4.2, 4.4, 5.1	N=												
	Range =												
	Mean =												
Differentiation <u>CEC Standards:</u> 1.1, 1.2, 3.1, 3.2, 3.3, 5.1, 5.4, 5.5, 5.6	N=												
	Range =												
	Mean =												
Content development and structure/sequence of the lesson <u>CEC Standards:</u> 3.1, 3.2, 3.3, 5.1, 5.3, 5.4, 5.5, 5.6	N=												
	Range =												
	Mean =												
Methods, strategies, and resources used <u>CEC Standards:</u> 3.1, 3.2, 3.3, 5.1, 5.3, 5.4, 5.5, 5.6	N=												
	Range =												
	Mean =												
Instructional decision- making <u>CEC Standards:</u> 3.1, 3.2, 3.3, 5.1, 5.3, 5.4, 5.5, 5.6	N=												
	Range =												
	Mean =												
Mechanics & Grammar/Usage	N=												
	Range =												
	Mean =												
Summary/ Reflection <u>CEC Standards:</u> 1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 4.2, 4.4, 5.1, 5.3, 5.4, 5.5, 5.6, 7.1, 7.2, 7.3	N=												
	Range =												
	Mean =												

EDSP 414: Instructional Planning

Lesson Plan Description

Lesson Plan

Directions: Use the same case student for whom you developed the IEP for this assignment. Develop a lesson based on one of the goals on your case student's IEP. The lesson you create can be in any subject area, but must be at the student's ability level, and must be clearly related to your student's IEP goal(s), objective(s), and/or benchmark(s). **The lesson should also include at least one Active Student Response (ASR) strategy and address all three components of Universal Design for Learning (UDL).** The guidelines and components to be included in the lesson plan are available on Moodle under "Assignments." The lesson planning template will be provided.

**** Note: Please develop the lesson plan for a group of students (include the case student) to address the "plan for individual differences" component. The lesson plan should be created using the attached lesson planning template. No handwritten lesson plans will be accepted; complete the template using word processing.**

When creating your lesson plan, be sure to include all necessary lesson plan components.

Submission: Your submission should include (a) the Lesson Plan Scoring Rubric, (b) the lesson plan, and (c) your narrative summary (*typed, double-spaced, using 12" Times or Times New Roman font, following APA as specified on page 7*) in a hard copy.

Product Scoring (Total possible points = 84 pts.)

The lesson plan will be evaluated according to the following.

Completion and appropriateness of the lesson plan – use guidelines and rubric to help you.
Please use the followings as slide headings.

- Rationale
- Lesson objectives and SCCCS objective reference
- Classroom context, student characteristics
- Prerequisites
- Materials/technology
- Focus/Review
- Objectives in student terms
- Teacher input
- Guided practice
- Independent practice
- Closure
- Evaluation
- Plan for individual difference, UDL

The completed project will include:

- A complete lesson plan that reflects the findings in the case study and the multiple components of an individualized plan of education. The following components will need to be addressed:
 - Identification of specific learning objective(s) (outcomes) and standards addressed
 - Description of classroom context and student(s) characteristics, including ESL, IEP and 504 accommodations.
 - Identification of what the students must know prior to this lesson (prerequisites)

- Identification of resources needed to teach this objective including appropriate technology to use.
 - Focus or review
 - Statement of objective in student terms
 - Guided Practice
 - Independent Practice
 - Closure
 - Evaluation
 - Differentiation
 - Content development and structure/sequence of the lesson
 - Methods, strategies, and resources used
 - Instructional decision-making
 - Mechanics and grammar/usage
- A narrative summary describing your reflections on this project including:
- Clear descriptions on why the lesson/curriculum is developed or selected with instructional alignment to the SCCCS and the student's IEP objectives/benchmarks
 - How students' needs were addressed
 - What were the rationales for the goals and objectives/benchmarks you have chosen?
 - How effective collaboration contributed to your professional growth and identify lifelong learning needs
 - How this project contributes to your profession in relation to the Spadoni College of Education Conceptual Framework

Lesson Plan Scoring Rubric

Candidate: _____ Semester/Year: _____ Rating: _____ /84

Rating ➤	0	1	2	3	P	W	S
Indicator ▼	Unacceptable	Developing	Proficient	Exemplar			
<p>1. Identification of specific learning objective(s) (outcomes) and standards addressed.</p> <p><u>CEC Standards:</u> 3.1, 3.2, 3.3, 5.1, 5.3</p> <p><u>CF:</u> 3.1</p> <p><u>ADEPT:</u> 5ABC, 6ABC, 7ABC, 8ABC</p> <p><u>SC EEDA:</u> 2E, 4</p>	<p>Any two or more of the items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.</p>	<p>More than one of the elements is missing, unclear or inappropriate. Stated as activities rather than learning outcomes.</p>	<p>Objective(s) clearly stated and provides purpose. Standards alignment is correct. One of the elements may be missing, unclear or inappropriate.</p>	<p>Candidate develops objectives based upon student data (PLAAFPs). Objectives are measurable with precise outcomes at a mastery level that matches the developmental stage of student(s). Aligned with required standards (SCCCS), scope and sequence of curriculum and accommodations.</p>		1	
<p>2. Description of classroom context and student(s) characteristics, including ESL, IEP and 504 accommodations.</p> <p><u>CEC Standards:</u> 1.1, 1.2, 3.1, 3.2, 5.1, 5.2, 5.3</p> <p><u>CF:</u> 3.1</p> <p><u>ADEPT:</u> 5ABC, 6ABC, 7ABC, 8ABC</p> <p><u>SC EEDA:</u> 2E, 4</p>	<p>Any two or more of the items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.</p>	<p>No description given for one or more of the following: classroom and available resources, characteristics of class and accommodations necessary for special needs.</p>	<p>Basic information about the classroom, resources, characteristics of the class and accommodations provided.</p>	<p>Candidate provides complete description of classroom including resources available for use during instruction, characteristics of the class and description of accommodations necessary for any special needs student(s).</p>		1	

Indicator ▼	Rating ➤	0 Unacceptable	1 Developing	2 Proficient	3 Exemplar	P	W	S
3. Identification of what the students must know prior to this lesson (prerequisites) that will be built upon. <u>CEC Standards:</u> 1.1, 1.2, 3.2, 5.1, 5.6 <u>CF:</u> 1.2, 1.5, <u>ADEPT:</u> 1ABCDE, 2ABC, 6ABC <u>SC EEDA:</u> 2E, 3, 4		Any two or more of the items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.	Prerequisite skills and concepts not clearly identified and/or incorrect for lesson objective.	Most prerequisite skills and concepts are clearly articulated but some important skills may have been missed.	Prerequisite skills and concepts are clearly articulated, complete and are correct for the stated lesson objective(s).		1	
4. Identification of resources needed to teach this objective including appropriate technology to use. <u>CEC Standards:</u> 3.1, 3.2, 5.1, 5.2, 5.3, 5.4 <u>CF:</u> 1.1, 1.2, 2.1, 3.2 <u>ADEPT:</u> 5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC <u>SC EEDA:</u> 1A, 2E, 3, 4		Any two or more of the items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.	Listing of resources incomplete and not clearly thought out. Technology either missing or inappropriate for objective.	Listing of necessary resources given. Technology used within the lesson.	Resources used are integrated into the lesson and make a significant contribution to student learning. Technology well integrated into lesson or a strong rationale given for not using technology.		1	
5. Focus or review <u>CEC Standards:</u> 4.2, 4.4, 5.1, 5.3, 5.5, 5.6 <u>CF:</u> 1.1, 1.2, 2.1, 3.2 <u>ADEPT:</u> 5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC <u>SC EEDA:</u> 1A, 2E, 3, 4		Any two or more of the items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.	States pre-skills rather than using questions to gauge readiness. Misses opportunity to motivate students and help them make connections.	Individual students checked for pre-skills. Limited questions used to gauge readiness for lesson. Focusing activity somewhat sets stage for attending to the lesson, but important connections missed.	Background knowledge and skills key to student success in this lesson; checked to gauge readiness for the lesson. Clear connections made to prior learning or knowledge. If completely new instruction, focus has the potential to stimulate interest and motivate student.		2	
6. Statement of objective in student terms <u>CEC Standards:</u>		Any two or more of the items in the	Objective is unclear with no specific performance set for	Objective is briefly stated and provides clear purpose. Limited	Connections made between earlier learning and present lesson. New skill, concept or purpose is clearly stated for		2	

Indicator ▼	Rating ➤	0 Unacceptable	1 Developing	2 Proficient	3 Exemplar	P	W	S
<p>3.1, 3.2, 3.3, 5.1, 5.6</p> <p>CF: 1.1, 1.2, 2.1, 3.2</p> <p>ADEPT: 5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC</p> <p>SC EEDA: 1A, 2E, 3, 4</p>		<p>“Proficient” column are incorrect, unclear, inappropriate, or missing.</p>	<p>what students will know how to do. Students not given an idea of what candidate will look for in his or her performance.</p>	<p>performance expectations given. What candidate expects students to do as a part of the lesson may or may not be given.</p>	<p>the student in behavioral terms and is specific to performance. Relevance is established for the student and informally tells what you expect to observe students doing as a result of your lesson.</p>			
<p>7. Guided Practice</p> <p>CEC Standards: 3.1, 3.2, 3.3, 5.1, 5.6</p> <p>CF: 1.1, 1.2, 2.1, 3.2</p> <p>ADEPT: 5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC</p> <p>SC EEDA: 1A, 2E, 3, 4</p>		<p>Any two or more of the items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.</p>	<p>Candidate does not present a plan for leading students through the steps necessary to perform the skill. No practice is provided.</p>	<p>Candidate presents a plan for leading students through the steps necessary to perform the skill, but some steps may be missing or insufficient number of tasks prepared. Scaffolding may be limited or not indicated. Plan for student response missing.</p>	<p>Candidate plans how to lead the students through steps necessary to perform skill using the tri-modal approach - hear/ see/do and to allow all students to respond and receive feedback on success with learning objective throughout the lesson. Practice is scaffolded with the gradual removal of support. Presents sufficient number of tasks necessary for extended practice. Plans to model application and how to allow all students the opportunity to respond.</p>		2	
<p>8. Independent Practice</p> <p>CEC Standards: 3.1, 3.2, 3.3, 5.1, 5.6</p> <p>CF: 1.1, 1.2, 2.1, 3.2</p> <p>ADEPT: 5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC</p> <p>SC EEDA: 1A, 2E, 3, 4</p>		<p>Any two or more of the items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.</p>	<p>Plan does not indicate instructions students will be given. Product or activity does not relate to stated objective(s).</p>	<p>Instructions present but may lack clarity. Product or activity may not be at the level of the objective but do relate to the stated objective(s).</p>	<p>Instructions are clear. Tasks ensure that individual students are knowledgeable or have the skills needed for independent success at objective level for this lesson. Candidate anticipates student questions.</p>		2	
<p>9. Closure</p> <p>CEC Standards: 3.1, 3.2, 3.3, 5.1</p> <p>CF: 1.1, 1.2, 2.1, 3.2</p> <p>ADEPT: 5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C,</p>		<p>Any two or more of the items in the “Proficient” column are incorrect, unclear, inappropriate,</p>	<p>Does not relate to key points of the lesson.</p>	<p>Some key points indicated for summary/review but not all critical attributes key to understanding are included.</p>	<p>Provisions are made for key points/critical attributes of the lesson to be summarized and reviewed using student responses, if appropriate.</p>		2	

Indicator ▼	Rating ➤	0 Unacceptable	1 Developing	2 Proficient	3 Exemplar	P	W	S
3ABC, 5ABC, 6ABC, 7ABC <u>SC EEDA:</u> 1A, 2E, 3, 4	or missing.							
10. Evaluation <u>CEC Standards:</u> 4.2, 4.4, 5.1 <u>CF:</u> 1.2, 1.5, <u>ADEPT:</u> 1ABCDE, 2ABC, 6ABC <u>SC EEDA:</u> 2E, 3, 4	Any two or more of the items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.	Evaluation strategy does not relate to the objective.	Strategy gauges group learning of the objective(s) but may not give individual levels of mastery or directly match conditions or behaviors of the objective(s).	Candidate effectively proposes strategy for determining individual levels of mastery of lesson objective(s). Task matches the conditions set in the objective. Results can be compared to the criterion set for lesson objective(s).			2	
11. Differentiation <u>CEC Standards:</u> 1.1, 1.2, 3.1, 3.2, 3.3, 5.1, 5.4, 5.5, 5.6 <u>CF:</u> 1.1, 1.2, 2.1, 3.2 <u>ADEPT:</u> 5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC <u>SC EEDA:</u> 1A, 2E, 3, 4	Any two or more of the items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.	Strategy for student support is unrealistic to classroom context or no differentiation present in the lesson.	One to two strategies that allow for additional support or early acquisition of the skills are planned to address student needs. Lesson may or may not present a plan for building upon student successes or accommodations.	Candidate plans for at 3 levels of diverse student needs and indicates how student needs will be accommodated (varying levels of instructional intensity, scaffolding, rate of completion, peer support, output, grouping patterns, time allocation, and/or skill level). Accommodations are indicated in the plans for all students who have IEPs, 504 plans or speak English as a Second Language. Lesson builds in success for students who have more difficult time learning.			2	
Quality of Lesson Plan (Content Development, Instructional Strategies)								

Indicator ▼	Rating ➤	0 Unacceptable	1 Developing	2 Proficient	3 Exemplar	P	W	S
<p>12. Content development, & structure/sequence of the lesson</p> <p><u>CEC Standards:</u> 3.1, 3.2, 3.3, 5.1, 5.3, 5.4, 5.5, 5.6</p> <p><u>CF:</u> 1.1, 1.2, 2.1, 3.2</p> <p><u>ADEPT:</u> 5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC</p> <p><u>SC EEDA:</u> 1A, 2E, 3, 4</p>	Any two or more of the items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.	Content and skills lack sequential presentation. No planned examples. Lesson focuses more on an activity than on development of content or skills.	Content and skills sequential but lack basis on assessment data. Some attention to examples and vocabulary planned for use during the lesson, but segments may be missing.	Content and skills are selected, based on assessment data (PLAAFPs) and are presented in a sequential manner that facilitates student learning. A broad range of examples and non-examples are planned as necessary. Vocabulary is appropriate to the learner(s). Lesson sequence allows for student questions, practice and success during each segment.			2	
<p>13. Methods, strategies, and resources used</p> <p><u>CEC Standards:</u> 3.1, 3.2, 3.3, 5.1, 5.3, 5.4, 5.5, 5.6</p> <p><u>CF:</u> 1.1, 1.2, 2.1, 3.2</p> <p><u>ADEPT:</u> 5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC</p> <p><u>SC EEDA:</u> 1A, 2E, 3, 4</p>	Any two or more of the items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.	Methods and strategies to be used in this lesson are unclear or inappropriate for the content or stated student needs. Resources and technology are either ineffective or inappropriate for the objective and lesson fails to include modeling. No indication of student self-determination.	Most methods and strategies are appropriate and marginally match student needs. Resources and technology are appropriate. Limited use of modeling. Student self-determination is integrated; however, is somewhat vague.	Methods and strategies are appropriate for the instructional objective, are research-based, and there is a good instructional match to the students and the skills being taught. Resources and technology included in the plan are essential and make a significant contribution to student understanding. Modeling of new learning and application of the learning is a key part of the instructional presentation. Students are involved in self-determination.			2	

Indicator ▼	Rating ➤	0 Unacceptable	1 Developing	2 Proficient	3 Exemplar	P	W	S
14. Instructional decision-making <u>CEC Standards:</u> 3.1, 3.2, 3.3, 5.1, 5.3, 5.4, 5.5, 5.6 <u>CF:</u> 1.1, 1.2, 2.1, 3.2 <u>ADEPT:</u> 5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC <u>SC EEDA:</u> 1A, 2E, 3, 4		Any two or more of the items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.	Plans do not indicate when and how students’ understanding will be checked.	Lesson segmented to allow for student understanding to be checked. No options included for lesson modification if needed.	Frequent checks of student understanding are planned to guide instruction. Teaching options indicated in plans as to how the lesson might be modified based upon student performance.		2	
15. Mechanics & Grammar/Usage <u>CF:</u> 1.2, 1.5, <u>ADEPT:</u> 1ABCDE, 2ABC, 6ABC <u>SC EEDA:</u> 2E, 3, 4		Any two or more of the items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.	5 or more mechanics, grammar, or usage errors found in the lesson plan.	No more than 4 mechanics, grammar, or usage errors found in the lesson plan.	No mechanics, grammar, or usage errors found in the lesson plan. Complete sentences used as appropriate but phrases acceptable and used as needed.		1	
Reflective Summary								
16. Summary/Reflection <u>CEC Standards:</u> 1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 4.2, 4.4, 5.1, 5.3, 5.4, 5.5, 5.6, 7.1, 7.2, 7.3 <u>CF:</u> 1.1, 1.2, 1.5, 2.1, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1 <u>ADEPT:</u> 5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 3ABC, 7ABC, 5AB, 8C, 5ABC, 6ABC, 7ABC, 8ABC, 3ABC, 5ABC, 6ABC, 7ABC, 8B, 9A, 10D, 4ABC, 8BC, 10D, 10ABCDE, 2C, 3 BC, 10E <u>SC EEDA:</u> 1A, 2E, 3, 4		Any two or more of the items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.	Summary lacks focus and clarity. Reflection on the professional growth in relation to the COE conceptual framework is not addressed. Product is not acceptable for submission.	Summary provides some evidence of relationships among IEP and instruction however is somewhat vague and lacks clarity in its alignment. Professional growth in relation to the COE conceptual framework is identified; however, is somewhat vague.	Summary provides clear descriptions on why the lesson/curriculum is developed or selected with instructional alignment to the SCCCS and the student’s IEP objectives/benchmarks. Summary also addresses how students’ needs were addressed. Reflection indicated aspects of effective communication and collaboration and indicated how the project contributes to the candidate’s profession in relation to the COE conceptual framework.		3	
P (points) x W (weight) = S (score) Total points available = 84 Total earned points: _____								

Indicator ▼	Rating ➤	0 Unacceptable	1 Developing	2 Proficient	3 Exemplar	P	W	S
0-17 = Unsatisfactory 18-47 = Developing 48-75 = Proficient 76-84 = Exemplary								

Instructor's comments:

CEC Assessment 4

EDSP 450: Internship in Special Education

Summative Evaluation

13. Description of Assessment

During the internship (clinical practice), candidates apply their knowledge of learners and learning by successfully working with students with mild to moderate disabilities full time for no fewer than 60 consecutive instructional days. Candidates demonstrate their ability to meet each student's unique needs by collaborating with colleagues, communicating with parents, scheduling and conducting IEP meetings, conducting formal and informal assessments, planning and implementing effective instruction, completing the Teacher Work Sample, and performing non-instructional duties. Candidates must demonstrate competence in all performance dimensions and dispositions in order to pass the internship and complete their program of study.

Throughout the internship semester, the cooperating teacher and the university supervisor conduct formative evaluation conferences with each candidate. If the candidate is deficient in any areas, he or she is required to complete an internship improvement plan, which addresses strategies to help the intern become more proficient. The cooperating teacher and university supervisor assist the intern in reaching his/her goals. A summative evaluation conference is held at the end of the internship. If a candidate is still deficient in any area, the internship is extended. If the candidate has not improved his or her performance at that point, the result is failure of the internship.

Data from the Summative Evaluation for each candidate will be collected in LiveText, and a summary report is generated for each candidate and the Special Education Program overall each semester the course is offered. (see attached rubric).

14. Alignment with CEC Standards

CEC Standard 1: Learner Development and Individual Learning Differences

<i>Key Elements</i>	
1.1	Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2	Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

CEC Standard 2: Learning Environments

<i>Key Elements</i>	
2.1	Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2	Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities in crisis.
2.3	Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

CEC Standard 3: Curricular Content Knowledge

<i>Key Elements</i>	
3.1	Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content area they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progression for individuals with exceptionalities.
3.2	Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3.3	Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

CEC Standard 4: Assessment

<i>Key Elements</i>	
4.1	Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
4.2	Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3	Beginning special education professionals in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4	Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

CEC Standard 5: Instructional Planning & Strategies

<i>Key Elements</i>	
5.1	Beginning special education professionals consider an individual's abilities, interest, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.
5.2	Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
5.3	Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support communication and learning of individuals with exceptionalities.
5.4	Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
5.5	Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
5.6	Beginning special education professionals teach to mastery and promote generalization of learning.

CEC Standard 6: Professional Learning & Ethical Practice

<i>Key Elements</i>	
6.1	Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
6.2	Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
6.3	Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6.4	Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
6.5	Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
6.6	Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

CEC Standard 7: Collaboration

<i>Key Elements</i>	
7.1	Beginning special education professionals use theory and elements of effective collaboration.
7.2	Beginning special education professionals serve as a collaborative resource to colleagues.
7.3	Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

15. Analysis of the Data Findings

Data on candidate performance in the internship will be provided as detailed in Section 5 below. Analysis of candidate data will include overall range and mean scores for the assessment, as well as mean scores and ranges for the sub-areas assessed, as indicated in the rubric (attached to this document).

This observation evaluation will involve various stages as reflected in the rubric. The university supervisor and cooperating teacher will monitor progress and provide specific feedback. Candidates must receive a “proficient” or better rating in all sub-areas with an overall “proficient” rating on the assessment. Candidates not meeting these standards will receive both written and oral feedback during formative evaluations prior to the summative evaluation.

16. Interpretation of How that Data Provides Evidence for Meeting Standards

A level of mastery (“exemplar” or “proficient”) will be required for achievement of stated standards. Interpretation of data will allow the program faculty to determine appropriate changes necessary to facilitate mastery for all candidates in each area. Areas of needed remediation may also be discerned.

5. Assessment Documentation

Overall Scores	N=	Range	Median (%)
2016-2017 (AY17)			
2017-2018 (AY18)			
2018-2019 (AY19)			

		Unsatisfactory			Proficient			Exemplar		
		AY 17	AY 18	AY 19	AY 17	AY 18	AY 19	AY 17	AY 18	AY 19
Demonstrate a thorough knowledge of subject matter and use such knowledge to individualize instruction using current evidence-based best practices for students who have disabilities <u>CEC Standards:</u> 3.1, 3.2, 3.3	N=									
	Range =									
	Mean =									
Serve as a resource to colleagues in understanding the individual needs of children with disabilities and the laws and policies that impact their education <u>CEC Standards:</u> 2.1, 6.1, 6.2, 7.2, 7.3	N=									
	Range =									
	Mean =									
Understand instructional planning and design of individualized instructional and transition plans based on students' abilities, needs, interests and preferences including community curriculum goals and standards <u>CEC Standards:</u> 3.1, 3.2, 3.3, 5.1, 5.2	N=									
	Range =									
	Mean =									
Use a variety of instructional strategies to encourage students' development of critical thinking and problem solving skills and to enhance language development and teach communication skills <u>CEC Standards:</u> 5.3, 5.4, 5.7	N=									
	Range =									
	Mean =									
Provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors, for	N=									
	Range =									

		Unsatisfactory			Proficient			Exemplar		
		AY 17	AY 18	AY 19	AY 17	AY 18	AY 19	AY 17	AY 18	AY 19
<p>the purpose of fostering active engagement while supporting and enhancing the needs of students with disabilities</p> <p><u>CEC Standards:</u> 6.6, 7.2, 7.3</p>	Mean =									
	N=									
	Range =									
<p>Manage the classroom to create a positive and safe learning environment where diversity is valued and understand how to safely intervene on behalf of students with disabilities in crisis</p> <p><u>CEC Standards:</u> 2.1, 2.2, 2.3</p>	Mean =									
	N=									
	Range =									
<p>Understand and use multiple types of formal and informal assessment information to evaluate and regularly monitor the progress of students with disabilities and identify appropriate supports and adaptations</p> <p><u>CEC Standards:</u> 4.1, 4.3, 4.4</p>	Mean =									
	N=									
	Range =									
<p>Exhibit an understanding of measurement theory and practices and the use and limitations of assessments in decision-making for students with disabilities</p> <p><u>CEC Standards:</u> 4.2, 4.3, 4.4</p>	Mean =									
	N=									
	Range =									
<p>Plan and implement effective learning environments and experiences supported by appropriate technologies</p> <p><u>CEC Standards:</u> 5.2</p>	Mean =									
	N=									
	Range =									
<p>Apply appropriate technologies to facilitate and support effective, non-biased meaningful assessment, evaluation, and productivity practices</p> <p><u>CEC Standards:</u> 5.2</p>	Mean =									
	N=									
	Range =									
<p>Demonstrate knowledge of and respect for similarities and</p>	N=									
	Range =									

		Unsatisfactory			Proficient			Exemplar		
		AY 17	AY 18	AY 19	AY 17	AY 18	AY 19	AY 17	AY 18	AY 19
<p>differences in cultural, emotional, developmental and cognitive needs of students with disabilities</p> <p><u>CEC Standards:</u> 1.1, 1.2</p>	Mean =									
	N=									
	Range =									
<p>Facilitate understanding of subject matter for individuals with disabilities whose primary language is not English</p> <p><u>CEC Standards:</u> 1.1, 1.2, 5.1</p>	Mean =									
	N=									
	Range =									
<p>Evaluate, plan and provide appropriate activities and experiences by developing long-range individualized instructional plans and shorter-range goals and objectives to meet the needs of culturally and developmentally diverse student populations</p> <p><u>CEC Standards:</u> 1.1, 1.2, 5.1</p>	Mean =									
	N=									
	Range =									
<p>Collaborate and communicate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways</p> <p><u>CEC Standards:</u> 6.1, 6.3, 6.5, 7.1, 7.3</p>	Mean =									
	N=									
	Range =									
<p>Analyze personal performance to improve teaching and learning and understand the importance of remaining lifelong learners by staying current with evidence-based principles and theories, laws and policies relevant to the field of disabilities</p> <p><u>CEC Standards:</u> 6.1, 6.2, 6.4</p>	Mean =									
	N=									
	Range =									
<p>Analyze student performance to improve teaching and learning by conducting formal and informal assessments and an ongoing analysis of each individual's learning progress</p> <p><u>CEC Standards:</u> 4.1, 4.2</p>	Mean =									
	N=									
	Range =									

EDSP 450: Internship in Special Education

1. Summative Evaluation of Internship

Description of Assessment:

During the internship (clinical practice), candidates apply their knowledge of learners and learning by successfully working with students with specific learning disabilities (SLD) full time for no fewer than 60 consecutive instructional days. Candidates demonstrate their ability to meet each student's unique needs by collaborating with colleagues, communicating with parents, scheduling and conducting IEP meetings, conducting formal and informal assessments, planning and implementing effective instruction, completing the Teacher Work Sample, and performing non-instructional duties. Candidates must demonstrate competence in all performance dimensions and dispositions in order to pass the internship and complete their program of study.

Throughout the internship semester, the cooperating teacher and the university supervisor conduct formative evaluation conferences with each candidate. If the candidate is deficient in any areas, he or she is required to complete an internship improvement plan, which addresses strategies to help the intern become more proficient. The cooperating teacher and university supervisor assist the intern in reaching his/her goals. A summative evaluation conference is held at the end of the internship. If a candidate is still deficient in any area, the internship is extended. If the candidate has not improved his or her performance at that point, the result is failure of the internship.

Rating scale for Internship Summative Evaluation:

- 1 - Unacceptable: Does not meet the expectations of a beginning teacher
- 2 - Developing: Beginning to meet the expectations of a beginning teacher
- 3 - Proficient: Meets expectations of a beginning teacher
- 4 - Exemplary: Far exceeds expectations of a beginning teacher

Summative Evaluation

Candidate's Name: _____ Semester/Year: _____ Course: _____ Rating: _____

Rating ➤ Indicator ▼	0 Unacceptable	2 Developing	3 Proficient	4 Exemplar
Demonstrate a thorough knowledge of subject matter and use such knowledge to individualize instruction using current evidence-based best practices for students who have disabilities	Content is clearly developmentally inappropriate; inaccurate, lacks sequence, no alignment exists between content and standards.	Content is textbook based, developmentally appropriate, sequenced properly, and aligned with objectives. The learning experiences do not vary from traditional teacher-driven experiences.	Content is supplemented with traditional resources, developmentally appropriate, sequenced properly, and aligned with objectives. The learning experiences are varied in their approach and address diversity of learners.	Content is supplemented with a wide variety of resources and technologies, creative, developmentally appropriate, sequenced properly, and aligned with objectives. The learning experiences are varied in their approach and address a wide diversity of learners.
<u><i>CEC Standards:</i></u> <i>3.1, 3.2, 3.3</i>	<u><i>CF:</i></u> <i>1.1</i>	<u><i>ADEPT:</i></u> <i>5AC, 6B</i>		
Serve as a resource to colleagues in understanding the individual needs of children with disabilities and the laws and policies that impact their education	Rarely communicates with teachers and service providers to explain and reinforce special education laws and policies and to clarify students' individual needs and offer suggestions for meeting those needs.	Usually communicates with teachers and service providers to explain and reinforce special education laws and policies and to clarify students' individual needs and offer suggestions for meeting those needs.	Frequently communicates with teachers and service providers to explain and reinforce special education laws and policies and to clarify all students' individual needs and offer suggestions for meeting those needs.	Initiates and schedules communication between general and special education teachers and all service providers to explain and reinforce special education laws and policies and to clarify all students' individual needs and offer suggestions for meeting those needs.
<u><i>CEC Standards:</i></u> <i>2.1, 6.1, 6.2, 7.2, 7.3</i>	<u><i>CF:</i></u> <i>1.1</i>	<u><i>ADEPT:</i></u> <i>1A, 10BD</i>		
Understand instructional planning and design of individualized instructional and transition plans based on students' abilities, needs, interests and preferences including community curriculum goals and standards	Instructional plans show inadequate understanding of the subject, and/or of SC curriculum goals and standards.	Instructional plans show an adequate understanding of the SC curriculum goals and standards and of the subject matter. An understanding of how these standards and subject matter must be adapted for the particular students and community is NOT apparent.	Instructional plans show an adequate understanding of the SC curriculum goals and standards and of the subject matter. An understanding of how these standards and subject matter must be adapted for the particular students and community is apparent.	Instructional plans show a thorough understanding of the SC curriculum goals and standards and of the subject matter. It is apparent that the candidate understands how these standards and subject matter must be adapted for the particular students and community and that modifications and adaptations are a routine part of the design.
<u><i>CEC Standards:</i></u> <i>3.1, 3.2, 3.3, 5.1, 5.2</i>	<u><i>CF:</i></u> <i>1.2</i>	<u><i>ADEPT:</i></u> <i>1BD, 2B, 6A, 6C</i>		
Use a variety of	No variety exists in	A limited variety of	A variety of instructional strategies	A wide variety of instructional strategies

<p>instructional strategies to encourage students' development of critical thinking and problem solving skills and to enhance language development and teach communication skills</p>	<p>instructional strategies. Only traditional paper and pencil activities are used in fact recall learning.</p>	<p>instructional strategies are used, but the emphasis on critical thinking and problem solving is weak or does not relate to the learning goals.</p>	<p>are used. The emphasis on critical thinking and problem solving is adequate to support and relate to the learning goals.</p>	<p>are employed that are developmentally appropriate for the teaching situation. Modifications have clearly been made to accommodate many diverse learning situations and learners. An emphasis on the development of critical thinking and problem solving is readily apparent and corresponds to each learning goal.</p>
<p><u>CEC Standards:</u> 5.3, 5.4, 5.7 <u>CF:</u> 1.32 <u>ADEPT:</u> 4AC, 5ABC, 8C</p>				
<p>Provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors, for the purpose of fostering active engagement while supporting and enhancing the needs of students with disabilities</p>	<p>Unable to work with or guide others for the purpose of enhancing student achievement.</p>	<p>Works with paraeducators and others as needed but does not provide direction or feedback for the purpose of enhancing student achievement.</p>	<p>Works effectively with paraeducators and others and provides direction as needed; monitors and provides constructive feedback for the purpose of enhancing student achievement.</p>	<p>Works effectively with paraeducators and others; initiates communication and provides direction that is clear and concise; monitors and provides constructive feedback for the purpose of enhancing student achievement.</p>
<p><u>CEC Standards:</u> 6.6, 7.2, 7.3 <u>CF:</u> 1.3 <u>ADEPT:</u> 4C, 6C, 9BC, 10AB</p>				
<p>Manage the classroom to create a positive and safe learning environment where diversity is valued and understand how to safely intervene on behalf of students with disabilities in crisis</p>	<p>Unable to maintain classroom control so that an unsafe environment exists.</p>	<p>Classroom control is adequate, but difficulties during transition times or atypical scheduling create lapses into off-task behaviors that require interventions by others.</p>	<p>Classroom control is adequate to provide a safe learning environment during all normal parts of the day, including transition times. A positive classroom environment is evident.</p>	<p>Classroom control is apparent at all times, including atypical interruptions. A positive and mutually respectful classroom environment is immediately obvious.</p>
<p><u>CEC Standards:</u> 2.1, 2.2, 2.3 <u>CF:</u> 1.4 <u>ADEPT:</u> 8AB, 9AC</p>				
<p>Understand and use multiple types of formal and informal assessment information to evaluate and regularly monitor the progress of students with disabilities and identify appropriate supports and adaptations</p>	<p>Assessments do not measure the learning goals that are identified or no assessments are identified at all.</p>	<p>Assessments are confined to formal paper and pencil tests. There is no attempt to modify teaching based on assessments.</p>	<p>Formative and summative assessments are apparent in both informal and formal formats. There is evidence that modifications to teaching, based on assessments, occurs.</p>	<p>Formative and summative assessments are ongoing and in both informal and formal formats. It is clearly apparent that assessments are used to modify instruction and learning activities on a regular basis.</p>
<p><u>CEC Standards:</u> <u>CF:</u> <u>ADEPT:</u></p>				

<i>4.1, 4.3, 4.4</i>		<i>1.5</i>		<i>3ABC, 7ABC</i>	
Exhibit an understanding of measurement theory and practices and the use and limitations of assessments in decision-making for students with disabilities	Lacks ability to interpret and communicate various types of assessment results and address issues of validity, reliability, norms, and bias relative to decision-making for students with disabilities.	Demonstrates limited ability to interpret and communicate various types of assessment results and address issues of validity, reliability, norms, and bias relative to decision-making for students with disabilities.	Demonstrates satisfactory ability to interpret and communicate various types of assessment results and address issues of validity, reliability, norms, and bias relative to decision-making for students with disabilities.	Demonstrates exceptional ability to interpret and communicate various types of assessment results with confidence; addresses issues of validity, reliability, norms, and bias relative to decision-making for students with disabilities.	
<u><i>CEC Standards:</i></u> <i>4.2, 4.3, 4.4</i>		<u><i>CF:</i></u> <i>1.5</i>		<u><i>ADEPT:</i></u> <i>3ABC, 7ABC</i>	
Plan and implement effective learning environments and experiences supported by appropriate technologies	There is no evidence that technology is used in the planning or implementation of the learning experiences.	Use of technology is confined to mechanical equipment (overhead projectors) rather than knowledge-based media (films, PowerPoints) or information gathering technology (Internet, databases). Information-gathering technology may be apparent in planning activities.	Some use of knowledge-based media is evident in learning experiences. Information gathering technology is apparent in planning activities.	Extensive use of knowledge-based media is apparent with both the instructor and the pupils. Information-gathering technology is used routinely as a part of normal classroom activities.	
<u><i>CEC Standards:</i></u> <i>5.2</i>		<u><i>CF:</i></u> <i>2.1</i>		<u><i>ADEPT:</i></u> <i>1BD, 2AC, 3BC, 5AB, 8C, 9C</i>	
Apply appropriate technologies to facilitate and support effective, non-biased meaningful assessment, evaluation, and productivity practices	There is no evidence that technology is used in the planning or implementation of the assessments or productivity practices.	Use of technology is confined to mechanical equipment for productivity practices (photocopiers, grading programs). Assessments do not appear to have any technological basis.	Use of technology is confined to mechanical equipment for productivity practices (photocopiers, grading programs). Assessments appear to have limited technological basis (Scantron sheets or online quizzes).	Use of technology is integrated into the entire classroom experience including assessment and reporting of progress (email - newsletters, online class web pages). Assessments have multiple media formats (audio tape, video presentations, online testing).	
<u><i>CEC Standards:</i></u> <i>5.2</i>		<u><i>CF:</i></u> <i>2.2</i>		<u><i>ADEPT:</i></u> <i>3ABC, 7ABC</i>	
Demonstrate knowledge of and respect for similarities and differences in cultural, emotional, developmental and cognitive needs of students with disabilities	There is no evidence of an understanding that students have different needs that are related to their levels of development or cognition. No effort has	There is limited evidence of an understanding that students have different needs that are related to their levels of development and cognition. Some effort has been made to address cultural differences	There is evidence of a clear understanding that students have different needs that are related to their levels of development and cognition. Learning activities have been modified to address cultural differences for the majority of the	There is evidence of a clear understanding that students have different needs that are related to their levels of development and cognition. An effort is routinely made to provide support for the emotional needs of the students. Learning activities have been modified to address	

	been made to address cultural differences.	but these efforts are superficial in nature.	students in the classroom.	cultural differences for every student in the classroom.
<u>CEC Standards:</u> <i>1.1, 1.2</i>				
<u>CF:</u> <i>3.1</i>				
<u>ADEPT:</u> <i>5ABC, 6ABC, 7ABC, 8ABC</i>				
Facilitate understanding of subject matter for individuals with disabilities whose primary language is not English	There is no evidence that learning environments are created or supported for individuals with disabilities whose primary language is not English.	There is some evidence that learning environments are created or supported for individuals with disabilities whose primary language is not English.	Creates and supports learning environments that foster cultural understanding, safety, emotional wellbeing, positive social interactions, and active engagement for individuals with disabilities whose primary language is not English.	Actively creates and supports learning environments that foster cultural understanding, safety, emotional well being, positive social interactions, and active engagement for individuals with disabilities whose primary language is not English
<u>CEC Standards:</u> <i>1.1, 1.2, 5.1</i>				
<u>CF:</u> <i>3.2</i>				
<u>ADEPT:</u> <i>5ABC, 6ABC, 8ABC</i>				
Evaluate, plan and provide appropriate activities and experiences by developing long-range individualized instructional plans and shorter-range goals and objectives to meet the needs of culturally and developmentally diverse student populations	There is no evidence of activities or experiences that address the needs of a diverse student population.	There is limited evidence of activities or experiences that address the needs of a developmentally-diverse student population. Some effort has been made to address the cultural differences through learning activities, but those efforts are superficial in nature.	There is clear evidence of activities or experiences that address the needs of a developmentally-diverse student population. Effort has been made to address the cultural differences for the majority of the students in the class.	All activities or experiences address the needs of a developmentally-diverse student population so that every student is engaged in learning that is appropriate for him or her. Substantial effort has been made to address the cultural and linguistic differences for every student in the class.
<u>CEC Standards:</u> <i>1.1, 1.2, 5.1</i>				
<u>CF:</u> <i>3.2</i>				
<u>ADEPT:</u> <i>3BC, 5ABC, 6ABC, 7ABC</i>				
Collaborate and communicate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways	No effort is made to collaborate with stakeholders to ensure that the needs of students with disabilities are addressed and met and transitions to post-secondary settings are in place.	Collaborates with stakeholders in culturally responsive ways to ensure that the needs of some students with disabilities are addressed and met and transitions to post-secondary settings are in place.	Collaborates with all stakeholders in culturally responsive ways to ensure that the needs of most students with disabilities are addressed and met and transitions to post-secondary settings are in place.	Routinely and effectively initiates collaboration with all stakeholders in culturally responsive ways to ensure that the needs of all students with disabilities are addressed and met and transitions to post secondary settings are in place.
<u>CEC Standards:</u> <i>6.1, 6.3, 6.5, 7.1, 7.3</i>				
<u>CF:</u> <i>3.2, 4.1, 4.2, 4.3</i>				
<u>ADEPT:</u> <i>10ABCD</i>				
Analyze personal performance to improve teaching and learning and understand the importance	There is no evidence of understanding that reflection is needed in order to continue to	Personal performance is analyzed superficially with little understanding of how teacher modifications can or	Personal performance is analyzed on a unit or chapter basis based on student performance as a whole. Reflections and modifications are	Personal performance is analyzed on a daily basis based on individual student's educational needs and performance goals. Reflections and modifications are applied

<p>of remaining lifelong learners by staying current with evidence-based principles and theories, laws and policies relevant to the field of disabilities</p>	<p>improve teaching and student learning.</p>	<p>will impact student learning.</p>	<p>confined to how to re-teach that particular unit or set of lessons rather than how to apply the reflection to future teaching of all subjects and topics.</p>	<p>to future teaching of all subjects and topics.</p>
<p><u>CEC Standards:</u> 6.1, 6.2, 6.4 <u>CF:</u> 5.1 <u>ADEPT:</u> 2C, 3BC, 10E <u>SC EEDA:</u> <u>InTASC</u> 1c, 3cnpq 7emo, 8cmpr</p>				
<p>Analyze student performance to improve teaching and learning by conducting formal and informal assessments and an ongoing analysis of each individual's learning progress</p>	<p>There is no evidence that student performance has been analyzed.</p>	<p>Analysis of student performance has been made, but reflection has not tied the results back to modifications that are required or to modifications solely on the part of the student (i.e. "should study more").</p>	<p>Analysis of student performance has been made as it relates to a unit or set of lessons. The reflection has tied the results back to modifications that are required on the student's part as well as on the teacher's part.</p>	<p>Analysis and reflection on student performance are a daily part of the classroom activities. The reflection has tied the results back to modifications that are required on the student's part as well as on the teacher's part.</p>
<p><u>CEC Standards:</u> 4.1, 4.2 <u>CF:</u> 5.2 <u>ADEPT:</u> 2C, 3BC, 7ABC</p>				
<p> </p>				

Instructor's comments:

CEC Assessment 5

EDSP 450: Internship

Three Sections of the Teacher Work Sample

17. Description of Assessment

Purpose: Successful teacher candidates support learning by designing a Teacher Work Sample that employs a range of strategies and builds on each student's strengths, needs and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following selected TWS standards:

Assessment Plan: The teacher candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.

Analysis of Student Learning: The teacher candidate uses assessment data to profile student learning and communicate information about progress and achievement.

Reflection and Self-Evaluation: The teacher candidate reflects on his or her instruction and student learning in order to improve teaching practice.

Description: To assess the candidate's effect on student learning, three sections of the Teacher Work Sample (TWS) are completed during the Internship in the Senior II Semester (EDSP 450). The TWS contains seven teaching processes identified by research and emerging best practice as fundamental to improving student learning. Each teaching process is followed by a TWS Standard, the Task, a Prompt, and a Rubric that defines various levels of performance on the standard. While candidates will complete the TWS in total during their program, the following three processes are used for assessing candidate effect on student learning: *Assessment Plan, Analysis of Student Learning, and Self-Evaluation.*

Data from the TWS assignment for each candidate will be collected in LiveText, and a summary report is generated for each candidate and the Special Education Program overall each semester the course is offered (see attached rubric).

18. Alignment with CEC Standards

CEC Standard 4: Assessment

<i>Key Elements</i>	
4.1	Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
4.2	Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3	Beginning special education professionals in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4	Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

CEC Standard 5: Instructional Planning & Strategies

<i>Key Elements</i>	
5.1	Beginning special education professionals consider an individual’s abilities, interest, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.
5.6	Beginning special education professionals teach to mastery and promote generalization of learning.
5.7	Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

CEC Standard 6: Professional Learning & Ethical Practice

<i>Key Elements</i>	
6.1	Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
6.3	Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6.4	Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

19. Analysis of the Data Findings

Data on candidate performance for the three sections of the TWS will be provided as detailed in Section 5 below. Analysis of candidate data will include overall range and mean scores for the assessment, as well as mean scores and ranges for the sub-areas assessed, as indicated in the rubric (attached to this document).

This project will involve various stages as reflected in the rubric. The instructor will monitor each stage during weekly logs and during observations and provide specific feedback. Candidates must receive a “proficient” or better rating in all sub-areas with an overall “proficient” rating on the assessment. Candidates not meeting these standards will receive both written and oral feedback and must resubmit the assignment in order to successfully meet or pass the basic requirements of the internship. However, the initial rating on the assessment will be used in the calculation. This is a pass/fail experience and candidates must receive a “proficient” or better rating in order to successfully complete the internship. The reported candidate data will reflect the initial submission ratings, as opposed to subsequent submissions.

20. Interpretation of How that Data Provides Evidence for Meeting Standards

A level of mastery (“exemplar” or “proficient”) will be sought in achievement of stated standards. Interpretation of data will allow the program faculty to determine appropriate changes necessary to facilitate mastery for all candidates in each area. Areas of needed remediation may also be discerned.

5. Assessment Documentation

Overall Scores	N=	Range	Median (%)
2016-2017 (AY17)			
2017-2018 (AY18)			
2018-2019 (AY19)			

<i>Assessment Plan</i>		Unsatisfactory			Proficient			Exemplar		
		AY 17	AY 18	AY 19	AY 17	AY 18	AY 19	AY 17	AY 18	AY 19
Alignment with Learning Goals and Instruction <u>CEC Standards:</u> 4.1, 4.3, 4.4	N=									
	Range =									
	Mean =									
Clarity of Criteria and Standards for Performance <u>CEC Standards:</u> 4.4	N=									
	Range =									
	Mean =									
Multiple Modes and Approaches <u>CEC Standards:</u> 4.1, 4.3, 4.4, 5.2	N=									
	Range =									
	Mean =									
Technical Soundness <u>CEC Standards:</u> 4.4	N=									
	Range =									
	Mean =									
Adaptations Based on the Individual Needs of Students <u>CEC Standards:</u> 4.2, 4.3, 4.4, 5.2	N=									
	Range =									
	Mean =									

<i>Analysis of Student Learning</i>		Unsatisfactory			Proficient			Exemplar		
		AY 17	AY 18	AY 19	AY 17	AY 18	AY 19	AY 17	AY 18	AY 19
Clarity and Accuracy of Presentation <u>CEC Standards:</u> 4.2	N=									
	Range =									
	Mean =									
Alignment with Learning Goals <u>CEC Standards:</u> 4.2, 4.3, 4.4	N=									
	Range =									
	Mean =									
Interpretation of Data	N=									

Analysis of Student Learning

		Unsatisfactory			Proficient			Exemplar		
		AY 17	AY 18	AY 19	AY 17	AY 18	AY 19	AY 17	AY 18	AY 19
<u>CEC Standards:</u> 4.2	Range =									
	Mean =									
Evidence of Impact on Student Learning <u>CEC Standards:</u> 4.2	N=									
	Range =									
	Mean =									

Reflection and Self-evaluation

		Unsatisfactory			Proficient			Exemplar		
		AY 17	AY 18	AY 19	AY 17	AY 18	AY 19	AY 17	AY 18	AY 19
Interpretation of Student Learning <u>CEC Standards:</u> 6.1, 6.3	N=									
	Range =									
	Mean =									
Insights on Effective Instruction and Assessment <u>CEC Standards:</u> 6.1, 6.3, 5.2	N=									
	Range =									
	Mean =									
Alignment Among Goals, Instruction, and Assessment <u>CEC Standards:</u> 5.6, 5.7	N=									
	Range =									
	Mean =									
Implications for Future Teaching <u>CEC Standards:</u> 6.1	N=									
	Range =									
	Mean =									
Implications for Professional Development <u>CEC Standards:</u> 5.6, 5.7	N=									
	Range =									
	Mean =									

EDSP 450: Internship in Special Education

2. TWS (Assessment Plan, Analysis of Student Learning, and Reflection and Self-Evaluation)

Directions: The TWS contains seven teaching processes identified by research and emerging best practice as fundamental to improving student learning. Each Teaching Process is followed by a TWS Standard, the Task, a Prompt, and a Rubric that defines various levels of performance on the standard. The Standards and Rubrics will be used to evaluate your TWS. The Prompts (or directions) help you document the extent to which you have met each of the standards. The underlined words in the Rubric and Prompts are defined in the Glossary.

You are required to teach a comprehensive unit. Before you teach the unit, you will describe the contextual factors, identify the learning goals based on your state or district content standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment), and plan for your instruction. After you teach the unit, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning.

Format

Ownership: Complete a cover page that includes your name, date submitted, grade level taught, subject taught, your university, course number and title.

Table of Contents: Provide a Table of Contents that lists the sections and attachments in your TWS document with page numbers.

Charts, graphs, and attachments: Charts, graphs and assessment instruments are required as part of the TWS document. You may want to provide other attachments, such as student work. However, you should be very selective and make sure your attachments provide clear, concise evidence for your performance related to TWS standards and your students' learning progress.

Narrative length: A suggested page length for your narrative is given at the end of each component section. You have some flexibility of length across components, but the total length of your written narrative (excluding charts, graphs, attachments, and references) should not exceed twenty (20) word-processed pages, double-spaced in 12-point font, with 1-inch margins.

References and Credits: If you referred to another person's ideas or material in your narrative, you must cite these in a separate section at the end of your narrative under *References and Credits*. You must follow the 6th edition guidelines of the APA manual.

Anonymity. In order to insure the anonymity of students in you class, do not include any student names of identification in any part of your TWS.

Submission: Your final written paper will be submitted in LiveText.

ASSESSMENT PLAN

TWS Standard

The teacher uses multiple assessment modes and approaches aligned with the learning goals to assess student learning before, during, and after instruction

Task

Design an assessment plan to monitor student progress toward learning goal(s). Use multiple assessment modes and approaches aligned with learning goals to assess student learning before,

during, and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning.

Prompt

Provide an overview of the assessment plan. For each learning goal, include: assessments used to judge student performance, format of each assessment, and adaptations of the assessment for the individual needs of students based on pre-assessment and contextual factors. The purpose of this overview is to depict the alignment between learning goals and assessments and to show adaptations to meet the individual needs of students or contextual factors. You may use a visual organizer such as a table, outline or other means to make your plan clear.

Describe the pre- and post-assessments that are aligned with your learning goals: Clearly explain how you will evaluate or score pre- and post-assessments, including criteria you will use to determine if the students' performance meets the learning goals. Include copies of assessments, prompts, and/or student directions and criteria for judging performance (e.g., scoring rubrics, observation checklists, rating scales, item weights, test blueprint, answer key, etc.).

Discuss your plan for formative assessment that will help you determine student progress during the unit. Describe the assessments you plan to use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as you are teaching the unit, your task here is to predict at what points in your teaching it will be important to assess students' progress toward learning goals.

ANALYSIS OF STUDENT LEARNING (modified for special education)

TWS Standard

The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

Task

Analyze your assessment data, including pre- and post-assessments and formative assessments to determine students' progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of two individual students. Conclusions drawn from this analysis should be provided in the *Reflection and Self-Evaluation* section.

Prompt

In this section you will analyze data to explain progress and achievement toward learning goals demonstrated by your individual students.

Individuals. Select two students who demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-assessment, formative, and post-assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this subsection.

Note: You will provide possible reasons for why your students learned (or did not learn) in the next section.

REFLECTION AND SELF-EVALUATION

TWS Standard

The teacher analyzes the relationship between his/her instruction and student learning in order to improve practice.

Task

Reflect on your performance as a teacher, and link your performance to student learning results. Evaluate your performance, and identify future actions for improved practice and professional growth.

Prompt

*Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.

*Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.

**Reflection on possibilities for professional development.* Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

TWS Scoring Rubric (3 sections)

Candidate's Name: _____ Semester/Year: _____ Course: _____ Score: _____ /42

ASSESSMENT PLAN

Rating > Indicator >	0 Not Met	2 Partially Met	3 Met
Alignment with Learning Goals and Instruction	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.	Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.	Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.
<u>CEC Standards:</u> 4.1, 4.3, 4.4	<u>CF:</u> 1.5, 2.2, 5.2	<u>ADEPT:</u> 3A	
Clarity of Criteria and Standards for Performance	The assessments contain no clear criteria for measuring student performance relative to the learning goals.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.	Assessment criteria are clear and are explicitly linked to the learning goals.
<u>CEC Standards:</u> 4.4	<u>CF:</u> 1.2	<u>ADEPT:</u> 3A	
Multiple Modes and Approaches	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.
<u>CEC Standards:</u> 4.1, 4.3, 4.4, 5.2	<u>CF:</u>	<u>ADEPT:</u> 3A	
Technical Soundness	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.
<u>CEC Standards:</u> 4.4	<u>CF:</u>	<u>ADEPT:</u> 3A	
Adaptations Based on the Individual	Teacher does not adapt assessments to meet the individual needs of students or	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of	Teacher makes adaptations to assessments that are appropriate to meet the individual

Needs of Students	these assessments are inappropriate.	some students.	needs of most students.
<u>CEC Standards:</u> 4.2, 4.3, 4.4, 5.2	<u>CF:</u> 1.5, 3.1, 3.2, 5.2	<u>ADEPT:</u> 3A	

ANALYSIS OF STUDENT LEARNING

Clarity and Accuracy of Presentation	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors of representation.
<u>CEC Standards:</u> 4.2	<u>CF:</u> 5.1, 5.2	<u>ADEPT:</u>	
Alignment with Learning Goals	Analysis of student learning is not aligned with learning goals.	Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.
<u>CEC Standards:</u> 4.2, 4.3, 4.4	<u>CF:</u>	<u>ADEPT:</u> 3B	
Interpretation of Data	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from the data.
<u>CEC Standards:</u> 4.2	<u>CF:</u> 1.5, 2.2, 5.1	<u>ADEPT:</u> 3B	
Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.
<u>CEC Standards:</u> 4.2	<u>CF:</u>	<u>ADEPT:</u> 3C	

REFLECTION AND SELF-EVALUATION

Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals
<p><u>CEC Standards:</u> 6.1, 6.3</p> <p><u>CF:</u> 5.1, 5.2</p> <p><u>ADEPT:</u> 3C</p>			
Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof
<p><u>CEC Standards:</u> 6.1, 6.3, 5.2</p> <p><u>CF:</u> 5.1, 5.2</p> <p><u>ADEPT:</u> 3C</p>			
Alignment Among Goals, Instruction, and Assessment	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.
<p><u>CEC Standards:</u> 5.6, 5.7</p> <p><u>CF:</u> 5.1, 5.2</p> <p><u>ADEPT:</u> 3C</p>			
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.
<p><u>CEC Standards:</u> 6.1</p> <p><u>CF:</u> 5.1, 5.2</p> <p><u>ADEPT:</u> 2C</p>			
Implications for Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.
<p><u>CEC Standards:</u> 6.4</p> <p><u>CF:</u> 4.1, 4.2, 4.2</p> <p><u>ADEPT:</u> 10E</p>			

Instructor's comments:

CEC Assessment 6

EDSP 414: Instructional Planning

IEP Project

21. Description of Assessment

Purpose: The IEP project is required for the course EDSP 414: Instructional Planning. The purpose of this project is for candidates to become familiar with the IEP and the process involved in its development and implementation. In addition, through this project, candidates will have an opportunity to apply the knowledge and skills learned in class to their IEP development. This project also provides an opportunity for candidates to familiarize themselves with the state IEP forms.

Description: Candidates will individually develop an IEP, as well as write a narrative summary describing their reflections on the project. Candidates will be given a case student with a disability to work through the project. The IEP and IEP Summary Reflection will be graded using the IEP scoring rubric (see attached rubric).

22. Alignment with CEC Standards

CEC Standard 1: Learner Development and Individual Learning Differences

<i>Key Elements</i>	
1.1	Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2	Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

CEC Standard 2: Learning Environments

<i>Key Elements</i>	
2.1	Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

CEC Standard 3: Curricular Content Knowledge

<i>Key Elements</i>	
3.1	Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content area they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progression for individuals with exceptionalities.
3.2	Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3.3	Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

CEC Standard 4: Assessment

<i>Key Elements</i>	
4.2	Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for

	individuals with exceptionalities.
4.4	Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

CEC Standard 5: Instructional Planning & Strategies

<i>Key Elements</i>	
5.1	Beginning special education professionals consider an individual’s abilities, interest, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.
5.3	Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support communication and learning of individuals with exceptionalities.
5.4	Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
5.5	Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
5.6	Beginning special education professionals teach to mastery and promote generalization of learning.

CEC Standard 6: Professional Learning & Ethical Practice

<i>Key Elements</i>	
6.3	Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

23. Analysis of the Data Findings

Data on candidate performance in the creation of the written Individualized Education Plan (IEP) will be provided as detailed in Section 5 below. Analysis of candidate data will include overall range and mean scores for the assessment, as well as mean scores and ranges for the 7 sub-areas assessed, as indicated in the rubric (attached to this document).

This project will involve various stages as reflected in the rubric. The instructor will monitor each stage during weekly in-class meetings and provide specific feedback. Students must receive a “proficient” or better rating in all sub-areas with an overall “proficient” rating on the assessment. Students not meeting these standards will receive both written and oral feedback and must resubmit the assignment in order to successfully meet or pass the basic requirements of the course. However, the initial rating (and grade) on the assessment will be used in the calculation of the final grade for the course. The reported student data will reflect the initial submission ratings, as opposed to subsequent submissions.

24. Interpretation of How that Data Provides Evidence for Meeting Standards

A level of mastery (“exemplar” or “proficient”) will be sought in achievement of stated standards. Interpretation of data will allow the program faculty to determine appropriate changes necessary to facilitate mastery for all candidates in each area. Areas of needed remediation may also be discerned.

5. Assessment Documentation

Overall Scores	N=	Range	Median (%)
2015-2016 (AY16)			
2016-2017 (AY17)			
2017-2018 (AY18)			

		Unsatisfactory			Developing			Proficient			Exemplar		
		AY 16	AY 17	AY 18	AY 16	AY 17	AY 18	AY 16	AY 17	AY 18	AY 16	AY 17	AY 18
IEP Introductory Information <u>CEC Standards:</u> 1.1, 4.2, 5.1, 5.3, 6.3	N=												
	Range =												
	Mean =												
IEP PLAAFPs <u>CEC Standards:</u> 4.2, 4.4	N=												
	Range =												
	Mean =												
IEP MAGs <u>CEC Standards:</u> 2.1, 3.1, 3.2, 3.3, 4.2, 4.4, 5.1, 5.3, 5.4, 5.5, 5.6	N=												
	Range =												
	Mean =												
IEP STOs/BMs, measurement of progress <u>CEC Standards:</u> 2.1, 3.1, 3.2, 3.3, 4.2, 4.4, 5.1, 5.3, 5.4, 5.5, 5.6	N=												
	Range =												
	Mean =												

		Unsatisfactory			Developing			Proficient			Exemplar		
		AY 16	AY 17	AY 18	AY 16	AY 17	AY 18	AY 16	AY 17	AY 18	AY 16	AY 17	AY 18
IEP LRE parts I-IV <u><i>CEC Standards:</i></u> <i>5.3, 5.5, 6.3</i>	N=												
	Range =												
	Mean =												
IEP LRE parts V-XI <u><i>CEC Standards:</i></u> <i>5.3, 5.5, 6.3</i>	N=												
	Range =												
	Mean =												
IEP Summary Reflection <u><i>CEC Standards:</i></u> <i>1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 4.2, 4.4, 5.1, 5.3, 5.4, 5.5, 5.6, 6.3</i>	N=												
	Range =												
	Mean =												

EDSP 414: Instructional Planning

Article I. IEP Project Description

Directions: Using the case student provided to you, you will interpret the norm-referenced and curriculum-based assessment results and subsequently develop a complete, appropriate IEP for the case student based on his/her areas of concern. The IEP should include PLAAFPs, goals, objectives or benchmarks, classroom accommodations, testing modifications, related services, LRE decision, and transition services (if applicable).

Submission: Your product should be typed using the IEP work forms, available on Moodle (under “Assignments: IEP Projects” topic). Your submission should include all relevant state forms. *Please be aware that the work form document will not automatically check for spelling errors for you, so be sure to proofread.*

The completed project will include:

- A complete IEP that reflects the findings in the case study and its integration into the multiple components of an individualized plan of education. The following components will need to be addressed:
 - Student Profile and Consideration
 - Present Levels of Academic and Functional Performance
 - Measureable Annual Goals
 - Short-term Objectives/Benchmarks and Evaluation
 - Least Restrictive Environment, Assessment Programs, Services
 - Transition Component (if applicable)

- A narrative summary describing your reflections on this project including:
 - With whom would you have collaborated to complete this student’s IEP if it were an actual case and why?
 - What difficulties did you encounter in developing this IEP?
 - What were the rationales for the goals and objectives/benchmarks you have chosen?
 - How does this project contribute to your profession in relation to the Spadoni College of Education Conceptual Framework?

IEP Project Scoring Rubric

Candidate's Name: _____ Semester/Year: _____ Course: _____ IEP Score: _____ /36

Rating ➤ Indicator ▼	0 Unacceptable	1 Developing	2 Proficient	3 Exemplar	P	W	S
<p>1. IEP Introductory Information (pages 1-2 of 10)</p> <p><u>CEC Standards:</u> <i>1.1, 4.2, 5.1, 5.3, 6.3</i></p> <p><u>CF:</u> <i>3.1</i></p> <p><u>ADEPT:</u> <i>5ABC, 6ABC, 7ABC, 8ABC</i></p> <p><u>SC EEDA:</u> <i>2E, 4</i></p>	Any two or more of the lettered items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.	One letter item in the “Proficient” column may be unclear; AND one lettered item in the “Proficient” column is incorrect, inappropriate, or missing.	Only one of the following lettered items may be unclear, but may not be incorrect, inappropriate, or missing. (a) Basic information including IEP purpose, service dates, student’s name, DOB, school, and grade level is completed throughout the IEP. (b) Student’s primary and secondary (if applicable) areas of eligibility are indicated correctly based on the assessment results. (c) Student’s overall strengths and assessment summaries are indicated appropriately and clearly. (d) Parent’s concerns and vision regarding the student are clearly identified. (e) Transitions are considered (if applicable). (f) Special factors and other factors related to the student’s needs are identified based on assessment information.	All lettered items in the “Proficient” column are correct and exceptionally well addressed.		1	
<p>2. IEP PLAAFPs (page 3 of 10)</p> <p><u>CEC Standards:</u> <i>4.2, 4.4</i></p> <p><u>CF:</u> <i>1.2, 1.5,</i> <u>ADEPT:</u> <i>1ABCDE, 2ABC, 6ABC</i></p> <p><u>SC EEDA:</u></p>	Any two or more of the lettered items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.	One letter item in the “Proficient” column may be unclear; AND one lettered item in the “Proficient” column is incorrect, inappropriate, or missing.	Only one of the following lettered items may be unclear, but may not be incorrect, inappropriate, or missing. (a) PLAAFPs include what students can and cannot do in each area of academic performance, behaviors, or social/emotional development. (b) PLAAFPs are derived from evaluation results, reasons for referral, special consideration factors, and parent’s concerns. (c) PLAAFPs are clearly aligned with the AGs and STOs/BMs. (d) PLAAFPs describe how the student’s disability affects his/her involvement and progress in the general curriculum. (e) PLAAFPs provide sufficient and specific descriptions of students’ present performance. (f) PLAAFP description starts with strength areas.	All lettered items in the “Proficient” column are correct and exceptionally well addressed.		2	

<p>2E, 3, 4</p> <p>3. IEP MAGs (pages 3-4 of 10)</p> <p><u>CEC Standards:</u> 2.1, 3.1, 3.2, 3.3, 4.2, 4.4, 5.1, 5.3, 5.4, 5.5, 5.6</p> <p><u>CF:</u> 1.1, 1.2, 2.1, 3.2</p> <p><u>ADEPT:</u> 5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC</p> <p><u>SC EEDA:</u> 1A, 2E, 3, 4</p>	<p>Any two or more of the lettered items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.</p>	<p>One letter item in the “Proficient” column may be unclear; AND one lettered item in the “Proficient” column is incorrect, inappropriate, or missing.</p>	<p>Only one of the following lettered items may be unclear, but may not be incorrect, inappropriate, or missing. (a) MAGs include all essential components. (b) MAGs are measurable and appropriate for the student to accomplish within 12 months. (c) MAGs align with specified PLAAFPs. (d) MAGs are integrated with related services when applicable and clearly listed. (e) Student need for assistive technology is indicated and described (if applicable). (f) Competency goals from the SC-CCS are listed and correctly aligned with developed MAGs.</p>	<p>All lettered items in the “Proficient” column are correct and exceptionally well addressed.</p>		<p>2</p>	
<p>4. IEP STOs/BMs, measurement of progress (page 4 of 10)</p> <p><u>CEC Standards:</u> 2.1, 3.1, 3.2, 3.3, 4.2, 4.4, 5.1, 5.3, 5.4, 5.5, 5.6</p> <p><u>CF:</u> 1.1, 1.2, 2.1, 3.2</p> <p><u>ADEPT:</u> 5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC,</p>	<p>Any two or more of the lettered items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.</p>	<p>One letter item in the “Proficient” column may be unclear; AND one lettered item in the “Proficient” column is incorrect, inappropriate, or missing.</p>	<p>Only one of the following lettered items may be unclear, but may not be incorrect, inappropriate, or missing. (a) BMs/STOs include all essential components. (b) BMs/STOs are discrete, measurable, and specific. (c) BMs/STOs indicate reasonable/appropriate steps or milestones toward the MAGs. (d) Analysis of skills/concepts of BMs/STOs necessary in meeting the MAGs is clear and can easily be followed and monitored. (e) Sources of measuring progress are appropriate, clear, and well documented.</p>	<p>All lettered items in the “Proficient” column are correct and exceptionally well addressed.</p>		<p>2</p>	

<p>7ABC</p> <p><u>SC EEDA:</u> 1A, 2E, 3, 4</p>							
<p>5. IEP LRE parts I-IV (pages 5-7 of 10)</p> <p><u>CEC Standards:</u> 5.3, 5.5, 6.3</p> <p><u>CF:</u> 3.1, 4.1, 4.2</p> <p><u>ADEPT:</u> 5ABC, 6ABC, 7ABC, 8ABC, 8B, 9A, 10D, 4ABC, 8BC, 10D</p> <p><u>SC EEDA:</u> 1A, 2E, 3, 4</p>	<p>Any two or more of the lettered items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.</p>	<p>One letter item in the “Proficient” column may be unclear; AND one lettered item in the “Proficient” column is incorrect, inappropriate, or missing.</p>	<p>Only one of the following lettered items may be unclear, but may not be incorrect, inappropriate, or missing. (a) General education program participation is correctly specified. (b) Supplemental aids/services, modifications, accommodations, and assistive technology specifications for each listing in item (a) are appropriate to the student’s strengths and weaknesses. (c) Participation in the SC testing program is correctly indicated. (d) Participation in district-wide assessment is correctly indicated (if applicable). (e) Justification for alternate assessment is clear and well developed (if applicable).</p>	<p>All lettered items in the “Proficient” column are correct and exceptionally well addressed.</p>		1	
<p>6. IEP LRE parts V-XI (pages 7-10 of 10)</p> <p><u>CEC Standards:</u> 5.3, 5.5, 6.3</p> <p><u>CF:</u> 3.1, 4.1, 4.2</p> <p><u>ADEPT:</u> 5ABC, 6ABC, 7ABC, 8ABC, 8B, 9A, 10D, 4ABC, 8BC, 10D</p> <p><u>SC EEDA:</u> 1A, 2E, 3, 4</p>	<p>Any two or more of the lettered items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.</p>	<p>One letter item in the “Proficient” column may be unclear; AND one lettered item in the “Proficient” column is incorrect, inappropriate, or missing.</p>	<p>Only one of the following lettered items may be unclear, but may not be incorrect, inappropriate, or missing. (a) Frequency and location of specially designed instruction are correctly stated. (b) Frequency and location of related services are correctly stated. (c) Nonacademic services/activities are correctly stated (if applicable). (d) LRE is appropriate based on students’ strengths and needs. (e) Rationale for removing student and/or providing special education services is clear and well developed supporting the initial referral information. (f) Explanation on how parents will be informed of child’s progress is clearly provided if different from issuance of report cards. (g) Information on extended school year and participation of team members are recorded completely and accurately. (h) Record of IEP team participation and IEP amendment information is completed.</p>	<p>All lettered items in the “Proficient” column are correct and exceptionally well addressed.</p>		1	
<p>7. IEP Summary</p>	<p>Any two or more of the</p>	<p>One lettered item in the</p>	<p>(a) Summary is comprehensive and clearly communicates collaborative efforts necessary to complete the student’s IEP. (b)</p>	<p>All lettered items in the</p>		3	

<p>Reflection</p> <p><u>CEC Standards:</u> 1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 4.2, 4.4, 5.1, 5.3, 5.4, 5.5, 5.6, 6.3</p> <p><u>CF:</u> 1.1, 1.2, 1.5, 2.1, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1</p> <p><u>ADEPT:</u> 5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 3ABC, 7ABC, 5AB, 8C, 5ABC, 6ABC, 7ABC, 8ABC, 3ABC, 5ABC, 6ABC, 7ABC, 8B, 9A, 10D, 4ABC, 8BC, 10D, 10ABCDE, 2C, 3 BC, 10E</p> <p><u>SC EEDA:</u> 1A, 2E, 3, 4</p>	<p>lettered items in the “Proficient” column are not clearly addressed.</p>	<p>“Proficient” column is not clearly addressed. Summary is clearly written with minimum grammatical and spelling errors.</p>	<p>Rationale for MAGs and STOs/BMs is clear and communicates a logical approach to writing of the IEP. (c) Reflection on professional development is provided regarding the following aspects of being a “reflective practitioner, “ who is able to: apply content and pedagogical knowledge to the teaching and learning process, integrate technology to improve teaching and learning, demonstrate professional behavior and dispositions, engage in reflective practice to improve teaching and learning, and work with diverse populations. (d) Summary is well written and free of grammatical and spelling errors.</p>	<p>“Proficient” column are clearly addressed and summary is exceptionally well written.</p>			
<p style="text-align: right;">P (points) x W (weight) = S (score) Total points available = 36 Total earned points: _____</p>							

Instructor’s comments:

CEC Assessment 7

EDSP 322: Applied Behavior Analysis for Teachers

PBIS Project

Description of Assessment

Purpose: The PBIS project is required for the course EDSP 322: Applied Behavior Analysis for Teachers. The purpose of this project is to provide candidates with practical experience in planning and implementing positive behavioral interventions and supports for students with challenging behavior. In addition, through this project, candidates will have an opportunity to apply the knowledge and skills learned in class to their PBIS development.

Description: Candidates will individually develop a PBIS plan, as well as write a narrative summary describing their reflections on the project. Each candidate will identify a student who exhibits challenging behavior for whom the candidate will design a positive behavior intervention support plan. The PBIS plan and PBIS Summary Reflection will be graded using the PBIS scoring rubric (see attached rubric).

25. Alignment with CEC Standards

CEC Standard 1: Learner Development and Individual Learning Differences

<i>Key Elements</i>	
1.1	Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2	Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

CEC Standard 2: Learning Environments

<i>Key Elements</i>	
2.1	Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2	Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
2.3	Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

CEC Standard 4: Assessment

<i>Key Elements</i>	
4.1	Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
4.2	Beginning special education professionals use knowledge of measurement principles

	and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3	Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4	Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

CEC Standard 5: Instructional Planning & Strategies

<i>Key Elements</i>	
5.1	Beginning special education professionals consider an individual’s abilities, interest, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.
5.3	Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support communication and learning of individuals with exceptionalities.
5.4	Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
5.5	Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
5.6	Beginning special education professionals teach to mastery and promote generalization of learning.

CEC Standard 6: Professional Learning & Ethical Practice

<i>Key Elements</i>	
6.1	Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
6.3	Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

26. Analysis of the Data Findings

Data on candidate performance in the creation of the written PBIS plan will be provided as detailed in Section 5 below. Analysis of candidate data will include overall range and mean scores for the assessment, as well as mean scores and ranges for the 17 sub-areas assessed, as indicated in the rubric (attached to this document).

This project will involve various stages as reflected in the rubric. The instructor will monitor each stage during weekly in-class meetings and provide specific feedback. Students must receive a “proficient” or better rating in all sub-areas with an overall “proficient” rating on the assessment.

Students not meeting these standards will receive both written and oral feedback and must resubmit the assignment in order to successfully meet or pass the basic requirements of the course. However, the initial rating (and grade) on the assessment will be used in the calculation of the final grade for the course. The reported student data will reflect the initial submission ratings, as opposed to subsequent submissions.

27. Interpretation of How that Data Provides Evidence for Meeting Standards

A level of mastery (“exemplar” or “proficient”) will be sought in achievement of stated standards. Interpretation of data will allow the program faculty to determine appropriate changes necessary to facilitate mastery for all candidates in each area. Areas of needed remediation may also be discerned.

5. Assessment Documentation

Overall Scores	N=	Range	Median (%)
2015-2016 (AY16)			
2016-2017 (AY17)			
2017-2018 (AY18)			

		Unsatisfactory			Developing			Proficient			Exemplar		
		A Y 16	AY 17	AY 18	A Y 16	AY 17	AY 18	AY 16	AY 17	AY 18	AY 16	AY 17	AY 18
Description of Student <u>CEC Standards:</u> 1.1, 1.2	N=												
	Range =												
	Mean =												
Obtaining Information on Behavior <u>CEC Standards:</u> 1.1, 4.1, 5.1, 6.1, 6.3	N=												
	Range =												
	Mean =												
Defining and Pinpointing Behaviors <u>CEC Standards:</u> 1.1, 1.2, 4.2	N=												
	Range =												
	Mean =												
Conducting a Functional Assessment I – ABC Assessments <u>CEC Standards:</u> 1.1, 1.2, 4.1, 4.2, 4.3, 4.4, 6.1	N=												
	Range =												
	Mean =												

		Unsatisfactory			Developing			Proficient			Exemplar		
		A Y 16	AY 17	AY 18	A Y 16	AY 17	AY 18	AY 16	AY 17	AY 18	AY 16	AY 17	AY 18
Conducting a Functional Assessment II – Forming Hypotheses <u>CEC Standards:</u> 1.1, 1.2, 4.1, 4.2, 4.3, 4.4, 6.1	N=												
	Range =												
	Mean =												
Appropriate Behavior is Targeted for Change <u>CEC Standards:</u> 1.1, 1.2, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.3, 5.4, 5.5, 6.1, 6.3	N=												
	Range =												
	Mean =												
Two Written Behavioral Objectives <u>CEC Standards:</u> 1.1, 1.2, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.3, 5.4, 5.5, 6.1, 6.3	N=												
	Range =												
	Mean =												
Recording on Two Behaviors For Change <u>CEC Standards:</u> 4.1, 4.2, 4.3, 4.4	N=												
	Range =												
	Mean =												
Graphing Two Behaviors <u>CEC Standards:</u> 4.1, 4.2, 4.3, 4.4	N =												
	Range =												
	Mean =												

		Unsatisfactory			Developing			Proficient			Exemplar		
		A Y 16	AY 17	AY 18	A Y 16	AY 17	AY 18	AY 16	AY 17	AY 18	AY 16	AY 17	AY 18
Environmental & Antecedent Strategies <u>CEC Standards:</u> 1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 4.3, 4.4, 5.1, 5.4, 5.5, 6.3	N =												
	Range =												
	Mean =												
Skill Training or Functional Communication Training <u>CEC Standards:</u> 1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 4.3, 4.4, 5.1, 5.4, 5.5, 6.3	N =												
	Range =												
	Mean =												
Strategies for Increasing Alternative Behaviors <u>CEC Standards:</u> 1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 4.3, 4.4, 5.1, 5.4, 5.5, 5.6, 6.3	N =												
	Range =												
	Mean =												
Strategies for Decreasing Problem Behaviors <u>CEC Standards:</u> 1.1, 1.2, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.4, 5.5, 5.6, 6.3	N =												
	Range =												
	Mean =												
Teaching Self-Management <u>CEC Standards:</u> 1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 4.3, 4.4, 5.1, 5.4, 5.5, 5.6, 6.3	N =												
	Range =												
	Mean =												

		Unsatisfactory			Developing			Proficient			Exemplar		
		A Y 16	AY 17	AY 18	A Y 16	AY 17	AY 18	AY 16	AY 17	AY 18	AY 16	AY 17	AY 18
Summary of Results and Discussion <u>CEC Standards:</u> 6.1, 6.3	N =												
	Range =												
	Mean =												
Planning for Generalization <u>CEC Standards:</u> 1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 4.3, 4.4, 5.1, 5.4, 5.5, 5.6, 6.3	N =												
	Range =												
	Mean =												
Reflection <u>CEC Standards:</u> 6.1, 6.3	N =												
	Range =												
	Mean =												

EDSP 322: Applied Behavior Analysis for Teachers

3. PBIS Project Description

Directions: You will complete the PBIS Project consisting of four parts. To complete each part of the project, you will need weekly access to a classroom (special education or general education) that includes a student at-risk or student with a disability who exhibits challenging/inappropriate behavior. During your first sessions in schools, identify a student who exhibits challenging behavior for whom you will design a positive behavior intervention support plan. You will be collecting data for your project during your field experience. This project has been designed to provide practical experience in planning and implementing positive behavioral interventions and supports (see attached rubric).

1. **Format:** All assignments are to be typed in Microsoft Word. All the typed assignments should follow the PBIS project format provided by the instructor. Do not change the format.
2. **Turn-in instruction:** All assignments should be submitted in your folder at the beginning of class on its due date.
3. **Late assignment:** There will be a 10% point reduction (of received points) for each late assignment. An assignment is considered late if the assignment received is dated past the due date.
4. **Grammatical/spelling errors:** All assignments must be proofed for grammatical and spelling errors prior to submission for a grade. There will be a 10% point deduction (of received points) for an assignment with more than 5 grammatical and spelling errors. If you know you have problems with spelling and grammar, I recommend you use any of the following means to check your grammar: (a) ask a friend who is a good proof reader to proof your work before turning it in for grading, (b) consult a grammar web site (<http://www.drgrammar.org/>; <http://ccc/commnet.edu/grammar/>), or (c) consult with the Writing Center (<https://www.coastal.edu/writingcenter/>).
5. **Revision:** You may revise parts #1, #2, and #3 of your PBIS project using the instructor's comments. However, if you opt to make revisions, you must (a) revise ALL portions suggested by the instructor, and (b) use a different font color (e.g., blue) to indicate how you have revised your work. The instructor will use the "Track Changes" and "Comments" functions to provide feedback. Students must remove the instructor's feedback in their revisions and final project. In other words, revisions and the final project should be presented in a clean copy. Revisions are due on the date of the next assignment. Incomplete or late revisions will not be accepted.

PBIS Part 1: Defining Behavior and Developing Hypotheses

Focus: Select one student (from a diverse background) with a problem behavior, conduct a teacher interview (form will be provided by instructor) and classroom observations to obtain information regarding the student's behavior. Define (pinpoint) the problem behavior so that it can be observed and measured. Conduct three ABC assessments (at least 15 min. each session) on the behavior and develop hypotheses about the behavior. This assignment is NOT to intervene with the student at this point, but rather to observe and study the behavior in relation to the antecedents and consequences.

Estimated Number of Sessions: 1 session (30-60 min) to select a student and conduct the teacher interview; 1 session (30-60 min) or more to conduct general observations to help define the behavior

PBIS Part 2: Recording and Graphing Behavior

Focus: Develop appropriate recording systems for measuring the student's problem behavior AND replacement behavior. Observe the student and collect at least three (3) baseline data points on both the problem behavior and the replacement behavior using your data recording sheets. These two behaviors should be observed and recorded during the same observational periods. DO NOT intervene yet – just observe and collect data. Graph the data on two separate charts. Of the three observational sessions, have another adult collect inter-observer reliability data with you on both the problem behavior and replacement behavior during ONE data recording session and compute your inter-observer reliability percentage. Be sure to train this adult on how to collect the data. Baseline data means data on how the student behaviors before you implement strategies to change behavior.

Estimated Number of Sessions: At least 3 observational sessions to collect baseline data.

PBIS Part 3: Positive Behavioral Intervention Support Plan

Focus: Design and implement a positive behavioral intervention plan and record at least 3 intervention data points to monitor students' behavioral progress during the intervention period. The purpose of your intervention plan is to achieve the behavioral objectives for both the reduction of the problem behavior AND the increase of the replacement behavior. To qualify as a positive behavioral support intervention, your intervention strategies must be linked to the function of behavior and emphasize positive procedures. Your intervention plan must include teaching the replacement behavior. Implement your plan (skill training is required) and measure both the problem behavior and the replacement behavior (using the same recording method during baseline) to monitor the effectiveness.

Estimated Number of Sessions: At least 3 sessions of intervention implementation and data collection (may include at least 1 session of skill training).

PBS Part 4: Positive Behavioral Intervention Support Summary

Focus: Evaluate the effectiveness of your PBIS intervention. This is the summary of your positive behavior support plan, the evaluation of your brief intervention, and the reflection of your own professional learning.

The completed project will include:

- ❑ A complete PBIS plan that reflects the results of the FBA. The following components will need to be addressed:
 - Description of Student
 - Obtaining Information on Behavior
 - Defining and Pinpointing Behaviors
 - Conducting an FBA I – ABC Assessments
 - Conducting an FBA II – Forming Hypotheses
 - Appropriate Behavior is Targeted for Change
 - Two Written Behavioral Objectives
 - Recording on Two Behaviors for Change
 - Graphing Two Behaviors
 - Environmental and Antecedent Strategies
 - Skill Training or Functional Communication Training
 - Strategies for Increasing Alternative Behaviors
 - Strategies for Decreasing Problem Behaviors
 - Teaching Self-management
 - Summary of Results and Discussion
 - Planning for Generalization

- ❑ A narrative summary describing your reflections on this project including:
 - Collaborative efforts in the PBIS project
 - Reflection on diversity learning experiences throughout the PBIS project
 - Reflection on professional development
 - Applying content and pedagogical knowledge to the teaching and learning process
 - Demonstrating professional behavior and dispositions
 - Engaging in reflective practice to improve teaching and learning
 - Working with diverse populations

PBIS Project Scoring Rubric

Candidate's Name: _____

Score: _____ /84

Rating ➤ Indicator ▼	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary	P	W	S
Description of Student <u>CEC Standards:</u> <i>1.1, 1.2</i> <u>CF:</u> <i>3.1</i> <u>ADEPT:</u> <i>5ABC, 6ABC, 7ABC, 8ABC</i> <u>SC EEDA:</u> <i>2E, 4</i>	Any two of the lettered items in the “Proficient” column is incorrect, unclear, inappropriate, or missing.	Any one lettered item in the “Proficient” column is incorrect, unclear, inappropriate, or missing.	Describe the student you worked with using professional language. (a) The student’s confidentiality is protected by assigning her/him a pseudonym. (b) Include information regarding gender, age, grade level, race, socio-economic status, EC classification, curriculum being pursued, strengths, weaknesses, and any other details (e.g., cultural influences) relevant to the student’s particular circumstances. (c) People First language is used throughout project.	All lettered items in the “Proficient” column are correct and exceptionally well addressed.		1	
Obtaining Information on Behavior <u>CEC Standards:</u> <i>1.1, 4.1, 5.1, 6.1, 6.3</i> <u>CF:</u> <i>1.2, 1.5,</i> <u>ADEPT:</u> <i>1ABCDE, 2ABC, 6ABC</i> <u>SC EEDA:</u>	Any two of the lettered items in the “Proficient” column is incorrect, unclear, inappropriate, or missing.	Any one of the lettered items in the “Proficient” column is incorrect, unclear, inappropriate, or missing.	Information related to student’s behavior is obtained from teacher interview and classroom observations: (a) teacher interview form was completed with sufficient information, (b) teacher interview results were summarized clearly with sufficient details in narrative, (c) information on classroom observations was described completely and clearly to allow for the identification of the target behavior, (d) information from teacher interview and observation is consistent with the behavior pinpointed.	All lettered items in the “Proficient” column are correct and exceptionally well addressed.		2	

<p><i>2E, 3, 4</i></p> <p>Defining and Pinpointing Behaviors</p> <p><u>CEC Standards:</u> <i>1.1, 1.2, 4.2</i></p> <p><u>CF:</u> <i>1.2, 1.5,</i></p> <p><u>ADEPT:</u> <i>1ABCDE, 2ABC, 6ABC</i></p> <p><u>SC EEDA:</u> <i>2E, 3, 4</i></p>	<p>Two or more of the lettered items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.</p>	<p>Any one of the lettered items in the “Proficient” column is incorrect, unclear, inappropriate, or missing.</p>	<p>Behaviors targeted for change are delineated in (a) concise terms, (b) observable/measurable terms so that there is no ambiguity as to what is being changed and measured, (c) terms for behaviors are supported by observable pinpoints, (d) using the correct pinpoint phrase format, (e) selection of behavior was based on teacher interview results and classroom observations (or explanation is provided if inconsistent with one or the other), (f) cultural factors were considered.</p>	<p>All lettered items in the “Proficient” column are correct and exceptionally well addressed.</p>		<p>1</p>	
<p>Conducting a Functional Assessment I – ABC Assessments</p> <p><u>CEC Standards:</u> <i>1.1, 1.2, 4.1, 4.2, 4.3, 4.4, 6.1</i></p> <p><u>CF:</u> <i>1.2, 1.5,</i></p> <p><u>ADEPT:</u> <i>1ABCDE, 2ABC, 6ABC</i></p> <p><u>SC EEDA:</u> <i>2E, 3, 4</i></p>	<p>Four or more of the lettered items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.</p>	<p>Any three of the lettered items in the “Proficient” column is incorrect, unclear, inappropriate, or missing.</p>	<p>ABC analysis is conducted (a) using behavioral terms, (b) with adequate details in all columns, (c) details are recorded in the correct columns, (d) setting information and setting events have been described, (e) all antecedents are correctly recorded, (f) all consequences are correctly recorded, (g) consequences that serve as antecedents for subsequent behavior are indicated with a “✓,” (h) hypotheses are generated, (i) summary of ABC assessments is accurate.</p>	<p>All lettered items in the “Proficient” column are correct and exceptionally well addressed.</p>		<p>2</p>	
<p>Rating Indicator ➤</p>	<p>0 Unacceptable</p>	<p>1 Developing</p>	<p>2 Proficient</p>	<p>3 Exemplary</p>	<p>P</p>	<p>W</p>	<p>S</p>

<p>Conducting a Functional Assessment II – Forming Hypotheses</p> <p><u>CEC Standards:</u> 1.1, 1.2, 4.1, 4.2, 4.3, 4.4, 6.1</p> <p><u>CF:</u> 1.2, 1.5,</p> <p><u>ADEPT:</u> 1ABCDE, 2ABC, 6ABC</p> <p><u>SC EEDA:</u> 2E, 3, 4</p>	<p>Three or more of the lettered items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.</p>	<p>Any two of the lettered items in the “Proficient” column is incorrect, unclear, inappropriate, or missing.</p>	<p>Functional assessment data analyses: (a) are logical and accurate based on teacher interview results, classroom observations, and ABC assessments, (b) problem behavior competing pathways summary is complete, accurate, and is based on obtained information, (c) hypotheses are formed using correct format, (d) hypotheses include setting event(s), antecedent(s), consequences, and observable behavior, (e) hypotheses are derived from the data, (f) hypotheses are reasonable given the indications of the data, (g) cultural influences have been considered when forming hypotheses.</p>	<p>All lettered items in the “Proficient” column are correct and exceptionally well addressed.</p>		1	
<p>Appropriate behavior is Targeted for Change</p> <p><u>CEC Standards:</u> 1.1, 1.2, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.3, 5.4, 5.5, 6.1, 6.3</p> <p><u>CF:</u> 1.2, 1.5,</p> <p><u>ADEPT:</u> 1ABCDE, 2ABC, 6ABC</p> <p><u>SC EEDA:</u></p>	<p>Two or more of the lettered items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.</p>	<p>Any one of the lettered items in the “Proficient” column is incorrect, unclear, inappropriate, or missing.</p>	<p>The targeted alternative replacement behavior: (a) serves the same function as the targeted problem behavior, (b) is socially acceptable and can be taught, (c) is in behavioral terms (concise, observable, measurable), (d) terms for behaviors are supported by observable pinpoints, (e) using the correct pinpoint phrase format, (f) cultural factors were considered.</p>	<p>All lettered items in the “Proficient” column are correct and exceptionally well addressed.</p>		1	

<p>2E, 3, 4</p> <p>Two Written Behavioral Objectives</p> <p><u>CEC Standards:</u> 1.1, 1.2, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.3, 5.4, 5.5, 6.1, 6.3</p> <p><u>CF:</u> 1.1, 1.2, 2.1, 3.2</p> <p><u>ADEPT:</u> 5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC</p> <p><u>SC EEDA:</u> 1A, 2E, 3, 4</p>	<p>Two or more of the lettered items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.</p>	<p>Any one of the lettered items in the “Proficient” column is incorrect, unclear, inappropriate, or missing.</p>	<p>Behavioral objectives are written with (a) all components (condition, student, behavior, and criterion), (b) behavior in observable/measurable terms, (c) criterion written to mastery level, (d) criterion addresses number of times student must perform at the mastery level for the objective to be considered met, and (e) criterion matches the dimension of the behavior.</p>	<p>All lettered items in the “Proficient” column are correct and exceptionally well addressed.</p>		2	
<p>Recording on Two Behaviors For Change</p> <p><u>CEC Standards:</u> 4.1, 4.2, 4.3, 4.4</p> <p><u>CF:</u> 1.2, 1.5,</p> <p><u>ADEPT:</u></p>	<p>Three or more of the lettered items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.</p>	<p>Any two of the lettered items in the “Proficient” column is incorrect, unclear, inappropriate, or missing.</p>	<p>(a) Recording systems are appropriate to the behaviors being measured, (b) recording systems reflect the behavior and criterion defined above, (c) data recording sheets show data are collected correctly, (d) all relevant data are recorded (e.g., dates, time periods, behaviors, total figures recorded), and if necessary, data are converted for graphing, (e) data recordings for both problem behavior and replacement behavior are attached, (f) inter-observer reliability data were collected and computed correctly, and (g) narrative describes the behavioral measurements in sufficient details so there is no question how data were collected.</p>	<p>All lettered items in the “Proficient” column are correct and exceptionally well addressed.</p>		2	

<i>IABCDE, 2ABC, 6ABC</i>							
<u>SC EEDA:</u> <i>2E, 3, 4</i>							

Rating ➤ Indicator ▼	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary	P	W	S
Graphing Two Behaviors <u><i>CEC Standards:</i></u> <i>4.1, 4.2, 4.3, 4.4</i> <u><i>CF:</i></u> <i>1.2, 1.5,</i> <u><i>ADEPT:</i></u> <i>IABCDE, 2ABC, 6ABC</i> <u><i>SC EEDA:</i></u> <i>2E, 3, 4</i>	Three or more of the lettered items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.	Any two of the lettered items in the “Proficient” column is incorrect, unclear, inappropriate, or missing.	(a) Graphs are provided, (b) scales and intervals of x-axis are appropriate, (c) scales and intervals of y-axis are appropriate for the behavior, (d) data points are plotted correctly, (e) x-axis, y-axis, phases, and title of graphs are labeled correctly, (f) phases are separated correctly, (g) data paths discontinue at phase change with a phase line, (h) at least 3 data points for each phase (baseline and intervention) are plotted, and (i) description of the baseline and intervention data in narrative is accurate and appropriate.	All lettered items in the “Proficient” column are correct and exceptionally well addressed.		2	
Environmental & Antecedent Strategies <u><i>CEC Standards:</i></u> <i>1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 4.3, 4.4, 5.1, 5.4, 5.5, 6.3</i> <u><i>CF:</i></u> <i>1.1, 1.2, 2.1, 3.2</i> <u><i>ADEPT:</i></u> <i>5ABC, 6ABC, IABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC</i>	Two or more of the lettered items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.	Any one of the lettered items in the “Proficient” column is incorrect, unclear, inappropriate, or missing.	(a) Environmental modifications are considered and/or implemented as indicated by FBA data, (b) instructional modifications are considered and/or implemented as indicated by FBA data, (c) prompting strategies are used to help achieve stimulus control, (d) prompt fading procedures are planned/implemented systematically, and (e) culturally responsive curriculum modifications are considered.	All lettered items in the “Proficient” column are correct and exceptionally well addressed.		2	

<p><u>SC EEDA:</u> <i>1A, 2E, 3, 4</i></p>							
<p>Skill Training or Functional Communication Training</p> <p><u>CEC Standards:</u> <i>1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 4.3, 4.4, 5.1, 5.4, 5.5, 6.3</i></p> <p><u>CF:</u> <i>1.1, 1.2, 2.1, 3.2</i></p> <p><u>ADEPT:</u> <i>5ABC, 6ABC, IABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC</i></p> <p><u>SC EEDA:</u> <i>1A, 2E, 3, 4</i></p>	<p>Two or more of the lettered items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.</p>	<p>Any one of the lettered items in the “Proficient” column is incorrect, unclear, inappropriate, or missing.</p>	<p>(a) Skill targeted for training is appropriate based on FBA data, (b) systematic instruction on directly teaching replacement behavior is described and implemented, and (c) components of skill training are addressed completely and clearly.</p>	<p>All lettered items in the “Proficient” column are correct and exceptionally well addressed.</p>		2	
<p>Strategies for Increasing Alternative Behaviors</p> <p><u>CEC Standards:</u> <i>1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 4.3, 4.4, 5.1, 5.4, 5.5, 5.6, 6.3</i></p> <p><u>CF:</u> <i>1.1, 1.2, 2.1, 3.2</i></p> <p><u>ADEPT:</u></p>	<p>Three or more of the lettered items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.</p>	<p>Any two of the lettered items in the “Proficient” column is incorrect, unclear, inappropriate, or missing.</p>	<p>(a) Reinforcers used were selected using appropriate strategies, (b) reinforcers were age-appropriate, (c) reinforcement schedules were used/planned, (d) reinforcement schedule was appropriate for the behavior(s) targeted for change, and (e) reinforcement schedules were changed to systematically reduce the student’s reliance on artificial levels of reinforcement.</p>	<p>All lettered items in the “Proficient” column are correct and exceptionally well addressed.</p>		2	

<p>5ABC, 6ABC, IABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC</p> <p><u>SC EEDA:</u> 1A, 2E, 3, 4</p>							
<p>Strategies for Decreasing Problem Behaviors</p> <p><u>CEC Standards:</u> 1.1, 1.2, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.4, 5.5, 5.6, 6.3</p> <p><u>CF:</u> 1.1, 1.2, 2.1, 3.2</p> <p><u>ADEPT:</u> 5ABC, 6ABC, IABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC</p> <p><u>SC EEDA:</u> 1A, 2E, 3, 4</p>	<p>Two or more of the lettered items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.</p>	<p>Any one of the lettered items in the “Proficient” column is incorrect, unclear, inappropriate, or missing.</p>	<p>(a) Differential schedule of reinforcement (DR) strategies used to reduce the problem behavior are appropriate, (b) DR strategies were used to increase a replacement or functionally equivalent behavior as a way of decreasing the problem behavior, (c) DR strategies were used in conjunction with other strategies (extinction) as appropriate to build a replacement behavior, and (d) negative consequences, if used, are justified by data from previous attempts using positive means.</p>	<p>All lettered items in the “Proficient” column are correct and exceptionally well addressed.</p>		2	
<p>Rating ></p>	<p>0</p>	<p>1</p>	<p>2</p>	<p>3</p>			
<p>Indicator ></p>	<p>Unacceptable</p>	<p>Developing</p>	<p>Proficient</p>	<p>Exemplary</p>	<p>P</p>	<p>W</p>	<p>S</p>
<p>Teaching Self-Management</p> <p><u>CEC Standards:</u> 1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 4.3, 4.4, 5.1, 5.4, 5.5, 5.6,</p>	<p>Two or more of the lettered items in the “Proficient” column are incorrect, unclear,</p>	<p>Any one of the lettered items in the “Proficient” column is incorrect, unclear, inappropriate, or missing.</p>	<p>(a) Self-management strategies are taught or planned, (b) self-management strategies selected are appropriate for the behavior, and (c) provisions for student involvement in the behavior change plan are included.</p>	<p>All lettered items in the “Proficient” column are correct and exceptionally well</p>		1	

<p>6.3</p> <p><u>CF:</u> 1.1, 1.2, 2.1, 3.2</p> <p><u>ADEPT:</u> 5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC</p> <p><u>SC EEDA:</u> 1A, 2E, 3, 4</p>	<p>inappropriate, or missing.</p>			<p>addressed.</p>			
<p>Summary of Results and Discussion</p> <p><u>CEC Standards:</u> 6.1, 6.3</p> <p><u>CF:</u> 1.1, 1.2, 1.5, 2.1, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1</p> <p><u>ADEPT:</u> 5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 3ABC, 7ABC, 5AB, 8C, 5ABC, 6ABC, 7ABC, 8ABC, 3ABC, 5ABC, 6ABC, 7ABC, 8B, 9A, 10D, 4ABC, 8BC, 10D, 10ABCDE, 2C, 3</p>	<p>Two or more of the lettered items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.</p>	<p>Any one of the lettered items in the “Proficient” column is incorrect, unclear, inappropriate, or missing.</p>	<p>(a) Narrative summary of the correctness or incorrectness of the hypotheses was provided, (b) evaluation of intervention effects was provided correctly based on the collected data, and (c) narrative assessment of the PBIS project addresses what could have been done differently and why; and/or what could be modified to produce better results for the future.</p>	<p>All lettered items in the “Proficient” column are correct and exceptionally well addressed.</p>		<p>2</p>	

<p><i>BC, 10E</i></p> <p><u>SC EEDA:</u> <i>1A, 2E, 3, 4</i></p>							
<p>Planning for Generalization</p> <p><u>CEC Standards:</u> <i>1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 4.3, 4.4, 5.1, 5.4, 5.5, 5.6, 6.3</i></p> <p><u>CF:</u> <i>1.1, 1.2, 2.1, 3.2</i></p> <p><u>ADEPT:</u> <i>5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC</i></p> <p><u>SC EEDA:</u> <i>1A, 2E, 3, 4</i></p>	<p>Two or more of the lettered items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.</p>	<p>Any one of the lettered items in the “Proficient” column is incorrect, unclear, inappropriate, or missing.</p>	<p>(a) The plan addresses type(s) of generalization to increase upon, (b) the plan includes specific strategies used to promote generalization, (c) maintenance is addressed, (e) strategies selected to promote generalization are appropriate, and (d) strategies selected to address maintenance of the behavior are appropriate.</p>	<p>All lettered items in the “Proficient” column are correct and exceptionally well addressed.</p>		1	
<p>Reflection</p> <p><u>CEC Standards:</u> <i>6.1, 6.3</i></p> <p><u>CF:</u> <i>1.1, 1.2, 1.5, 2.1, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1</i></p> <p><u>ADEPT:</u> <i>5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 3ABC, 7ABC, 5AB, 8C,</i></p>	<p>Two or more of the lettered items in the “Proficient” column are incorrect, unclear, inappropriate, or missing.</p>	<p>Any one of the lettered items in the “Proficient” column is incorrect, unclear, inappropriate, or missing.</p>	<p>(a) Collaborative efforts in the PBIS project are described, (b) difficulties in implementation process are identified, (c) reflection on diversity learning experience throughout the PBIS project is included, and (d) reflection on professional development is provided regarding the following aspects of being a “reflective practitioner, “ who is able to: apply content and pedagogical knowledge to the teaching and learning process, integrate technology to improve teaching and learning, demonstrate professional behavior and dispositions, engage in reflective practice to improve teaching and learning, and work with diverse populations.</p>	<p>All lettered items in the “Proficient” column are clearly addressed and reflection is exceptionally well written.</p>		2	

<p>5ABC, 6ABC, 7ABC, 8ABC, 3ABC, 5ABC, 6ABC, 7ABC, 8B, 9A, 10D, 4ABC, 8BC, 10D, 10ABCDE, 2C, 3 BC, 10E</p> <p><u>SC EEDA:</u> 1A, 2E, 3, 4</p>							
<p>P (points) x W (weight) = S (score) Total points available = 84 Total earned points _____</p>							
<p>Instructor's comments:</p>							