NEW PROGRAM PROPOSAL

Name of Institution: Coastal Carolina University

Name of Program (include concentrations, options, and tracks):

Master of Education (M.Ed.) in Special Education
Concentrations in Twice-Exceptional (Learning Disabilities and Gifted and Talented), Twice - Exceptional (Emotional Disabilities and Gifted and Talented), Emotional Disabilities, Intellectual Disabilities, Learning Disabilities, or Severe Disabilities

Program Designation

☐ Associate's Degree ☒ Master's Degree
☐ Bachelor's Degree: 4 Year ☐ Specialist
☐ Bachelor's Degree: 5 Year ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)
☐ Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

☐ Yes
☒ No

Proposed Date of Implementation
Spring, 2016

CIP Code
13.0101

Delivery Site(s)
Online

Delivery Mode

☐ Traditional/face-to-face*
*select if less than 50% online

☒ Distance Education
☒ 100% online
☐ Blended (more than 50% online)
☐ Other distance education

Program Contact Information (name, title, telephone number, and email address)
Susan D. Flynn, Ph.D., BCBA-D, Assistant Professor
Program Coordinator, Special Education
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Institutional Approvals and Dates of Approval

Internal Institutional Body	Date of Approval
Board of Trustees	5/9/2014
Academic Program	2/16/2015
Graduate Curriculum Committee, College of Education	3/25/2015

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Dean, College of Education	3/25/2015
Graduate Council	4/2/2015
Faculty Senate	Anticipated 5/6/2015
Provost	Anticipated 5/14/2015
President	Anticipated 5/14/2015

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The purpose of this proposal is to obtain approval to offer a stand-alone Master of Education in Special Education with an option for add-on licensure in Twice-Exceptional (Learning Disabilities and Gifted and Talented), Twice-Exceptional (Emotional Disabilities and Gifted and Talented), Emotional/Behavioral Disabilities, Intellectual Disabilities, Learning Disabilities, or Severe Disabilities. Although the South Carolina Department of Education does not offer licensure in the area of Gifted and Talented, students who choose to complete one of the Twice-Exceptional tracks are eligible to apply for licensure in either Learning Disabilities or Emotional Disabilities. The Spadoni College of Education currently offers a Master of Education in Learning and Teaching program with a concentration in Special Education: High Incidence Disabilities PreK-12 with specializations in Emotional Disabilities, Learning Disabilities, or Intellectual Disabilities. This newly proposed program will replace the current Master of Education program concentration in special education while adding three additional concentration areas, and it will target both general and special educators who are already licensed to teach in their respective fields.

Upon approval of this proposed program, the current special education concentration in the Master of Education in Learning and Teaching program will be phased out. The proposed program will complement our approved undergraduate degree program in High-incidence Disabilities (Multi-categorical) by offering our graduates the opportunity for add-on licensure in Severe Disabilities while earning a graduate degree. In addition, students who are interested in serving students who are Twice-Exceptional will be able to apply for licensure in Learning Disabilities or Emotional Disabilities, as well as have the required knowledge base to serve students who possess a gift *and* a disability. Finally, it will respond to the needs of area school districts and address the critical shortage of special educators in South Carolina and nationwide. Offering the program in a distance education format will reach licensed teachers who are unable to make the commute to campus.

List the program objectives. (2000 characters)

The objectives of the M.Ed. program will be to advance educators' abilities to:

1. Design and implement effective lessons based on knowledge of students, curricula, and best pedagogical practices.
2. Integrate technology to improve teaching, learning, and professional productivity.
3. Adapt learning environments, instructional strategies, and assessment techniques to meet the needs of culturally and developmentally diverse students.
4. Demonstrate leadership behaviors and dispositions in professional contexts.
5. Engage in reflective practice to improve teaching and learning.
6. Apply knowledge of special education principles, theories, laws, policies, and ethical practice in the comprehensive delivery of services to individuals with exceptional

learning needs associated with emotional, intellectual, learning, or severe disabilities, as well as dually-diagnosed students with a gift and a disability.

Student Learning Outcomes:

1. Design learning environments and provide evidence-based instructional strategies to individualize instruction for positive learning results in general and special curricula.
2. Select, conduct, and interpret appropriate assessments for purposes of identification, eligibility determination, instructional planning, evaluation, and collaborative decision-making appropriate for individuals with disabilities and dual diagnoses.
3. Effectively review and utilize current research in the field to improve teaching and student outcomes.
4. Conduct and evaluate classroom-based research that can be disseminated in their schools, their district, and for professional audiences through publications and presentations.

Assessment of Need

According to the South Carolina Annual School District Report Card Summary (2013), approximately 59.7% of teachers in Horry County Schools held advanced degrees. In addition, 64.3% of teachers in Georgetown County School District and approximately 58% of teachers across all five school districts in Florence County held advanced degrees. This is the population that has traditionally served as Coastal Carolina University's student base. An electronic survey needs assessment (November, 2012) was administered to 462 teacher respondents in Horry, Georgetown, and Florence school districts. Results from the survey showed nearly 42% of respondents indicating an interest in advanced preparation in special education.

Statewide, special education continues to be a critical needs subject and licensure area. According to the annual supply and demand survey conducted by the Center for Educator Recruitment, Retention, and Advancement (CERRA, 2015), in South Carolina more than 20% of vacant teacher positions in the 2014-15 academic year were in special education across all school levels: the largest share of all unfilled FTEs in the state. Nearly 60% of all unfilled special education positions are concentrated in two geographic areas in the state: the Lowcountry and the Pee Dee regions" (2015, p.4). CERRA also reported that there were 67.5 unfilled special education teaching positions at the beginning of the 2014-15 school year. Further, across all school grade levels, special education teachers accounted for the greatest number of hires in 2014-15. The new program will seek to address these issues by providing advanced-level special educators who will teach in the state of South Carolina.

Over the past two years, Coastal Carolina University's Spadoni College of Education has received approximately ten inquiries each semester concerning the availability of a master's program; particularly in the areas of Emotional Disabilitiesor Severe Disabilities. In addition, graduates of the current Master of Education in Learning and Teaching – High-incidence Disabilities Concentration have indicated dissatisfaction with the core courses offered in that program. In particular, licensed general education teachers have suggested that the core courses are not "special education specific" and the content is "disconnected from the concentration's courses" (specifically, many of the core content courses do not complement or build off of the concentration courses in special education). The proposed program will address this by offering core courses (regardless of the chosen concentration area) that are specifically relevant to the field of special education and that provide a solid foundation for methods courses in the program.

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Within the field of gifted education, *twice-exceptional* students (i.e., students who concurrently possess a gift and a disability), are increasingly gaining attention as to how to adequately serve them (Nicpon, Allmon, Sieck, & Stinson, 2011). South Carolina is a state that both mandates and funds Gifted and Talented Education. In the districts surrounding Coastal Carolina, 19.6% of Horry County students and 17.4% of Georgetown students are considered gifted and talented. This is compared to the state median of 12% (South Carolina Department of Education, 2014). As of 2002, all teachers in Gifted and Talented programs were required to hold an endorsement. There are currently no programs that directly service teachers in the Myrtle Beach, Conway, and Georgetown areas.

Ferri, Gregg, and Heggoy (1997) found that gifted students with a learning disability were less likely to be identified as having a learning disability in elementary school and more likely to be identified for the first time during college. In addition, teachers without training in gifted and talented students were less likely to refer students with an emotional disability for gifted programs because the competitive nature of the programs would not be a good fit (Bianco & Leech, 2010). Twice-exceptional students need specialized teachers who help to identify giftedness that cannot be perceived solely through testing; better understand their abilities; deal with personal, emotional, and social challenges; and set appropriate goals.

The uniqueness of the program, in addition to being flexible in serving both licensed teachers who are interested in an advanced degree in special education and those interested in add-on licensure in one of the concentrations, will be that all coursework will be delivered in a distance education format. Currently, only one university in South Carolina offers graduate level coursework in Severe Disabilities. The proposed Master of Education in Special Education will serve teachers in South Carolina and beyond who cannot make the commute to this university. According to the U.S. News & World Report (2013), Special Education is the most frequently offered online masters degree program. In addition, 86% of these online programs use asynchronous delivery as the most common instructional modality. Although the proposed program at Coastal Carolina University will utilize asynchronous delivery as the primary delivery method, weekly synchronous delivery of instruction (e.g., GoToMeeting) will supplement in order to provide feedback to, and interaction with, students.

There exists a need for more qualified special education teachers in South Carolina. Coastal Carolina University can help meet this need across the state by providing an graduate-level distance education degree program in special education, as well as providing coursework to meet add-on licensure requirements in special education. The proposed curriculum will support the university's vision to increase the number of high quality online programs by ensuring academic integrity, quality, growth and innovation. This will be done by better preparing graduate candidates to engage as knowledgeable and skilled professionals in the field of special education, and to serve as special education teachers who thoughtfully plan and implement effective, research-based instruction that is responsive to the diverse and multi-faceted needs of their preK-12 students. This new program will assist in increasing the retention rate and bolstering growth in new areas. Many rural school districts nationally face chronic shortages of highly qualified teachers of students with disabilities. This problem is further exacerbated by the isolation and lack of support that teachers face in these settings and the limited availability of high quality distance teacher education programs. The proposed program is an effort to address these critical needs in the state of South Carolina and beyond.

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

☒Yes

☐No

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

According to the *Fall 2014 Teacher/Administrator Supply and Demand Survey* (CERRA, 2015), vacancies in special education and gifted and talented across all school levels accounted for the largest share of unfilled FTEs in South Carolina. **One out of five vacancies** in South Carolina's public schools is in special education. Results of the survey also indicate that approximately 60% of all vacant special education positions are concentrated in the Lowcountry and Pee Dee regions. Employment opportunities for graduates with a Master of Education in Special Education degree can include classroom teacher, district-level support in special education (e.g., consulting teacher, coach), Executive Director of Special Education, and state-level support positions (e.g., Education Associate – Low-incidence Disabilities). In some states, a master's degree may be the required minimum degree to teach students with disabilities (Personnel Improvement Center, National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities, n.d.). In addition, there is an increasing demand for special educators across the nation. In every state the demand for highly qualified special education teachers exceed the available supply. Also, rural and urban areas have the greatest need for professionals across all areas of special education and gifted and talented (Personnel Improvement Center, National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities, n.d.).

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

☒Yes

☐No

If yes, explain. (500 characters)

As indicated previously, the Spadoni College of Education currently offers a Master of Education in Learning and Teaching program with a concentration in Special Education: High Incidence Disabilities PreK-12 and with specializations available in Emotional/Behavioral Disabilities, Learning Disabilities, or Intellectual Disabilities. The current Master of Education program with a concentration in high incidence disabilities is not required to meet the specialized professional association standards for special education because it is not a licensure program (i.e., it is a concentration). This proposed Master of Education in Special Education will be a licensure program, and it will be submitted for recognition by the Council for Exceptional Children (CEC) and national accreditation by the Council for the Accreditation of Educator Preparation (CAEP). This newly proposed program will replace the current M.Ed. program concentration in special education.

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List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
M.Ed. in Special Education	Clemson University	Concentrations in learning disabilities, emotional/behavioral disorders, intellectual disabilities	Does not offer coursework in primarily online format; does not offer concentrations in twice-exceptional and severe disabilities
M.Ed. in Special Education	Converse University	Concentrations in learning disabilities, emotional/behavioral disorders, intellectual disabilities	Does not offer coursework in primarily online format; does not offer concentrations in twice-exceptional and severe disabilities; offers Deaf/Hard of Hearing concentration
M.Ed. in Learning Disabilities	Francis Marion University	Concentrations in learning disabilities	Does not offer coursework in primarily online format; does not offer concentrations in emotional disabilities, intellectual disabilities, twice-exceptional, and severe disabilities
M.Ed. in Special Education	South Carolina State University	Concentrations in learning disabilities, emotional/behavioral disorders, intellectual disabilities	Does not offer coursework in primarily online format; does not offer concentrations in twice-exceptional and severe disabilities
M.Ed. in Special Education	University of South Carolina-Columbia	Concentrations in learning disabilities, emotional/behavioral disorders, intellectual disabilities, severe disabilities	Does not offer coursework in primarily online format; does not offer concentration in twice-exceptional
M.Ed. in Special Education – Visual Impairment	University of South Carolina-Upstate	None	Does not offer coursework in primarily online format; does not offer concentrations in learning disabilities, emotional disabilities, intellectual disabilities, twice-exceptional, and severe disabilities
M.Ed. in Special Education	Winthrop University	Concentrations in learning disabilities, emotional/behavioral disorders, intellectual disabilities	Does not offer coursework in primarily online format; does not offer concentrations in twice-exceptional and severe disabilities at the graduate level

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Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-2016	0	0	10	60	18	108
2016-2017	25	149	27	164	32	191
2017-2018	25	151	28	166	32	193
2018-2019	25	152	28	167	32	193
2019-2020	25	152	28	167	32	193

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

☒Yes

☐No

If yes, explain. (1000 characters)

Candidates will be required to have teaching licensure in any preK-12 area. Specifically, candidates must have met the following requirements:

1. A completed application for graduate study;
2. Specified non-refundable application fee;
3. Official transcripts from all postsecondary institutions attended;
4. An earned Bachelor's Degree in a teacher licensure program with an overall cumulative grade point average of 3.0; and
5. Initial, or professional license at the early childhood, elementary, middle, secondary, or pre-K level.

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Are there any special articulation agreements for the proposed program?

☐Yes

☒No

If yes, identify. (1000 characters)

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Curriculum

Curriculum by Category*						
Core courses	**Twice-exceptional (Gifted and Talented/Learning Disabilities)**	**Twice-exceptional (Gifted and Talented/Emotional Disabilities)**	**Emotional Disabilities**	**Intellectual Disabilities**	**Learning Disabilities**	**Severe Disabilities**
EDUC 607 Research for Today's Schools (3)	EDUC 608 Nature and Needs of Gifted and Talented Students (3)	EDUC 608 Nature and Needs of Gifted and Talented Students (3)	EDSP 670 Characteristics of Learners with Emotional and Behavioral Disabilities (3)	EDSP 680 Characteristics of Individuals with Intellectual Disabilities (3)	EDSP 690 Specific Learning Disabilities (SLD): Nature and Needs (3)	EDSP 610 Characteristics of Students with Severe Disabilities (3)
EDSP 600 Applied Behavior Analysis (3)	EDUC 609 Introduction to Curriculum and Instruction for Gifted and Talented Students (3)	EDUC 609 Introduction to Curriculum and Instruction for Gifted and Talented Students (3)	EDSP 671 Methods/Procedures for Learners with Emotional and Behavioral Disorders (3)	EDSP 681 Methods for Teaching Students with Intellectual Disabilities (3)	EDSP 691 Instructional Procedures for Students with Learning Disabilities (3)	EDSP 615 Instruction of Students with Severe Disabilities (3)
EDSP 630 Single-case Research (3)	EDSP 690 Specific Learning Disabilities (SLD): Nature and Needs (3)	EDSP 670 Characteristics of Learners with Emotional and Behavioral Disabilities (3)	EDSP 635 Advanced Topics in Special Education (3)	EDSP 635 Advanced Topics in Special Education (3)	EDSP 635 Advanced Topics in Special Education (3)	EDSP 620 Language and Communication Skills for Students with Severe Disabilities (3)
EDSP 606 Instructional Design in Special Education (3)	EDSP 691 Instructional Procedures for Students with Learning Disabilities (3)	EDSP 671 Methods/Procedures for Learners with Emotional and Behavioral Disorders (3	EDSP 697 Practicum in Special Education (3)	EDSP 697 Practicum in Special Education (3)	EDSP 697 Practicum in Special Education (3)	EDSP 635 Advanced Topics in Special Education (3)

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Curriculum by Category*						
Core Courses	**Twice-exceptional (Gifted and Talented/Learning Disabilities)**	**Twice-exceptional (Gifted and Talented/Emotional Disabilities)**	**Emotional Disabilities**	**Intellectual Disabilities**	**Learning Disabilities**	**Severe Disabilities**
EDSP 640 Behavior Management (3)	EDSP 697 Practicum in Special Education (3)	EDSP 697 Practicum in Special Education (3)				EDSP 697 Practicum in Special Education (3)
EDSP 641: Comprehensive Assessment for Exceptional Learners (3)						

* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

Total Credit Hours Required

30-33

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Course Descriptions for New Courses

Course Name	Description
EDSP 600 Applied Behavior Analysis (3)	Applied behavior analysis is a branch of behavior analysis devoted to the understanding and improvement of human behavior. This course teaches students how to apply basic principles and concepts of behavior analysis to produce effective, ethical, and socially significant change in the behavior of individuals they support. Topics include how to select, identify, and effectively use reinforcers; how to manipulate reinforcement schedules and dimensions of reinforcement to produce the desired effects on behavior; and how to assess the functions of behavior and develop function-based interventions.
EDSP 606 Instructional Design in Special Education (3)	Teachers in the schools need more ways to reach all of their students. This course will help the in-service teacher to learn more about Instructional Design through Differentiated Instruction and applying Universal Design principles. The framework of this class is based on the multiple means of representing information, multiple means of expressing knowledge, and multiple means of engagement in learning.
EDSP 610 Characteristics of Students with Severe Disabilities (3)	This course explores basic concepts and issues that pertain to persons with severe disabilities, including those with intellectual disability, autism spectrum disorder, and multiple disabilities who exhibit extensive or pervasive support needs. Psychological, historical, and medical implications of these disabilities are addressed.
EDSP 615 Instruction of Students with Severe Disabilities (3)	This course focuses on current best practices in curriculum and methods for students with moderate to severe disabilities. Specific strategies for teaching students with moderate to severe disabilities, general strategies for working with diverse groups of students in inclusive settings, and methods for adapting the general education curriculum to include students with moderate to severe disabilities are addressed.
EDSP 620 Language and Communication Skills of Students with Severe Disabilities (3)	This course introduces candidates to augmentative and alternative communication (AAC) for individuals with severe speech and language impairments. In addition, the knowledge and skills needed to assess the potential AAC user, make team decisions, develop and implement instruction, and evaluate the effects of instruction, aimed at motivating, building, and expanding communication, choice-making, and social interaction, are addressed.
EDSP 630 Single-case Research (3)	This class focuses on in-depth study of single-subject research methods including data collection, research designs, data display and analysis, and writing research proposals using single-subject methodology.
EDSP 635 Advanced Topics in Special Education (3)	This course provides a critical examination of current issues surrounding the field of special education, including instructional methodologies, latest research, legislation and policy, case law, high stakes exams, over-representation of minorities in special education, and teacher shortages.

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EDSP 697 Practicum in Special Education (3)	Supervised field experience requiring a minimum of 60 hours of special education services provided to students with disabilities in the chosen concentration area (Twice- Exceptional, Emotional/Behavioral Disorders, Intellectual Disabilities, Learning Disabilities, or Severe Disabilities). Related seminars address timely issues in special education; integrating research-based practices in the classroom; and community resources.

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Faculty

Faculty and Administrative Personnel				
Rank	**Full-time or Part-time**	**Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours**	**Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major**	**Other Qualifications and Comments (i.e., explain role and/or changes in assignment)**
Assistant Professor	Full-time	EDSP 600 Applied Behavior Analysis (3), Spring EDSP 610 Characteristics of Students with Severe Disabilities (3), Summer EDSP 615 Instruction of Students with Severe Disabilities (3), Summer EDSP 620 Language and Communication Skills for Students with Severe Disabilities (3), Spring EDSP 630 Single-case Research (3), Spring EDSP 640 Behavior	Ph.D. in Special Education (University of North Carolina at Charlotte) Special Education Moderate to Severe/Profound Disabilities, including Autism Board Certified Behavior Analyst-Doctoral Level	Program Coordinator of Special Education

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Faculty and Administrative Personnel				
Rank	**Full-time or Part-time**	**Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours**	**Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major**	**Other Qualifications and Comments (i.e., explain role and/or changes in assignment)**
		Management (3), Fall		
Assistant Professor	Full-time	EDSP 606 Instructional Design in Special Education (3), Spring EDSP 670 Characteristics of Learners with Emotional and Behavioral Disabilities (3), Summer EDSP 671 Methods/Procedures for Learners with Emotional and Behavioral Disorders (3), Summer EDSP 690 Specific Learning Disabilities (SLD): Nature and	Ph.D. in Special Education (University of Washington) Special Education Mild to Moderate (Emotional Behavioral Disorders and Learning Disabilities)	

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Faculty and Administrative Personnel				
Rank	**Full-time or Part-time**	**Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours**	**Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major**	**Other Qualifications and Comments (i.e., explain role and/or changes in assignment)**
		Needs (3), Fall EDSP 635 Advanced Topics in Special Education (3), Fall EDSP 691 Instructional Procedures for Students with Learning Disabilities (3) Summer EDSP 697 Practicum in Special Education (3), Spring		
Associate Professor	Part-time	EDSP 641: Comprehensive Assessment for Exceptional Learners (3), Spring EDSP 692 Foundations and Services for Exceptional Learners (3), Fall	Ph.D. in Special Education (Indiana University-Bloomington) Emotionally Impaired K-12, Elementary Education K-8; Math Education K-9	

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Faculty and Administrative Personnel				
Rank	**Full-time or Part-time**	**Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours**	**Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major**	**Other Qualifications and Comments (i.e., explain role and/or changes in assignment)**
Assistant Professor	Part-time (teaches full-time in Middle Level and Gifted Education)	EDUC 608 Nature and Needs of Gifted and Talented Students (3), Summer EDUC 609 Introduction to Curriculum and Instruction for Gifted and Talented Students (3), Summer	Ph.D. in Curriculum & Instruction Middle School 6-8 (Language Arts and Social Studies)	Developed the two classes in Gifted and Talented, which were recently approved by CHE/DOE
*Associate Professor (beginning 2015-2016)	Full-time	EDSP 680 Characteristics of Individuals with Intellectual Disabilities (3), Summer EDSP 681 Methods for Teaching Students with Intellectual Disabilities (3), Summer EDSP 697 Practicum in Special Education (3), Fall	Ph.D. in Special Education (University of North Carolina at Charlotte) Special Education, Moderate to Severe/Profound, Transition/Postsecondary	

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Faculty and Administrative Personnel				
Rank	**Full-time or Part-time**	**Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours**	**Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major**	**Other Qualifications and Comments (i.e., explain role and/or changes in assignment)**
		EDSP 606 Instructional Design in Special Education (3), Spring		
*Assistant/ Associate Professor	Full-time	Unknown, but it would be expected that the new hire will be qualified to teach needed core and concentration courses	Unknown	Anticipated hire contingent on enrollment, beginning 2018-2019
Professor	Part-time (Teaches full-time in Educational Foundations)	EDUC 607 Research for Today's Schools (3), Fall, Spring	Ph.D. in Teacher Education – The Ohio State University	

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

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Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty – 3.00 Staff – .33 Administration - .14

Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

YEAR	***NEW***		***EXISTING***		***TOTAL***	
	Headcount	***FTE***	***Headcount***	***FTE***	***Headcount***	***FTE***
Administration						
2015-2016	0	0.00	1	0.14	1	0.14
2016-2017	0	0.00	1	0.14	1	0.14
2017-2018	0	0.00	1	0.14	1	0.14
2018-2019	0	0.00	1	0.14	1	0.14
2019-2020	0	0.00	1	0.14	1	0.14
Faculty						
2015-2016	0	0.00	6	1.71	6	1.71
2016-2017	0	0.00	6	2.71	6	2.71
2017-2018	0	0.00	6	2.86	6	2.86
2018-2019	1	0.57	6	2.43	7	3.00
2019-2020	0	0.00	7	3.00	7	3.00
Staff						
2015-2016	0	0.00	1	0.33	1	0.33
2016-2017	0	0.00	1	0.33	1	0.33
2017-2018	0	0.00	1	0.33	1	0.33
2018-2019	0	0.00	1	0.33	1	0.33
2019-2020	0	0.00	1	0.33	1	0.33

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

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.

In addition, the M.Ed. in Special Education program will receive support from the Coastal Office of Online Learning (COOL), which was formed to advance and support the University's ability to

offer high-quality and high-value online courses and programs targeting in-demand content areas aligned to the academic strengths of the University. COOL is charged with the following:

1) Coordinating development of new online courses and programs by analyzing regional and national trends, consulting with academic departments, and managing development grants and other incentives.
2) Promoting high-quality online course design and teaching practices through collaborative development of academic and administrative policies with the university Distance Learning Committee, as well as professional development services and quality assurance protocols managed by the Center for Teaching Excellence to Advance Learning.
3) Advancing online learning resources and facilities by collaborating with academic units, the University Distance Learning Committee and Information Technology Services.
4) Marketing the *Coastal Online* brand and its programs by collaborating with the Office of University Communications, the Office of Admissions, and the Office of Graduate Studies, as well as academic units.
5) Coordinating the support of online learners through orientations conducted by the Office of Admissions, advising services provided by academic units, and technical support offered by Student Computing.
6) Providing help-desk services to online instructors using the university's learning management system (Moodle).

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 Library owns 1057 titles to support the Special Education – Multi-categorical Disabilities major. Print materials make up 81% of this collection..

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 high titles counts but low percentages of core titles held.

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 ebooks via the ebrary Academic Complete collection. Ebrary 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, ebrary 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 2000 films relevant to the 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.

A quantitative comparison of the Library's serials holdings was compared against core serials in the Ulrich's Serials Analysis System (USAS), 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 classification[1]. 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

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 ebooks are more recent (2003 and 2005, respectively): 87% of media and nearly 100% of ebooks 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.

It is estimated that approximately $10,000 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.

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Various existing support services are in place for candidates, including library services and technology support (e.g., main help desk, student computing services, Moodle resources). Since these services are already in existence, there will be no additional costs.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

Prince Hall houses 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), and potentially an additional office space will be needed if a new tenure track faculty is hired in 2018. No additional equipment will be necessary to support the new program that would not already be sought for normal research and instructional practice.

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

NEW PROGRAM PROPOSAL

Will any extraordinary physical facilities be needed to support the proposed program?

☐Yes

☒No

NEW PROGRAM PROPOSAL

Financial Support

Estimated New Costs by Year						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
Program Administration (1)	$9,971	$10,170	$10,374	$10,581	$10,793	$51,888
Faculty and Staff Salaries (2)	$133,612	$212,691	$227,433	$249,658	$254,882	$1,078,276
Graduate Assistants	$0	$0	$0	$0	$0	$0
Equipment	$0	$1,500	$0	$0	$0	$1,500
Facilities	$0	$0	$0	$0	$0	$0
Supplies and Materials	$500	$500	$500	$500	$500	$2,500
Library Resources	$2,000	$2,000	$2,000	$2,000	$2,000	$10,000
Other*	$0	$0	$0	$0	$0	$0
Total	$146,083	$226,861	$240,307	$262,739	$268,175	**$1,144,164**
Sources of Financing						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
Tuition Funding	$86,335	$263,047	$271,124	$276,635	$281,617	$1,178,759
Program-Specific Fees	$0	$0	$0	$0	$0	$0
State Funding (i.e., Special State Appropriation)*	$0	$0	$0	$0	$0	$0
Reallocation of Existing Funds*	$0	$0	$0	$0	$0	$0
Federal Funding*	$0	$0	$0	$0	$0	$0
Other Funding*	$59,748	$0	$0	$0	$0	$59,747
Total	$146,083	$263,047	$271,124	$276,635	$281,617	**$1,238,506**
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	-$0	$36,186	$30,817	$13,896	$13,442	**$94,341**

*Provide an explanation for these costs and sources of financing in the budget justification.

NEW PROGRAM PROPOSAL

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

Notes:
(1) Program administration based on .10 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 and clerical/support salaries. Years 2-5 are based on a 2% increase.

Beginning with the 2015-2016 academic year, the University will have three full-time tenure-track faculty in special education. The University projects to identify an additional faculty member in special education for the 2018-2019 academic year based on projected enrollment. Additional support to the University library is projected at an annual expenditure of $2,000 (5 years @ $2,000 = $10,000). Costs for the program will be covered by student tuition. No additional funds for this program are being requested from the state.

NEW PROGRAM PROPOSAL

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

The Professional Education Unit at Coastal Carolina University (CCU), including the current M.Ed. in Learning and Teaching program, is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and recognized by the South Carolina Department of Education (SCDE). All NCATE and state standards were met as a result of the Fall 2011 onsite visit by NCATE and SCDE. The next CAEP visit is scheduled for Fall 2018. In 2015 the university's accreditation by the Southern Association of Colleges and Schools (SACS) was reaffirmed. The proposed Master of Education in Special Education will meet the accreditation requirements, including performance assessments, required by NCATE/SCDE.

Annual reports are required for the University (i.e., SACS/COC), NCATE/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.

This new program will not lead to initial teacher licensure.

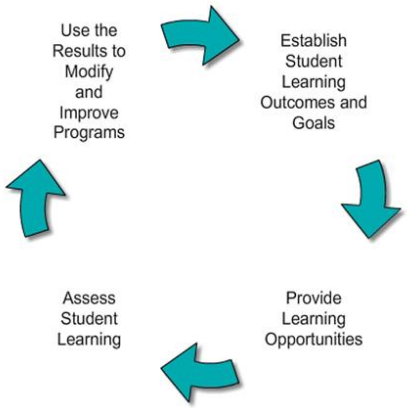
Program assessment comes from two major sources. First, candidates' learning will be assessed through course assignments and the assessments described in this proposal that are required to meet CEC accreditation requirements. The second set of assessment tools uses information from student course evaluations, and faculty produced surveys exploring information derived from various data sources.

Explanation of How Assessment is Used to Make Changes to Program

Coastal Carolina University currently uses the following process for assessment:

Figure 1:

Assessment Cycle for Continuous Improvement



This system of continuous improvement is the foundation for reviewing assessment outcomes at the College level. The College has a formal review process. The Plan for Programmatic Assessment is analyzed by program faculty to inform improvement in the curriculum, instruction, assessment, policy and procedures components of the M.Ed. in Special Education Program.

NEW PROGRAM PROPOSAL

There is a College schedule outlining activities comprising the continuing improvement process derived from various assessments that are ongoing throughout the academic year. The goals, objectives, and logistics of plans derived from assessments are stored in a university-wide assessment system (TEAL Online). In addition, relevant Praxis exam pass rates will be analyzed.

Employment data will be tracked through the Office of Clinical Experiences and Educator Licensure. Surveys will be administered to graduates and to school districts to gather data on graduate satisfaction, alumni satisfaction, employer satisfaction, and graduation rates.

NEW PROGRAM PROPOSAL

Student Learning Assessment

Expected Student Learning Outcomes	Name of Assessment	Form or Type of Assessment	CEC Standards Alignment
Candidates will be able to demonstrate knowledge of special education principles, theories, laws, policies, and ethical practice in the comprehensive delivery of services to individuals with exceptional learning needs associated with emotional, intellectual, learning, or severe disabilities.	PRAXIS	State licensure test: Special Education (in chosen concentration area)	CEC Standard 1: 1.1, 1.2 CEC Standard 2: 2.2, 2.3 CEC Standard 4: 4.1, 4.2 CEC Standard 5: 5.1, 5.3, 5.5, 5.6 CEC Standard 6: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6
Candidates will be able to conduct and evaluate classroom-based research that can be disseminated in their schools, district, and for professional audiences through publications and presentations.	Single-case Research Proposal	Candidates conduct a literature review and develop a research proposal for a study using single-subject methodology.	CEC Standard 1: 1.2 CEC Standard 2: 2.2, 2.3 CEC Standard 4: 4.4 CEC Standard 5: 5.6 CEC Standard 6: 6.1 CEC Standard 7: 7.1, 7.2, 7.3

NEW PROGRAM PROPOSAL

Candidates will be able to design and implement effective lessons using various technologies based on knowledge of students, curricula, and best pedagogical practices.	Universal Design for Learning Lesson Plan	Candidates develop and implement a lesson plan based on their state's curriculum standards for a specific grade and subject in their chosen concentration area. Plan is based on the principles of Universal Design for Learning and includes pre- and post-assessment data to document effectiveness of their instruction on student learning outcomes.	CEC Standard 1: 1.1 CEC Standard 3: 3.1, 3.2, 3.3 CEC Standard 5: 5.1, 5.2, 5.7
Candidates will be able to select, conduct, and interpret appropriate assessments for purposes of identification, eligibility determination, instructional planning, evaluation, and collaborative decision- making appropriate for individuals with disabilities or dual diagnoses.	Positive Behavioral Interventions and Supports Project	Field-based project where candidates identify a challenging target behavior to address (based on functional behavioral assessment) and design and implement an intervention based on the principles of positive behavioral intervention and support.	CEC Standard 1: 1.2 CEC Standard 2: 2.1, 2.2, 2.3 CEC Standard 4: 4.1, 4.2, 4.3 CEC Standard 5: 5.2, 5.5 CEC Standard 6: 6.5 CEC Standard 7: 7.2
Candidates will be able to effectively review and utilize current research in the field to improve teaching and student outcomes.	Evidence-based Intervention Paper	Candidates identify a specific behavioral or academic deficit for a student with disabilities in their chosen concentration area. Candidates identify an intervention that may be implemented to address the student's learning needs; conduct a literature review to support the intervention; and	CEC Standard 5: 5.1, 5.6

		develop a manuscript that describes the intervention and its potential use based upon evidence from the literature.	
Candidates will be able to select, conduct, and interpret appropriate assessments for purposes of identification, eligibility determination, instructional planning, evaluation, and collaborative decision- making appropriate for individuals with disabilities and dual diagnoses.	IEP Project	Candidates review assessment information and develop an IEP using software approved by the state for a student with a disability.	CEC Standard 1: 1.2 CEC Standard 4: 4.1, 4.2, 4.3 CEC Standard 5: 5.2, 5.5 CEC Standard 6: 6.5 CEC Standard 7: 7.2

NEW PROGRAM PROPOSAL

Student Learning Assessment

Will the proposed program seek program-specific accreditation?

☒Yes

☐No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

ANTICIPATED TIMELINE OF ACCREDITATION

To meet the Council for Exceptional Children (CEC) expectation for traditional preparation programs, the M.Ed. in Special Education will demonstrate alignment with CEC preparation standards and submit a CEC performance-based review. With a Spring 2017 submission, it is anticipated that the program will receive recognition by Fall 2017. The program will submit data that represent two applications of the key assessments aligned with the current CEC standards.

Month	Document Submitted	Document Received	Accrediting Body	Person(s) Responsible
May 1, 2015	Submission of Intent	N/A	CHE	Dr. Susan Flynn
June 1, 2015	Application	N/A	CHE	Dr. Susan Flynn
November/2015	N/A	Notification of Initial Approval	CHE	Dr. Edward Jadallah Dr. Susan Flynn
December/2015	Program Proposal	N/A	SC Office of Educator Preparation	Dr. Rachel Harvey Dr. Susan Flynn
July 2016	N/A	Notification of State Approval	SC Office of Educator Preparation	Dr. Rachel Harvey Dr. Susan Flynn
Spring 2017	SPA National Recognition Report	N/A	Council for Exceptional Children (CEC)	Dr. Susan Flynn
Fall 2017	N/A	CEC Notification of Approval	Council for Exceptional Children	Dr. Susan Flynn

Will the proposed program lead to licensure or certification?

☒Yes

☐No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

It is expected that students who successfully complete the M.Ed. in Special Education program will qualify for licensure at the Master's level in one of the add-on licensure areas. It is not an initial licensure program. Add-on licensure coursework in each of the concentrations were approved by the SCDE and meet the current requirements for add-on licensure in each area. In addition, concentration coursework is aligned with Praxis exam content.

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

☒Yes

☐No

If yes, complete the following components.

Area of Certification:

Emotional Disabilities;
Intellectual Disabilities;
Learning Disabilities; or
Severe Disabilities

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

The M.Ed. in Special Education is aligned with CEC preparation standards and will be submitted for approval through the CEC performance-based review.

NEW PROGRAM PROPOSAL

CEC Preparation Standards and Key Assessments

Learner Development and Individual Learning Differences
1.0 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.
Key Elements
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.
Learning Environments
2.0 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.
Key Elements
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.
Curricular Content Knowledge
3.0 Beginning special education professionals use knowledge of general and specialized curricula4 to individualize learning for individuals with exceptionalities.
Key Elements
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.
Assessment
4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
Key Elements
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.
Instructional Planning and Strategies
5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies6 to advance learning of individuals with exceptionalities.
Key Elements
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.
Professional Learning and Ethical Practice
6.0 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.
Key Elements
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.
Collaboration
7.0 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.
Key Elements
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.

COASTAL CAROLINA UNIVERSITY
Conway, South Carolina

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

To establish a

Master of Education in Special Education

May 1, 2015

Program Contact:

Susan D. Flynn, Ph.D., BCBA-D
Spadoni College of Education
Assistant Professor and Coordinator of Special Education
sflynn1@coastal.edu
843-349-4181

South Carolina Department of Education New Program for Educator Preparation

Sections III and IV

III. South Carolina Department of Education Requirements

Description of how and when the new program will meet all state requirements as outlined in the Policy Guidelines for South Carolina Educator Preparation Units, including the following:

A. 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.

B. PADEPP – Not applicable to this program

C. Education Economic Development Act - 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.

D. South Carolina Standards of Conduct - All candidates will be provided specific written information regarding 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 licensure. The Standards of Conduct for South Carolina Educators will be introduced in EDSP 692 Foundations and Services for Exceptional Learners. Candidates will be assessed through reflective summaries.

E. South Carolina Safe School Climate Act - The M.Ed. in Special Education program integrates the South Carolina Safe Schools Climate Act of 2006 (designed to prevent harassment, intimidation and bullying) in EDSP 640 Behavior Management. Candidates will be assessed through reflective summaries.

F. PreK-12 Academic Standards – All lesson plans and their objectives developed by the candidates are expressly aligned to State Standards. In EDSP 606 Instructional Design in Special Education, candidates develop and implement a lesson plan based on their state's curriculum standards for a specific grade and subject in their chosen concentration area. The plan is based on the principles of Universal Design for Learning and includes pre- and post-assessment data to document effectiveness of their instruction on student learning outcomes. 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.

G. Admission Requirements (Advanced) - The admission's criteria for the proposed M.Ed. in Special Education program are mainly consistent with the other M.Ed. programs offered in the Spadoni College of Education. The admission's criteria for the M.Ed. in Special Education program is:

1. A completed application for graduate study;

2. Specified non-refundable application fee;

3. Official transcripts from all postsecondary institutions attended;

4. An earned Bachelor's Degree in a teacher licensure program with an overall cumulative grade point average of 3.0; and

5. Initial, or professional license at the early childhood, elementary, middle, secondary, or pre-K level.

H. Eligibility for Initial Certification (Assurance of compliance) - The M.Ed. program is designed to meet the standards established by the Council for Exceptional Children and the program will be submitted for approval based upon CEC Standards. Program Assessments are developed to address CEC standards.

The program has been developed to address CEC standards for teaching in the areas of study. Program graduates who complete successfully the course of study and practical experiences will be able to meet requirements for licensure in their program area (ED, ID, LD, or Severe) by passing the required PRAXIS exam. Although candidates will be pursuing add-on licensure in one of the concentration areas, they will already hold initial licensure in one of the South Carolina K-12 teaching areas.

I. Field and Clinical Experiences Required – The M.Ed. in Special Education program will offer a practicum in the candidate's area of focus. Candidates will complete a minimum of 60 hours of field experiences in their practicum. Candidates are supervised by qualified university supervisors.

J. Annual Reports (AACTE/NCATE and Title II) - 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.

K. Commitment to Diversity Assurance – The Spadoni College of Education has a diversity statement, a diversity plan and creates an annual diversity report. These include diversity of faculty and student populations and the provision of diverse experiences for faculty and students. All of these pertain to the special education M.Ed. program. Data are collected annually from candidates in the program to ensure that their field experiences include diverse populations. By nature of the program, the special education settings in which candidates teach are diverse.

L. Professional Development Courses - Not applicable as courses offered in the program are for degree-seeking Candidates in the M.Ed. in Special Education.

M. Advanced Programs for the Preparation of Teachers Alignment with NBPTS - Our program will address, through course content and practical experiences, the core propositions of the National Board for Professional Teaching Standards including:

Proposition 1: Teachers are committed to students and their learning.
Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.
Proposition 3: Teachers are responsible for managing and monitoring student learning.
Proposition 4: Teachers think systematically about their practice and learn from experience.

Proposition 5: Teachers are members of learning communities.

N. Experimental or Innovative Programs Policy (Assurance of compliance) - Not applicable as this program does not fall under this category.

O. ISTE National Educational Technology for Teachers (NETS.T) Standards Alignment - The program has aligned its coursework to the ISTE standards:

1. Facilitate and inspire student learning and creativity.
   - Candidates develop lessons that use research-based practices and include technology to support student learning.
2. Design and develop digital age learning experiences and assessments.
   - Candidates complete behavior management projects that require graphing of data; candidates complete an assistive technology project that provides appropriate support for students' unique learning needs.
3. Model digital age work and learning.
   - Candidates incorporate technology into their lessons (e.g., iPads, laptops, PowerPoint, Smart and Promethean boards).
4. Promote and model digital citizenship and responsibility.
   - Candidates demonstrate the appropriate use of technology within and outside the classroom.
5. Engage in professional growth and leadership.
   - As part of their assessments, candidates reflect on their instruction via summaries of the effectiveness of their interventions and what can be improved upon.

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

A. The M.Ed. Special Education program is aligned with the new Council for Exceptional Children (CEC) standards that were 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 six (6) 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

20

4. Report Preparer's Information:

5. NCATE Coordinator's Information:

6. Name of institution's program

M.Ed. in Special Education

7. NCATE Category

Individualized General Curriculum

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

preK-12; Emotional Disabilities, Intellectual Disabilities, Learning Disabilities, or Severe Disabilities

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

9. Program Type

X Advanced Teaching

First Teaching License

Other School Personnel

Unspecified

10. Degree or award level

Baccalaureate

Post Baccalaureate

X Master's

Post Master's

Specialist or C.A.S.

- Doctorate
- Endorsement only

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

- Yes
- x 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

preK-12 (Emotional Disabilities, Intellectual Disabilities, Learning Disabilities, or Severe Disabilities)

14. Program report status:

- x 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

- x 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?

- x Yes
- No

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 candidates of this program are slated to begin the program in Spring of 2016; therefore, data are limited. The first completers will graduate in Spring 2018. 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 license for categorical or multi-categorical models. The program (a new program) at Coastal Carolina University is a categorical program designed to prepare candidates for teaching learners with emotional disabilities, learning disabilities, intellectual [mental] disabilities, or Severe Disabilities. 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, categorical teacher preparation programs must demonstrate compliance with CEC standards.

Coursework, assignments, and practica within this categorical program will prepare candidates for South Carolina teacher certification in one of the disability areas, 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 field-based participatory learning experiences in diverse settings at the elementary, middle, or secondary school levels.

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.

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)

Supervised field experience requiring a minimum of 60 hours of special education services provided to early childhood to high school students with disabilities in the chosen concentration area (Twice- Exceptional, Emotional/Behavioral Disorders, Intellectual Disabilities, Learning Disabilities, or Severe Disabilities).

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)

Admission Criteria

Candidates will be required to have teaching licensure in any preK-12 area. Specifically, candidates must have met the following requirements:

1. A completed application for graduate study;
2. Specified non-refundable application fee;
3. Official transcripts from all postsecondary institutions attended;
4. An earned Bachelor's Degree in a teacher licensure program with an overall cumulative grade point average of 3.0; and
5. Initial, or professional license at the early childhood, elementary, middle, secondary, or pre-K level.

Continued Enrollment Requirements

Candidates will be expected to:

- Maintain a strong academic record at the graduate level (cumulative GPA ≥ 3.0)
- Exhibit stellar performance in all field experiences, research, and coursework
- Meet all deadlines for licensure (if relevant) and graduation
- Note: Students who do not maintain the minimum GPA will be placed on probation the first semester and dismissed from the graduate program at the end of the second semester

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.)

Curriculum

The proposed program of study focuses on advanced preparation of teachers in Emotional/ Behavioral Disabilities, Intellectual Disabilities, Learning Disabilities, Severe Disabilities or Twice-Exceptional. Candidates who complete the proposed program (and pass relevant Praxis exams) will be licensed in grades PreK-12 in one of the concentration areas. This proposed program offers 30-33 credit hours of both in-class and field experiences that will prepare candidates with advanced knowledge in their chosen concentration area.

Prerequisites: EDSP 692* Foundations and Services for Exceptional Learners (3)[1]

A. CORE COURSES (18 Credits Hours; Required for all M.Ed. students)

EDUC 607 Research for Today's Schools (3)	EDSP 606 Instructional Design in Special Education (3)
EDSP 600 Applied Behavior Analysis (3)	EDSP 640 Behavior Management (3)
EDSP 630 Single-case Research (3)	EDSP 641: Comprehensive Assessment for Exceptional Learners (3)

B. CONCENTRATION COURSES (12-15 Credit Hours; Choose one concentration)

Twice-Exceptional (Gifted and Talented and Learning Disabilities; 15 Credit Hours)

EDUC 608 Nature and Needs of Gifted and Talented Students (3)

EDUC 609 Introduction to Curriculum and Instruction for Gifted and Talented Students (3)

EDSP 690 Specific Learning Disabilities (SLD): Nature and Needs (3)

EDSP 691 Instructional Procedures for Students with Learning Disabilities (3)

EDSP 697 Practicum in Special Education (3)

Twice-Exceptional (Gifted and Talented and Emotional Disabilities; 15 Credit Hours)

EDUC 608 Nature and Needs of Gifted and Talented Students (3)

EDUC 609 Introduction to Curriculum and Instruction for Gifted and Talented Students (3)

EDSP 670 Characteristics of Learners with Emotional and Behavioral Disabilities (3)

EDSP 671 Methods/Procedures for Learners with Emotional and Behavioral Disorders (3)

EDSP 697 Practicum in Special Education (3)

[1]EDSP 692 may be waived for candidates who have taken Introduction to Special Education or its equivalent at the undergraduate or graduate level

Emotional Disabilities (12 Credit Hours)

EDSP 670 Characteristics of Learners with Emotional and Behavioral Disabilities (3)

EDSP 671 Methods/Procedures for Learners with Emotional and Behavioral Disorders (3)

EDSP 635 Advanced Topics in Special Education (3)

EDSP 697 Practicum in Special Education (3)

Intellectual Disabilities (12 Credit Hours)

EDSP 680 Characteristics of Individuals with Intellectual Disabilities (3)

EDSP 681 Methods for Teaching Students with Intellectual Disabilities (3)

EDSP 635 Advanced Topics in Special Education (3)

EDSP 697 Practicum in Special Education (3)

Learning Disabilities (12 Credit Hours)

EDSP 690 Specific Learning Disabilities (SLD): Nature and Needs (3)

EDSP 691 Instructional Procedures for Students with Learning Disabilities (3)

EDSP 635 Advanced Topics in Special Education (3)

EDSP 697 Practicum in Special Education (3)

Severe Disabilities (15 Credit Hours)

EDSP 610 Characteristics of Students with Severe Disabilities (3)

EDSP 615 Instruction of Students with Severe Disabilities (3)

EDSP 620 Language and Communication Skills for Students with Severe Disabilities (3)

EDSP 635 Advanced Topics in Special Education (3)

EDSP 697 Practicum in Special Education (3)

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.

Faculty				
Rank	**Full- or Part-time**	**Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours**	**Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major**	**Other Qualifications and Comments (i.e., explain role and/or changes in assignment)**
Assistant Professor	Full-time	EDSP 600 Applied Behavior Analysis (3), Spring EDSP 610 Characteristics of Students with Severe Disabilities (3), Summer EDSP 615 Instruction of Students with Severe Disabilities (3), Summer EDSP 620 Language and Communication Skills for Students with Severe Disabilities (3), Spring EDSP 630 Single-case Research (3), Spring EDSP 640 Behavior Management (3), Fall	Ph.D. in Special Education (University of North Carolina at Charlotte) Special Education Moderate to Severe/Profound Disabilities, including Autism Board Certified Behavior Analyst-Doctoral Level	Program Coordinator of Special Education
Assistant Professor	Full-time	EDSP 606 Instructional Design in Special Education (3), Spring EDSP 670 Characteristics of Learners with Emotional and Behavioral Disabilities (3), Summer EDSP 671 Methods/Procedures for Learners with Emotional and Behavioral Disorders (3),	Ph.D. in Special Education (University of Washington) Special Education Mild to Moderate (Emotional Behavioral Disorders and Learning Disabilities)	

		Summer EDSP 690 Specific Learning Disabilities (SLD): Nature and Needs (3), Fall EDSP 635 Advanced Topics in Special Education (3), Fall EDSP 691 Instructional Procedures for Students with Learning Disabilities (3) Summer EDSP 697 Practicum in Special Education (3), Spring		
Associate Professor	Part-time	EDSP 641: Comprehensive Assessment for Exceptional Learners (3), Spring EDSP 692 Foundations and Services for Exceptional Learners (3), Fall	Ph.D. in Special Education (Indiana University-Bloomington) Emotionally Impaired K-12, Elementary Education K-8; Math Education K-9	
Assistant Professor	Part-time (teaches full-time in Middle Level and Gifted Education)	EDUC 608 Nature and Needs of Gifted and Talented Students (3), Summer EDUC 609 Introduction to Curriculum and Instruction for Gifted and Talented Students (3), Summer	Ph.D. in Curriculum & Instruction Middle School 6-8 (Language Arts and Social Studies)	Developed the two classes in Gifted and Talented, which were recently approved by CHE
*Associate Professor (beginning 2015-2016)	Full-time	EDSP 680 Characteristics of Individuals with Intellectual Disabilities (3), Summer EDSP 681 Methods for Teaching Students with Intellectual Disabilities (3), Summer EDSP 697 Practicum in Special Education (3), Fall EDSP 606 Instructional Design in Special Education (3), Spring	Ph.D. in Special Education (University of North Carolina at Charlotte) Special Education, Moderate to Severe/Profound, Transition/Postsecondary	
*Assistant/ Associate Professor	Full-time	Unknown (although it will be expected that the new hire will teach relevant core and concentration courses)	Unknown	Anticipated hire contingent on enrollment, beginning 2018-2019

Associate Professor	Part-time (Teaches full-time in Educational Foundations)	EDUC 607 Research for Today's Schools (3), Fall, Spring	Ph.D. in Teacher Education (The Ohio State University)	

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	Form or Type of Assessment	When the Assessment is Administered
Assessment #1: Licensure assessment, or other content-based assessment	PRAXIS II (in one of the concentrations: Emotional Disabilities, Intellectual Disabilities, Learning Disabilities, or Severe Disabilities	State licensure exam: Special Education (in chosen concentration area)	Typically taken near the end of a program
Assessment #2: Assessment of content knowledge in special education	Single-case Research Proposal	Research Proposal	EDSP 630 Single-case Research

Assessment #3: Assessment of candidate ability to plan instruction	Universal Design for Learning Lesson Plan	Project	EDSP 606 Instructional Design in Special Education
Assessment #4: Assessment of candidate effect on student learning	Positive Behavioral Interventions and Supports Project	Project	EDSP 640 Behavior Management
Assessment #5: Assessment that addresses CEC standards	Evidence-based Intervention Paper	Research paper	EDSP 635 Advanced Topics in Special Education
Assessment #6: Assessment that addresses CEC standards	IEP Project	Project	EDSP 641: Comprehensive Assessment for Exceptional Learners

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).

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. Qualified professionals supervise these field and clinical experiences.

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

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	X	X	X	X		X		

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.								
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 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.	X	X		X				
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					
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		

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.	X	X	X	X	X	X		
(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.								
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.	X	X		X		X		
(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.								

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.		X		X		X		
(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) 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 collects 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; research proposals; lesson plans; behavior assessment and intervention plan; literature review papers; and assistive technology projects. (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, and 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.

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 finding 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.

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.)

(Response limited to 24,000 characters.)

N/A

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

CEC Assessment 1 (Emotional Disabilities)

Licensure Examination

SPECIAL EDUCATION: Teaching Students with Behavioral Disorders/Emotional Disturbances (5372)

Cut score 154

1. Description of Assessment

The Special Education: Teaching Students with Behavioral Disorders and Emotional Disturbances test measures whether entry-level special educators of students with behavioral disorders and emotional disturbances (EBD) have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice.

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 obtaining licensure in. In order to create an accurate analysis of this assessment, CCU scores will include both attempters and completers.

2. Alignment with CEC Standards

PRAXIS Content Category	CEC Standards
I. Development and Characteristics of Students with EBD • Human development and behavior • Theoretical approaches to learning and motivation	**Standard 1.0:** Learner Development and Individual Learning Differences (1.1; 1.2) **Standard 5.0:** Instructional Planning and Strategies (5.1) **Standard 6.0:** Professional Learning and Ethical Practice (6.3)
Planning and Managing the Learning Environment • Curriculum development • Managing the learning environment	**Standard 2.0:** Learning Environments (2.1; 2.3) **Standard 3.0:** Curricular Content Knowledge (3.1) **Standard 5.0:** Instructional Planning and Strategies (5.1)
II. Instruction	**Standard 2.0:** Learning Environments (2.1; 2.2) **Standard 3.0:** Curricular Content Knowledge (3.1; 3.2; 3.3) **Standard 5.0:** Instructional Planning and Strategies (5.2; 5.5; 5.6)

PRAXIS Content Category	CEC Standards
	Standard 6.0: Professional Learning and Ethical Practice (6.2)
V. Assessment	**Standard 4.0:** Assessment (4.2)
V. Foundations and Professional Responsibilities • Educational rights for students with disabilities • Historical and professional foundations	**Standard 6:** Professional Learning and Ethical Behavior (6.1, 6.2) **Standard 7:** Collaboration (7.1)

1. 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 that 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 154 pass score on the PRAXIS II examination for **SPECIAL EDUCATION: Teaching Students with Behavioral Disorders/Emotional Disturbances (5372).**

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. [2]Assessment Documentation

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

	2016-2017 N=					2017-2018 N=					2018-2019 N=				
Praxis	I	II	III	IV	V	I	II	III	IV	V	I	II	III	IV	V

[2] Note: Implementation of program is Spring 2016. This assessment will be first implemented in the 2016-2017 academic year.

Content Category															
Median															
Mean															
Range															

CEC Assessment 1 (Intellectual Disabilities)

Licensure Examination

SPECIAL EDUCATION: Teaching Students with Intellectual Disabilities (5322)

Cut score 143

1. Description of Assessment

This test is designed for candidates who plan to teach students with intellectual disabilities, at any grade level from preschool through grade 12.

The 120 selected-response questions assess the knowledge and understanding of the principles and other factors related to teaching students with intellectual disabilities. Some of these questions are based on a case study of about 500 words that is related to the teaching of students with intellectual disabilities.

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 obtaining licensure in. In order to create an accurate analysis of this assessment, CCU scores will include both attempters and completers.

3. Alignment with CEC Standards

PRAXIS Content Category	CEC Standards
I. Development and Characteristics of Students with Intellectual Disabilities • Human development and behavior • Theoretical approaches to learning and motivation	**Standard 1.0:** Learner Development and Individual Learning Differences (1.1; 1.2) **Standard 5.0:** Instructional Planning and Strategies (5.1) **Standard 6.0:** Professional Learning and Ethical Practice (6.3)
II. Planning and Managing the Learning Environment • Curriculum development • Managing the learning environment	**Standard 2.0:** Learning Environments (2.1; 2.3) **Standard 3.0:** Curricular Content Knowledge (3.1) **Standard 5.0:** Instructional Planning and Strategies (5.1)
III. Instruction	**Standard 2.0:** Learning Environments (2.1; 2.2) **Standard 3.0:** Curricular Content Knowledge

PRAXIS Content Category	CEC Standards
	(3.1; 3.2; 3.3) **Standard 5.0:** Instructional Planning and Strategies (5.2; 5.5; 5.6) **Standard 6.0:** Professional Learning and Ethical Practice (6.2)
IV. Assessment • Know the definitions and uses of various assessments	**Standard 4.0:** Assessment (4.2)
V. Foundations and Professional Responsibilities • Educational rights for students with disabilities • Historical and professional foundations	**Standard 6:** Professional Learning and Ethical Behavior (6.1, 6.2) **Standard 7:** Collaboration (7.1)

2. Analysis of the Data Findings

Three types of data will be presented for this assessment:

d. Pass rates as longitudinal information evidence about candidate proficiency.
e. Scaled scores or total scores achieved by candidates on PRAXIS II. These are summative data describing candidate proficiency for a single calendar year.
f. Category or sub domain scores that 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 154 pass score on the PRAXIS II examination for **SPECIAL EDUCATION: Teaching Students with Intellectual Disabilities (5322).**

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.]

1. [3]Assessment Documentation

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

[3] Note: Implementation of program is Spring 2016. This assessment will be first implemented in the 2016-2017 academic year.

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															

CEC Assessment 1 (Learning Disabilities)

Licensure Examination

SPECIAL EDUCATION: Teaching Students with Learning Disabilities (5383)

Cut score 151

1. Description of Assessment

The Special Education: Teaching Students with Learning Disabilities test measures whether entry-level special educators of students with learning disabilities have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice.

I. Development and Characteristics of Students with Learning Disabilities
II. Planning and the Managing the Learning Environment
III. Instruction
IV. Identification, Eligibility, and Placement
V. Foundations and Professional Responsibilities

Candidates in Coastal Carolina University's Special Education Program must successfully complete this exam prior to obtaining licensure in. In order to create an accurate analysis of this assessment, CCU scores will include both attempters and completers.

4. Alignment with CEC Standards

PRAXIS Content Category	CEC Standards
II. Development and Characteristics of Students with Intellectual Disabilities • Human development and behavior • Theoretical approaches to learning and motivation	**Standard 1.0:** Learner Development and Individual Learning Differences (1.1; 1.2) **Standard 5.0:** Instructional Planning and Strategies (5.1) **Standard 6.0:** Professional Learning and Ethical Practice (6.3)
II. Planning and Managing the Learning Environment • Curriculum development • Managing the learning environment	**Standard 2.0:** Learning Environments (2.1; 2.3) **Standard 3.0:** Curricular Content Knowledge (3.1) **Standard 5.0:** Instructional Planning and Strategies (5.1)
III. Instruction • Knows and understands instructional techniques	**Standard 2.0:** Learning Environments (2.1; 2.2) **Standard 3.0:** Curricular Content Knowledge (3.1; 3.2; 3.3) **Standard 5.0:** Instructional Planning and Strategies (5.2; 5.5; 5.6) **Standard 6.0:** Professional Learning and Ethical Practice (6.2)
IV. Identification, eligibility, and placement	**Standard 4.0:** Assessment (4.2)

PRAXIS Content Category	CEC Standards
V. Foundations and Professional Responsibilities • Educational rights for students with disabilities • Historical and professional foundations	**Standard 6:** Professional Learning and Ethical Behavior (6.1, 6.2) **Standard 7:** Collaboration (7.1)

3. Analysis of the Data Findings

Three types of data will be presented for this assessment:

g. Pass rates as longitudinal information evidence about candidate proficiency.
h. Scaled scores or total scores achieved by candidates on PRAXIS II. These are summative data describing candidate proficiency for a single calendar year.
i. Category or sub domain scores that 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 154 pass score on the PRAXIS II examination for **SPECIAL EDUCATION: Teaching Students with Learning Disabilities (5383).**

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. [4]Assessment 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															

[4] Note: Implementation of program is Spring 2016. This assessment will be first implemented in the 2016-2017 academic year.

Mean															
Range															

CEC Assessment 1 (Severe Disabilities)

Licensure Examination

SPECIAL EDUCATION: Core Knowledge and Severe to Profound Applications (5545)

Cut score 158

1. Description of Assessment

The Special Education: Core Knowledge and Severe to Profound Applications test is designed for candidates who plan to teach students with severe to profound disabilities at any grade level from preschool through grade 12. Its focus is on five major content areas: Development and Characteristics of Learners, Planning and the Learning Environment, Instruction, Assessment, and Foundations and Professional Responsibilities. The 90 selected-response questions assess the knowledge and understanding of principles and practices related to special education and severe to profound applications. The three constructed-response questions are integrated ones that assess an candidate's knowledge of students with severe to profound disabilities as related to instruction and assessment, learning environment and classroom management, and collaboration.

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

Candidates in Coastal Carolina University's Special Education Program must successfully complete this exam prior to obtaining licensure in. In order to create an accurate analysis of this assessment, CCU scores will include both attempters and completers.

2. Alignment with CEC Standards

PRAXIS Content Category	CEC Standards
I. Development and Characteristics of Learners •	**Standard 1.0:** Learner Development and Individual Learning Differences (1.1; 1.2) **Standard 5.0:** Instructional Planning and Strategies (5.1) **Standard 6.0:** Professional Learning and Ethical Practice (6.3)
II. Planning and the Learning Environment	**Standard 2.0:** Learning Environments (2.1; 2.3) **Standard 3.0:** Curricular Content Knowledge (3.1) **Standard 5.0:** Instructional Planning and Strategies (5.1)
III. Instruction	**Standard 2.0:** Learning Environments (2.1; 2.2) **Standard 3.0:** Curricular Content Knowledge

PRAXIS Content Category	CEC Standards
	(3.1; 3.2; 3.3) **Standard 5.0:** Instructional Planning and Strategies (5.2; 5.5; 5.6) **Standard 6.0:** Professional Learning and Ethical Practice (6.2)
IV. Assessment	**Standard 4.0:** Assessment (4.2)
V. Foundations and Professional Responsibilities	**Standard 6:** Professional Learning and Ethical Behavior (6.1, 6.2) **Standard 7:** Collaboration (7.1)
VI. Integrated Constructed Response	**Standard 2.0:** Learning Environments (2.1; 2.3) **Standard 3.0:** Curricular Content Knowledge (3.1) **Standard 4.0:** Assessment (4.2) **Standard 5.0:** Instructional Planning and Strategies (5.1) **Standard 7:** Collaboration (7.1)

3. Analysis of the Data Findings

Three types of data will be presented for this assessment:

j. Pass rates as longitudinal information evidence about candidate proficiency.
k. Scaled scores or total scores achieved by candidates on PRAXIS II. These are summative data describing candidate proficiency for a single calendar year.
l. Category or sub domain scores that 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 154 pass score on the PRAXIS II examination for **SPECIAL EDUCATION: Core Knowledge and Severe to Profound Applications (5545).**

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. [5]Assessment 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															

[5] Note: Implementation of program is Spring 2016. This assessment will be first implemented in the 2016-2017 academic year.

CEC Assessment 2

EDSP 630: Single-case Research

Single-case Research Proposal

1. Description of Assessment

Purpose: The Single-case Research Proposal is required for the course EDSP 630: Single-case Research. Single-case designs provide educators with a structure for systematically collecting data within a framework that will enable them to demonstrate a functional relation between their teaching and changes in student behavior. The end result is empirical verification of instruction. As such, it is important for graduate students in special education to have the knowledge to design, implement, and evaluate research using single- case designs. Because single-case research designs focus on controlling and investigating variability within individual subjects, single-case research is uniquely suited to classroom-based research with students with disabilities. The purpose of this proposal is for candidates to become familiar with the design and to develop a research proposal that focuses on an intervention that addresses an academic or social behavior of a student with a disability.

Description: The Single-case Research Proposal focuses on the development of a research proposal based on single-case research design methodology, and is scheduled during EDSP 630: Single-case Research. Candidates identify a student with disability with an academic or social behavior problem, conduct an in-depth review of professional literature specific to intervention studies, develop research questions and a detailed methods section using single-subject methodology to guide their research study. The proposal will be assessed on (a) Introduction (statement of problem, literature review of related intervention studies, and statement of purpose and research questions), (b) Method (participants, setting, experimenter, data collection procedures, experimental design, and procedures and procedural reliability), (c) References, Tables, Figures, and Appendices, and (D) APA style.

Data from the Single-case Research Proposal 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).

2. Alignment with CEC Standards

CEC Standard 1: Learner Development and Individual Learning Differences

Key Elements	
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

Key Elements	
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 4: Assessment

Key Elements	
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.

CEC Standard 5: Instructional Planning & Strategies

Key Elements	
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

Key Elements	
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.

CEC Standard 7: Collaboration

Key Elements	
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.

3. Analysis of the Data Findings

Data on candidate performance in the development of a cohesive Single-case Research Proposal 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 synchronous 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. 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 student data will reflect the initial submission ratings, as opposed to subsequent submissions.

4. 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		
		AY16	AY17	AY18	AY16	AY17	AY18	AY16	AY17	AY18
Statement of problem	N=									
CEC Standards:	Range =									
	Mean =									
Literature review of related intervention studies	N=									
CEC Standards:	Range =									
	Mean =									
Statement of purpose and research questions	N=									
CEC Standards: \	Range =									
	Mean =									
Participants	N=									
CEC Standards:	Range =									
	Mean =									
Setting	N=									
CEC Standards:	Range =									
	Mean =									
Experimenter	N=									
CEC Standards:	Range =									
	Mean =									
Data collection procedures	N=									
CEC Standards:	Range =									
	Mean =									
Experimental design	N=									
CEC Standards:	Range =									
	Mean =									
Procedures and procedural reliability	N=									
	Range =									

		Unsatisfactory			Proficient			Exemplar		
		AY16	AY17	AY18	AY16	AY17	AY18	AY16	AY17	AY18
CEC Standards:	Mean =									
References, tables, figures, and appendices	N=									
	Range =									
CEC Standards:	Mean =									
APA style	N=									
	Range =									
	Mean =									

EDSP 630: Single-case Research

Single-case Research Proposal

Directions: The following describes the format for the research proposal you will be writing as part of requirements for this course. Since this is a proposal, please use **future tense**. The entire proposal is worth 65 points. The "Introduction" draft is worth 5 points and the "Method" draft is worth 15 points. The point breakdown will be as follows:

	Points for Draft	Points for Proposal
Introduction	**5**	**15**
- statement of problem	1	2
- literature review of related intervention studies	3	10
- statement of purpose and research questions	1	3
***Draft should include the reference list**		
Method	**15**	**40**
- participants	1	3
- setting	1	2
- experimenter	1	2
- data collection procedures	4	12
- experimental design	3	6
- procedures and procedural reliability	5	15
***Draft should include the purpose statement, research questions, and a graph (can be hand-drawn and scanned/faxed); final proposal should include a computer-generated graph**		
References/Tables/Figures/Appendices	–	**7**
APA Style	–	**3**
Total:		**65 pts**

Proposal Format (***Please follow APA 6th edition***)

**Everything in the proposal, including tables and references, should be double spaced.*

Title Page
(including running head and page number in page header, title–following the formula, by-line author and affiliation)

Abstract (not needed for your proposal)

First page of text
(This is the start of your Introduction section. This section has no heading, but includes the problem, literature review, statement of purpose, and research questions. It starts with your Title, then your text, without a line break.)

Method

Participants

The participants for this study will be …

Setting

The setting will be …

Experimenter

The experimenter for this study will be …

Data Collection Procedures

Dependent variable(s). The dependent variable(s) will be … It will be defined as … It will be measured by … (name recording procedure and describe how it will be used)

Interobserver reliability. Interobserver reliability will be …

Social validity data. Social validity data will be collected to … (measure goals, procedures, and/or outcomes?)… It will be measured by … [Include your social validity measure/questionnaire as an appendix. Be sure to refer to the appendix in your text.]

Experimental Design

The experimental design will be … (Be sure to include decision rules for starting independent variable, adding new participants, etc. Also explain why the selected design is most appropriate for the purpose of your study.)

[Attach a skeleton graph that you will use as an appendix—for draft, this can be hand-drawn and scanned for submission. For your final proposal, the graph must be created using *Microsoft* Excel. Be sure to refer to the appendix in your text.]

Procedures

Baseline. During baseline … (Remember baseline is not "nothing." Describe what will happen during the baseline condition in terms of instruction, behavioral management system, or other situations in place.)

Intervention [specify the name of the intervention]. The procedures to be used … (During the intervention phase …)

Maintenance and/or Generalization. Maintenance/Generalization will … [at least one]

Procedural Reliability

Procedural reliability will be gathered by ... [Include a Procedural Reliability Checklist as an appendix. Be sure to refer to the appendix in your text.]

References

Appendices

(put them in the order that they appear in your proposal; make sure that you label each one)

Appendix A: Social Validity Measure/Questionnaire
Appendix B: Anticipated Results in Graphic Format
Appendix C: Procedural Reliability Checklist
Others as needed

Submission: Your final research proposal will be submitted in LiveText.

Single-case Research Proposal Scoring Rubric

Candidate's Name: _____ Semester/Year: _____ Course: _____ Score: _____ /**65**

Rating ➢ Indicator ⮟	0 Unacceptable	2 Proficient	3 Exemplar	P	W	S
Introduction • **Statement of problem** • **Literature review of related intervention studies** • **Statement of purpose and research questions**	No or very little introduction is provided – OR – Introduction is written in such a way that it is not engaging or helpful in setting up the study	An introduction exists, but is lacking in rationale for a review –OR-The context for purpose of the study is not articulated well –OR-The organization of the introduction is not articulated well (statement of problem, description of problem, description of intervention)	Provides statement of problem with references from the literature; The context of the problem and intervention is described well; The purpose of the study/research questions are articulated clearly; The organization of the section is clear.		5	
CEC Standards: *1.1, 5.1, 6.1, 6.2*	***CF:*** *1.3, 4.2*	***ADEPT:*** *4ABC*	***SC EEDA:***	***InTASC*** *2lj, 3beio, 6dfmq, 7b,8l, 9l*		
Method • **Participants** • **Setting** • **Experimenter** • **Data collection procedures** • **Experimental design** • **Procedures and procedural reliability**	No information on search procedures and selection criteria is provided	Information on search procedures and selection criteria are provided, but may be unclear so that it may be hard to replicate the search	Information on search procedures and selection criteria is clear so that it would be feasible to replicate the search		13.3	
CEC Standards: *1.2, 2.1, 5.1, 5.3*	***CF:*** *1.5, 3.1, 3.2*	***ADEPT:*** *7A*	***SC EEDA:***	***InTASC*** *1a, 3r, 6aeghijkrt*		
References/Table	One or more of the following is missing:	All are provided, but one or more of the following is inappropriate: References,	All are provided and clear /appropriate: References, tables/figures, and		**2.5**	

s/Figures/ Appendices	References, tables/figures, and appendices	tables/figures, and appendices	appendices			
APA Style	Style is other than APA 6th edition or is inconsistent	Correctly uses the APA Style 6th edition in in-text citations and the Reference list.	APA Style is highly professional and indistinguishable from peer-reviewed publications.		1	

CEC Standards:	***CF:***	***ADEPT:***	***SC EEDA:***	***InTASC***
2.1, 5.2, 6.2,6.3,6.6, 7.1,7.2,7.3	*4.3*	*10ABC*		*1c, 3cnpq 7emo, 8cmps*

points (p) x weight (w) = score (s) ***Total***: ____/**65**____

Instructor's comments:

CEC Assessment 3

EDSP 606: Instructional Design in Special Education

Universal Design for Learning Lesson Plan

1. Description of Assessment

Purpose: The lesson plan is required for the course EDSP 606: Instructional Design in Special Education. The purpose of this lesson plan is to provide candidates with an opportunity to practice using the principles of Universal Design for Learning (UDL) for instructional planning. This project requires candidates to demonstrate how they will provide multiple means of representation, expression, and engagement in their lessons using the resources provided in this course, including exploring low-and high-tech assistive technology to support instruction.

Description: Candidates will develop an individual lesson plan based on the principles of UDL. The lesson plan will be graded using the Universal Design for Learning Lesson Plan scoring rubric (see attached rubric).

Data from the Universal Design for Learning Lesson Plan 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).

2. Alignment with CEC Standards

CEC Standard 1: Learner Development and Individual Learning Differences

Key Elements	
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

Key Elements	
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

Key Elements	
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

Key Elements	
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

Key Elements	
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.

3. Analysis of the Data Findings

Data on candidate performance in the creation of the written Universal Design for Learning 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 synchronous 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.

4. 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

[6]Overall Scores	N=	Range	Median (%)	Mean (%)
2016-2017 (AY17)				

[6] 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.

2017-2018 (AY18)				
2018-2019 (AY19)				

		Unsatisfactory			Developing			Proficient			Exemplar		
		AY17	AY18	AY19	AY17	AY18	AY19	AY17	AY18	AY19	AY17	AY18	AY19
Identification of specific learning objective(s) (outcomes) and standards addressed. ***CEC Standards:*** *3.1, 3.2, 3.3, 5.1, 5.3*	N=												
	Range =												
	Mean =												
Description of classroom context and student(s) characteristics, including any ESL, IEP and 504 accommodations. ***CEC Standards:*** *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. ***CEC Standards:*** *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 (e.g., Smart Board, assistive technology). ***CEC Standards:*** *3.1, 3.2, 5.1, 5.2, 5.3, 5.4*	N=												
	Range =												
	Mean =												
Focus or review ***CEC Standards:***	N=												
	Range =												

		Unsatisfactory			Developing			Proficient			Exemplar		
		AY17	AY18	AY19	AY17	AY18	AY19	AY17	AY18	AY19	AY17	AY18	AY19
4.2, 4.4, 5.1, 5.3, 5.5, 5.6	Mean =												
Statement of objective in student terms	N=												
	Range =												
CEC Standards: *3.1, 3.2, 3.3, 5.1, 5.6*	Mean =												
Guided Practice	N=												
	Range =												
CEC Standards: *3.1, 3.2, 3.3, 5.1, 5.6*	Mean =												
Independent Practice	N=												
	Range =												
CEC Standards: *3.1, 3.2, 3.3, 5.1, 5.6*	Mean =												
Closure	N=												
	Range =												
CEC Standards: *3.1, 3.2, 3.3, 5.1*	Mean =												
Evaluation	N=												
	Range =												
CEC Standards: *4.2, 4.4, 5.1*	Mean =												
Differentiation	N=												
	Range =												
CEC Standards: *1.1, 1.2, 3.1, 3.2, 3.3, 5.1, 5.4, 5.5, 5.6*	Mean =												
Content development and structure/sequence of the lesson	N=												
	Range =												
CEC Standards: *3.1, 3.2, 3.3, 5.1, 5.3, 5.4, 5.5, 5.6*	Mean =												
Methods, strategies, and resources used	N=												
	Range =												

		Unsatisfactory			Developing			Proficient			Exemplar		
		AY17	AY18	AY19	AY17	AY18	AY19	AY17	AY18	AY19	AY17	AY18	AY19
CEC Standards: *3.1, 3.2, 3.3, 5.1, 5.3, 5.4, 5.5, 5.6*	Mean =												
Instructional decision-making	N=												
CEC Standards: *3.1, 3.2, 3.3, 5.1, 5.3, 5.4, 5.5, 5.6*	Range =												
	Mean =												
Mechanics & Grammar/Usage	N=												
	Range =												
	Mean =												
Summary/ Reflection	N=												
CEC Standards: *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*	Range =												
	Mean =												

EDSP 606: Instructional Design in Special Education

Universal Design for Learning Lesson Plan Description

UDL Lesson Plan
Directions: Using UDL Exchange (http://udlexchange.cast.org/home), develop a lesson based on one of the goals on your student's IEP. You must specifically address how you will provide multiple means of representation, expression, and engagement in your lesson using the resources discussed in this course. 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. The lesson planning template will be provided. ***** Note: Please develop the lesson plan for a group of students (include the target 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 UDL 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.

<u>Product Scoring</u> (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 address the following:*

- Rationale
- Lesson objectives and State Standards objective reference
- Classroom context, student characteristics
- Prerequisites
- Materials/technology (including assistive technology)
- Focus/Review
- Objectives in student terms
- Teacher input
- Guided practice
- Independent practice
- Closure
- Evaluation
- Plan for individual differences, UDL that explicitly includes:
  - multiple means of representing information,
  - multiple means of expressing knowledge, and
  - multiple means of engagement in learning

The completed project will include:

- ❑ A complete lesson plan that reflects 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, 504 accommodations, and assistive technology needs
  - 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 (e.g., Smart Board, assistive technology)
  - Focus or review
  - Statement of objective in student terms
  - Guided Practice
  - Independent Practice
  - Closure
  - Evaluation
  - Differentiation/UDL
  - 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 State Standards and the student's IEP objectives/benchmarks
  - How students' needs were addressed through UDL (i.e., representation, expression, engagement)
  - What were the rationales for the goals and objectives/benchmarks you have chosen?
  - How this project contributes to your profession

Universal Design for Learning Lesson Plan Scoring Rubric

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

Rating ➢ Indicator ⮟	0 Unacceptable	1 Developing	2 Proficient	3 Exemplar	P	W	S
1. Identification of specific learning objective(s) (outcomes) and standards addressed. ***CEC Standards:*** *3.1, 3.2, 3.3, 5.1, 5.3* ***CF:*** *3.1* ***ADEPT:*** *5ABC, 6ABC, 7ABC, 8ABC* ***SC EEDA:*** *2E, 4*	Any two or more of the items in the "Proficient" column are incorrect, unclear, inappropriate, or missing.	More than one of the elements is missing, unclear or inappropriate. Stated as activities rather than learning outcomes.	Objective(s) clearly stated and provides purpose. Standards alignment is correct. One of the elements may be missing, unclear or inappropriate.	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 state standards scope and sequence of curriculum and accommodations.		**1**	
2. Description of classroom context and student(s) characteristics, including ESL, IEP, 504 accommodations, and assistive technology needs. ***CEC Standards:*** *1.1, 1.2, 3.1, 3.2, 5.1, 5.2, 5.3* ***CF:*** *3.1* ***ADEPT:*** *5ABC, 6ABC, 7ABC, 8ABC* ***SC EEDA:*** *2E, 4*	Any two or more of the items in the "Proficient" column are incorrect, unclear, inappropriate, or missing.	No description given for one or more of the following: classroom and available resources, characteristics of class and accommodations necessary for special needs.	Basic information about the classroom, resources, characteristics of the class and accommodations provided.	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).		**1**	

Rating ➢ Indicator ⮟	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. ***CEC Standards:*** *1.1, 1.2, 3.2, 5.1, 5.6* ***CF:*** *1.2, 1.5,* ***ADEPT:*** *1ABCDE, 2ABC, 6ABC* ***SC EEDA:*** *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 (e.g., http://udlexchange.cast.org/home, Smart Board, assistive technology) ***CEC Standards:*** *3.1, 3.2, 5.1, 5.2, 5.3, 5.4* ***CF:*** *1.1, 1.2, 2.1, 3.2* ***ADEPT:*** *5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC* ***SC EEDA:*** *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 ***CEC Standards:*** *4.2, 4.4, 5.1, 5.3, 5.5, 5.6* ***CF:***	Any two or more of the items in the "Proficient" column are	States pre-skills rather than using questions to gauge readiness. Misses opportunity to	Individual students checked for pre-skills. Limited questions used to gauge readiness for lesson. Focusing	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		**2**	

Rating ➢ Indicator ⮟	0 Unacceptable	1 Developing	2 Proficient	3 Exemplar	P	W	S
1.1, 1.2, 2.1, 3.2 ***ADEPT:*** *5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC* ***SC EEDA:*** *1A, 2E, 3, 4*	incorrect, unclear, inappropriate, or missing.	motivate students and help them make connections.	activity somewhat sets stage for attending to the lesson, but important connections missed.	knowledge. If completely new instruction, focus has the potential to stimulate interest and motivate student.			
6. Statement of objective in student terms ***CEC Standards:*** *3.1, 3.2, 3.3, 5.1, 5.6* ***CF:*** *1.1, 1.2, 2.1, 3.2* ***ADEPT:*** *5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC* ***SC EEDA:*** *1A, 2E, 3, 4*	Any two or more of the items in the "Proficient" column are incorrect, unclear, inappropriate, or missing.	Objective is unclear with no specific performance set for what students will know how to do. Students not given an idea of what candidate will look for in his or her performance.	Objective is briefly stated and provides clear purpose. Limited performance expectations given. What candidate expects students to do as a part of the lesson may or may not be given.	Connections made between earlier learning and present lesson. New skill, concept or purpose is clearly stated for 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.		**2**	
7. Guided Practice ***CEC Standards:*** *3.1, 3.2, 3.3, 5.1, 5.6* ***CF:*** *1.1, 1.2, 2.1, 3.2* ***ADEPT:*** *5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC* ***SC EEDA:*** *1A, 2E, 3, 4*	Any two or more of the items in the "Proficient" column are incorrect, unclear, inappropriate, or missing.	Candidate does not present a plan for leading students through the steps necessary to perform the skill. No practice is provided.	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.	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.		**2**	
8. Independent Practice ***CEC Standards:***	Any two or more of the items in the	Plan does not indicate instructions	Instructions present but may lack clarity. Product or activity may	Instructions are clear. Tasks ensure that individual students are knowledgeable or have the skills		**2**	

Rating ➢ Indicator ⮟	0 Unacceptable	1 Developing	2 Proficient	3 Exemplar	P	W	S
3.1, 3.2, 3.3, 5.1, 5.6 ***CF:*** *1.1, 1.2, 2.1, 3.2* ***ADEPT:*** *5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC* ***SC EEDA:*** *1A, 2E, 3, 4*	"Proficient" column are incorrect, unclear, inappropriate, or missing.	students will be given. Product or activity does not relate to stated objective(s).	not be at the level of the objective but do relate to the stated objective(s).	needed for independent success at objective level for this lesson. Candidate anticipates student questions.			
9. Closure ***CEC Standards:*** *3.1, 3.2, 3.3, 5.1* ***CF:*** *1.1, 1.2, 2.1, 3.2* ***ADEPT:*** *5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC* ***SC EEDA:*** *1A, 2E, 3, 4*	Any two or more of the items in the "Proficient" column are incorrect, unclear, inappropriate, or missing.	Does not relate to key points of the lesson.	Some key points indicated for summary/review but not all critical attributes key to understanding are included.	Provisions are made for key points/critical attributes of the lesson to be summarized and reviewed using student responses, if appropriate.		**2**	
10. Evaluation ***CEC Standards:*** *4.2, 4.4, 5.1* ***CF:*** *1.2, 1.5,* ***ADEPT:*** *1ABCDE, 2ABC, 6ABC* ***SC EEDA:*** *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**	

Rating ➢ Indicator ⮟	0 Unacceptable	1 Developing	2 Proficient	3 Exemplar	P	W	S
11. Differentiation/UDL ***CEC Standards:*** *1.1, 1.2, 3.1, 3.2, 3.3, 5.1, 5.4, 5.5, 5.6* ***CF:*** *1.1, 1.2, 2.1, 3.2* ***ADEPT:*** *5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC* ***SC EEDA:*** *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 (e.g., 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 (using multiple means of representation, expression, and engagement) who have more difficulty learning and who have assistive technology needs to access and demonstrate knowledge of curriculum.		**2**	
	Quality of Lesson Plan (Content Development, Instructional Strategies)						
12. Content development, & structure/sequence of the lesson ***CEC Standards:*** *3.1, 3.2, 3.3, 5.1, 5.3, 5.4, 5.5, 5.6* ***CF:*** *1.1, 1.2, 2.1, 3.2* ***ADEPT:*** *5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC* ***SC EEDA:*** *1A, 2E, 3, 4*	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**	

Rating ➢ Indicator ⮟	0 Unacceptable	1 Developing	2 Proficient	3 Exemplar	P	W	S
13. Methods, strategies, and resources used ***CEC Standards:*** *3.1, 3.2, 3.3, 5.1, 5.3, 5.4, 5.5, 5.6* ***CF:*** *1.1, 1.2, 2.1, 3.2* ***ADEPT:*** *5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC* ***SC EEDA:*** *1A, 2E, 3, 4*	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**	
14. Instructional decision-making ***CEC Standards:*** *3.1, 3.2, 3.3, 5.1, 5.3, 5.4, 5.5, 5.6* ***CF:*** *1.1, 1.2, 2.1, 3.2* ***ADEPT:*** *5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC* ***SC EEDA:*** *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 ***CF:*** *1.2, 1.5,* ***ADEPT:***	Any two or more of the items in the "Proficient" column are	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**	

Rating ➢ Indicator ⮟	0 Unacceptable	1 Developing	2 Proficient	3 Exemplar	P	W	S
1ABCDE, 2ABC, 6ABC ***SC EEDA:*** *2E, 3, 4*	incorrect, unclear, inappropriate, or missing.						
			Reflective Summary				
16. Summary/Reflection ***CEC Standards:*** *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* ***CF:*** *1.1, 1.2, 1.5, 2.1, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1* ***ADEPT:*** *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* ***SC EEDA:*** *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 between 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 state standards 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.		**3**	

P (points) x W (weight) = S (score) **Total points available = 84** **Total earned points: _____**

0-17 = Unsatisfactory
18-47 = Developing
48-75 = Proficient
76-84 = Exemplary

Instructor's comments:

CEC Assessment 4

EDSP 640: Behavior Management

Positive Behavioral Interventions and Supports Project

Description of Assessment

Purpose: The Positive Behavioral Interventions and Supports (PBIS) project is required for the course EDSP 640: Behavior Management. 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).

1. **Alignment with CEC Standards**

CEC Standard 1: Learner Development and Individual Learning Differences

Key Elements	
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

Key Elements	
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

Key Elements	
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

Key Elements	
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

Key Elements	
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.

2. 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.

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

A level of master ("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		
		AY16	AY17	AY18	AY16	AY17	AY18	AY16	AY17	AY18	AY16	AY17	AY18
Description of Student ***CEC Standards:*** *1.1, 1.2*	N=												
	Range =												
	Mean =												
Obtaining Information on Behavior ***CEC Standards:*** *1.1, 4.1, 5.1, 6.1, 6.3*	N=												
	Range =												
	Mean =												
Defining and Pinpointing Behaviors ***CEC Standards:*** *1.1, 1.2, 4.2*	N=												
	Range =												
	Mean =												
Conducting a Functional Assessment I – ABC Assessments ***CEC Standards:*** *1.1, 1.2, 4.1, 4.2, 4.3, 4.4, 6.1*	N=												
	Range =												
	Mean =												

		Unsatisfactory			Developing			Proficient			Exemplar		
		AY16	AY17	AY18	AY16	AY17	AY18	AY16	AY17	AY18	AY16	AY17	AY18
Conducting a Functional Assessment II – Forming Hypotheses ***CEC Standards:*** *1.1, 1.2, 4.1, 4.2, 4.3, 4.4, 6.1*	N=												
	Range =												
	Mean =												
Appropriate Behavior is Targeted for Change ***CEC Standards:*** *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 ***CEC Standards:*** *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 ***CEC Standards:*** *4.1, 4.2, 4.3, 4.4*	N=												
	Range =												
	Mean =												
Graphing Two Behaviors ***CEC Standards:*** *4.1, 4.2, 4.3, 4.4*	N =												
	Range =												

		Unsatisfactory			Developing			Proficient			Exemplar		
		AY16	AY17	AY18	AY16	AY17	AY18	AY16	AY17	AY18	AY16	AY17	AY18
	Mean =												
Environmental & Antecedent Strategies ***CEC Standards:*** *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 ***CEC Standards:*** *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 ***CEC Standards:*** *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 ***CEC Standards:*** *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	N =												

		Unsatisfactory			Developing			Proficient			Exemplar		
		AY16	AY17	AY18	AY16	AY17	AY18	AY16	AY17	AY18	AY16	AY17	AY18
CEC Standards: *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*	Range =												
	Mean =												
Summary of Results and Discussion ***CEC Standards:*** *6.1, 6.3*	N =												
	Range =												
	Mean =												
Planning for Generalization ***CEC Standards:*** *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 ***CEC Standards:*** *6.1, 6.3*	N =												
	Range =												
	Mean =												

EDSP 640: Behavior Management

1. 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. 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. 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:*** *This project will be submitted to LiveText.*

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 behaves 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 Exemplar**	**P**	**W**	**S**
Description of Student ***CEC Standards:*** *1.1, 1.2* ***CF:*** *3.1* ***ADEPT:*** *5ABC, 6ABC, 7ABC, 8ABC* ***SC EEDA:*** *2E, 4*	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 ***CEC Standards:*** *1.1, 4.1, 5.1, 6.1, 6.3* ***CF:*** *1.2, 1.5,*	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	

Rating ➢ Indicator ⮟	**0 Unacceptable**	**1 Developing**	**2 Proficient**	**3 Exemplar**	**P**	**W**	**S**
ADEPT: *1ABCDE, 2ABC, 6ABC* ***SC EEDA:*** *2E, 3, 4*							
Defining and Pinpointing Behaviors ***CEC Standards:*** *1.1, 1.2, 4.2* ***CF:*** *1.2, 1.5,* ***ADEPT:*** *1ABCDE, 2ABC, 6ABC* ***SC EEDA:*** *2E, 3, 4*	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.	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.	All lettered items in the "Proficient" column are correct and exceptionally well addressed.		1	
Conducting a Functional Assessment I – ABC Assessments ***CEC Standards:***	Four or more of the lettered items in the "Proficient" column are incorrect, unclear, inappropriate, or missing.	Any three of the lettered items in the "Proficient" column is incorrect, unclear, inappropriate, or missing.	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.	All lettered items in the "Proficient" column are correct and exceptionally well addressed.		2	

Rating ➢ Indicator ⮟	**0 Unacceptable**	**1 Developing**	**2 Proficient**	**3 Exemplar**	**P**	**W**	**S**
1.1, 1.2, 4.1, 4.2, 4.3, 4.4, 6.1 ***CF:*** *1.2, 1.5,* ***ADEPT:*** *1ABCDE, 2ABC, 6ABC* ***SC EEDA:*** *2E, 3, 4*							
Conducting a Functional Assessment II – Forming Hypotheses ***CEC Standards:*** *1.1, 1.2, 4.1, 4.2, 4.3, 4.4, 6.1* ***CF:*** *1.2, 1.5,* ***ADEPT:*** *1ABCDE, 2ABC, 6ABC* ***SC EEDA:***	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.	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.	All lettered items in the "Proficient" column are correct and exceptionally well addressed.		1	

Rating ➢ Indicator ⮟	0 Unacceptable	1 Developing	2 Proficient	3 Exemplar	P	W	S
2E, 3, 4							
Appropriate behavior is Targeted for Change ***CEC Standards:*** *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* ***CF:*** *1.2, 1.5,* ***ADEPT:*** *1ABCDE, 2ABC, 6ABC* ***SC EEDA:*** *2E, 3, 4*	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.	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.	All lettered items in the "Proficient" column are correct and exceptionally well addressed.		1	
Two Written Behavioral Objectives ***CEC Standards:*** *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*	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.	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, **(e)** criterion matches the dimension of the behavior.	All lettered items in the "Proficient" column are correct and exceptionally well addressed.		2	

Rating ➢ Indicator ⮟	**0 Unacceptable**	**1 Developing**	**2 Proficient**	**3 Exemplar**	**P**	**W**	**S**
CF: *1.1, 1.2, 2.1, 3.2* ***ADEPT:*** *5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC* ***SC EEDA:*** *1A, 2E, 3, 4*							
Recording on Two Behaviors For Change ***CEC Standards:*** *4.1, 4.2, 4.3, 4.4* ***CF:*** *1.2, 1.5,* ***ADEPT:*** *1ABCDE, 2ABC, 6ABC* ***SC EEDA:*** *2E, 3, 4*	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)** 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, **(g)** narrative describes the behavioral measurements in sufficient details so there is no question how data were collected.	All lettered items in the "Proficient" column are correct and exceptionally well addressed.		2	

Rating ➢ Indicator ⮟	0 Unacceptable	1 Developing	2 Proficient	3 Exemplar	P	W	S
Graphing Two Behaviors ***CEC Standards:*** *4.1, 4.2, 4.3, 4.4* ***CF:*** *1.2, 1.5,* ***ADEPT:*** *1ABCDE, 2ABC, 6ABC* ***SC EEDA:*** *2E, 3, 4*	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, **(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 ***CEC Standards:*** *1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 4.3, 4.4, 5.1, 5.4, 5.5, 6.3* ***CF:*** *1.1, 1.2, 2.1, 3.2* ***ADEPT:*** *5ABC, 6ABC, 1ABCDE, 2ABC,*	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, **(e)** culturally responsive curriculum modifications are considered.	All lettered items in the "Proficient" column are correct and exceptionally well addressed.		2	

6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC ***SC EEDA:*** *1A, 2E, 3, 4*							
Skill Training or Functional Communication Training ***CEC Standards:*** *1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 4.3, 4.4, 5.1, 5.4, 5.5, 6.3* ***CF:*** *1.1, 1.2, 2.1, 3.2* ***ADEPT:*** *5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC* ***SC EEDA:*** *1A, 2E, 3, 4*	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)** Skill targeted for training is appropriate based on FBA data, **(b)** systematic instruction on directly teaching replacement behavior is described and implemented, **(c)** components of skill training are addressed completely and clearly.	All lettered items in the "Proficient" column are correct and exceptionally well addressed.		2	
Strategies for Increasing Alternative Behaviors ***CEC Standards:***	Three or more of the lettered items in the "Proficient" column are incorrect, unclear,	Any two of the lettered items in the "Proficient" column is incorrect, unclear, inappropriate, or missing.	**(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, **(e)** reinforcement schedules were changed to systematically reduce the student's reliance on artificial levels of reinforcement.	All lettered items in the "Proficient" column are correct and exceptionally well		2	

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 ***CF:*** *1.1, 1.2, 2.1, 3.2* ***ADEPT:*** *5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC* ***SC EEDA:*** *1A, 2E, 3, 4*	inappropriate, or missing.			addressed.			
Strategies for Decreasing Problem Behaviors ***CEC Standards:*** *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* ***CF:*** *1.1, 1.2, 2.1, 3.2* ***ADEPT:*** *5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC,*	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)** 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, **(d)** negative consequences, if used, are justified by data from previous attempts using positive means.	All lettered items in the "Proficient" column are correct and exceptionally well addressed.		2	

6ABC, 7ABC ***SC EEDA:*** *1A, 2E, 3, 4*							
Rating ➢ Indicator ⮟	**0 Unacceptable**	**1 Developing**	**2 Proficient**	**3 Exemplar**	**P**	**W**	**S**
Teaching Self-Management ***CEC Standards:*** *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* ***CF:*** *1.1, 1.2, 2.1, 3.2* ***ADEPT:*** *5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC* ***SC EEDA:*** *1A, 2E, 3, 4*	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)** Self-management strategies are taught or planned, **(b)** self-management strategies selected are appropriate for the behavior, **(c)** provisions for student involvement in the behavior change plan are included.	All lettered items in the "Proficient" column are correct and exceptionally well addressed.		1	
Summary of Results and Discussion ***CEC***	Two or more of the lettered items in the "Proficient" column are	Any one of the lettered items in the "Proficient" column is incorrect, unclear,	**(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, **(c)** narrative assessment of the PBIS project addresses what could have been done differently and why; and/or what could	All lettered items in the "Proficient" column are correct and		2	

Standards: *6.1, 6.3* ***CF:*** *1.1, 1.2, 1.5, 2.1, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1* ***ADEPT:*** *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* ***SC EEDA:*** *1A, 2E, 3, 4*	incorrect, unclear, inappropriate, or missing.	inappropriate, or missing.	be modified to produce better results for the future.	exceptionally well addressed.			
Planning for Generalization ***CEC Standards:*** *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* ***CF:*** *1.1, 1.2, 2.1, 3.2*	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)** 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, **(d)** strategies selected to address maintenance of the behavior are appropriate.	All lettered items in the "Proficient" column are correct and exceptionally well addressed.		1	

ADEPT: *5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC* ***SC EEDA:*** *1A, 2E, 3, 4*							
Reflection ***CEC Standards:*** *6.1, 6.3* ***CF:*** *1.1, 1.2, 1.5, 2.1, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1* ***ADEPT:*** *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* ***SC EEDA:*** *1A, 2E, 3, 4*	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)** 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, **(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.	All lettered items in the "Proficient" column are clearly addressed and reflection is exceptionally well written.		2	

P (points) x W (weight) = S (score) **Total points available = 84 Total earned points ____**		

Instructor's comments:

CEC Assessment 5

EDSP 635: Advanced Topics in Special Education

Evidence-based Intervention Paper

1. Description of Assessment

Purpose: The Evidence-based Intervention Paper is required for the course EDSP 635: Advanced Topics in Special Education. The purpose of this paper is for candidates to become familiar with and understand an evidence-based intervention used to address an academic or social behavior problem in special education. Specifically, the purpose of this literature review is to summarize and assess the state of existing knowledge on the chosen intervention; develop a more nuanced understanding of the chosen intervention; raise questions for further research; and identify limitations that identify a gap in the current state of knowledge or analysis of the intervention.

Description: The Evidence-based Intervention Paper focuses on conducting and writing a literature review on a chosen evidence-based practice used to address an academic or social behavior problem in the field of special education, and is scheduled during EDSP 635: Advanced Topics in Special Education. Candidates are assessed on the quality of a written professional paper that demonstrates how content knowledge gleaned from their coursework regarding the use of evidence-based practices. The paper assesses: (a) Introducing the idea: Problem statement, (b) Review (summary of at least three previous intervention studies), (d) Clarity of writing and writing technique, (e) Discussion, and (f) Citations/references: Proper APA format.

Data from the Evidence-based Intervention Paper 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).

2. Alignment with CEC Standards

CEC Standard 5: Instructional Planning & Strategies

Key Elements	
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.

3. 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 document).

This project will involve various stages as reflected in the rubric. The instructor will monitor each stage during weekly synchronous 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.

4. 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
Introducing the idea: Problem Statement	N=									
	Range =									
CEC Standards: *1.1, 5.1, 6.1, 6.2*	Mean =									
Description of the problem	N=									
	Range =									
CEC Standards: *1.1*	Mean =									
Description of the intervention	N=									
	Range =									
CEC Standards: *1.2*	Mean =									
Purpose of review/research questions	N=									
	Range=									
CEC Standards: *1.1, 5.1, 6.1, 6.2*	Mean=									
Method • **Search procedures** • **Selection criteria**	N=									
	Range =									
CEC Standards: *1.1, 5.1, 6.1, 6.2*	Mean =									
Citations/References: Proper APA format	N=									
	Range=									
	Mean=									
Results										
CEC Standards: *1.1, 5.1, 6.1, 6.2*										
Discussion	N=									

		Unsatisfactory			Proficient			Exemplar		
		AY 16	AY 17	AY 18	AY 16	AY 17	AY 18	AY 16	AY 17	AY 18
CEC Standards: *1.1, 5.1, 6.1, 6.2*	Range=									
	Mean=									
Quality of written report	N=									
	Range =									
	Mean =									

EDSP 635: Advanced Topics in Special Education

Evidence-based Intervention Paper

Directions: The Evidence-based Intervention Paper is essentially a literature review paper on an evidence-based intervention that is used to address an academic or social behavior of students with disabilities. It will consist of an introduction, summary of previous studies, and a discussion and evaluation of the previous studies. A minimum of three previous research studies using the intervention is required for this essay. These need to be academic peer-reviewed journal articles (i.e., experimental research studies) from a database, such as Academic Search Premier. This paper will be evaluated in the following areas (sections of paper):

1. Introducing the idea: Problem statement
2. Description of the problem
3. Description of an intervention used to address the problem
4. Purpose of review/research questions
5. Method
   a. Search procedures
   b. Selection criteria
6. Results (summary of at least three data-based research studies within the last five years)
7. Discussion
8. Citations/References: APA format
9. Clarity of writing and writing technique

Introduction: The introduction presents your narrowed topic or area of inquiry, its significance, and an overview statement of how researchers have studied this narrowed area. It typically begins with a problem statement, a description of the particular problem, and a description of an intervention that has been used to address the problem. Be sure to include citations (not your research-based studies that you summarize). Finally, you will state the purpose of the literature review and any research questions.

Method (heading): Here, you will describe the search procedures (**heading**) that you used to find your studies, and what sources you used (e.g., EBSCO Host). Then, you will describe your selection criteria (**heading**) that you used (e.g., peer-reviewed, within the last five years, single-subject design).

Results (heading): Here, you will begin with how many research studies you found (based on your selection criteria). Then, you will describe each study, addressing the authors/year of the study, the participants, the setting, brief description of the intervention, results, and limitations.

Discussion (heading): Here, you will reiterate the purpose of the review and a brief description of the results. In your discussion, describe again the limitations and recommendations for future research (**heading**) and implications for practice (**heading**).

References (heading): Include all references cited in paper using APA 6th edition format.

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

Evidence-based Intervention Paper Scoring Rubric

Candidate's Name: _____ Semester/Year: _____ Course: _____ Score: _____ /39

Rating ➢ Indicator ⮟	0 Unacceptable	2 Proficient	3 Exemplar	P	W	S
Introduction • **Statement of problem** • **Description of problem** • **Description of intervention**	No or very little introduction is provided – OR – Introduction is written in such a way that it is not engaging or helpful in setting up the study	An introduction exists, but is lacking in rationale for a review –OR-The context for purpose of the study is not articulated well –OR-The organization of the introduction is not articulated well (statement of problem, description of problem, description of intervention)	Provides statement of problem with references from the literature; The context of the problem and intervention is described well; The purpose of the study/research questions are articulated clearly; The organization of the section is clear.		2	
CEC Standards: *1.1, 5.1, 6.1, 6.2*	***CF:*** *1.3, 4.2*	***ADEPT:*** *4ABC*	***SC EEDA:***	***InTASC*** *2lj, 3beio, 6dfmq, 7b,8l, 9l*		
Method • **Search procedures** • **Selection criteria**	No information on search procedures and selection criteria is provided	Information on search procedures and selection criteria are provided, but may be unclear so that it may be hard to replicate the search	Information on search procedures and selection criteria is clear so that it would be feasible to replicate the search		2	
CEC Standards: *1.2, 2.1, 5.1, 5.3*	***CF:*** *1.5, 3.1, 3.2*	***ADEPT:*** *7A*	***SC EEDA:***	***InTASC*** *1a, 3r, 6aeghijkrt*		
Results	Some of the following information is missing: The number of research studies found (based on selection criteria), summaries are provided with information on authors/year of the study, the participants,	Some of the following information is unclear: The number of research studies found (based on selection criteria), summaries are provided with information on authors/year of the study, the participants, the setting, brief description of the intervention, results, and limitations.	Includes the number of research studies found (based on selection criteria), summaries are provided with information on authors/year of the study, the participants, the setting, brief description of the intervention, results, and limitations. Section is well-written and clear		2	

	the setting, brief description of the intervention, results, and limitations.					
CEC Standards: *1.1, 1.2, 2.1, 5.1,*	***CF:*** *1.1, 1.2, 3.1, 3.2*	***ADEPT:*** *6A*	***SC EEDA:***	***InTASC*** *4aefjl,*		
Discussion	One or more parts are missing: The purpose of the review is reviewed, followed by a brief description of the results. Limitations and recommendations for future research are well-articulated, as well as implications for practice	Some parts are unclear: The purpose of the review is reviewed, followed by a brief description of the results. Limitations and recommendations for future research are well-articulated, as well as implications for practice	The purpose of the review is reviewed, followed by a brief description of the results. Limitations and recommendations for future research are well-articulated, as well as implications for practice		3	
CEC Standards: *1.1, 1.2, 5.1, 6.3*	***CF:*** *1.1, 1.2, 3.1, 3.2*	***ADEPT:*** *6AC*	***SC EEDA:***	***InTASC*** *2d, 4acefhjklmn, 5bcejkl*		
Citations/ References: APA format	Style is other than APA 6th edition or is inconsistent	Correctly uses the APA Style 6th edition in in-text citations and the Reference list.	APA Style is highly professional and indistinguishable from peer-reviewed publications.		1	
CEC Standards: *2.1, 5.2, 6.2,6.3,6.6, 7.1,7.2,7.3*	***CF:*** *4.3*	***ADEPT:*** *10ABC*	***SC EEDA:***	***InTASC*** *1c, 3cnpq 7emo, 8cmps*		
Quality of Written Report	Vocabulary was not on a professional, formal level, may have been inappropriate, or used incorrectly; More than three distracting errors were present in grammar or mechanics	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	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		3	
CEC Standards:	***CF:***	***ADEPT:***	***SC EEDA:***	***InTASC***		

points (p) x weight (w) = score (s) ***Total***: ____/**39**____

Instructor's comments:

CEC Assessment 6

EDSP 641: Comprehensive Assessment for Exceptional Learners

IEP Project

1. Description of Assessment

Purpose: The IEP project is required for the course EDSP 641: Comprehensive Assessment for Exceptional Learners. The purpose of this project is for candidates to use assessment results to develop an IEP for a student with a disability. 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-approved IEP software system.

Description: Candidates will individually develop an IEP, as well as write a narrative summary describing their reflections on the project. Candidates will use an actual 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).

2. Alignment with CEC Standards

CEC Standard 1: Learner Development and Individual Learning Differences

Key Elements	
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

Key Elements	
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

Key Elements	
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

Key Elements

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

Key Elements	
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

Key Elements	
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.

3. 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.

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

A level of master ("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		
		AY16	AY17	AY18	AY16	AY17	AY18	AY16	AY17	AY18	AY16	AY17	AY18
IEP Introductory Information	N=												
CEC Standards:	Range =												
1.1, 4.2, 5.1, 5.3, 6.3	Mean =												
IEP PLAAFPs	N=												
CEC Standards:	Range =												
4.2, 4.4	Mean =												
IEP MAGs	N=												
CEC Standards:	Range =												
2.1, 3.1, 3.2, 3.3, 4.2, 4.4, 5.1, 5.3, 5.4, 5.5, 5.6	Mean =												
IEP STOs/BMs, measurement of progress	N=												
CEC Standards:	Range =												
2.1, 3.1, 3.2, 3.3, 4.2,													

		Unsatisfactory			Developing			Proficient			Exemplar		
		AY16	AY17	AY18	AY16	AY17	AY18	AY16	AY17	AY18	AY16	AY17	AY18
4.4, 5.1, 5.3, 5.4, 5.5, 5.6	Mean =												
IEP **LRE parts I-IV** ***CEC Standards:*** *5.3, 5.5, 6.3*	N=												
	Range =												
	Mean =												
IEP **LRE parts V-XI** ***CEC Standards:*** *5.3, 5.5, 6.3*	N=												
	Range =												
	Mean =												
IEP Summary Reflection ***CEC Standards:*** *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*	N=												
	Range =												
	Mean =												

EDSP 641: Comprehensive Assessment for Exceptional Learners

IEP Project Description

Directions: Using a student with a disability in your concentration area, you will interpret the norm-referenced and curriculum-based assessments results and subsequently develop a complete, appropriate IEP (including a transition plan if applicable) for the 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 state-approved IEP computer system; guidelines available on Moodle (under "Assignments: IEP Projects" topic).

The completed project will include:

- ❑ A complete IEP that reflects the findings in the student's assessment results 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 did you collaborate to complete this student's IEP 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**
1. **IEP Introductory Information** ***CEC Standards:*** *1.1, 4.2, 5.1, 5.3, 6.3* ***CF:*** *3.1* ***ADEPT:*** *5ABC, 6ABC, 7ABC, 8ABC*	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 and a transition plan is included **(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**	

SC EEDA: *2E, 4*							
2. **IEP PLAAFPs** ***CEC Standards:*** *4.2, 4.4* ***CF:*** *1.2, 1.5,* ***ADEPT:*** *1ABCDE, 2ABC, 6ABC* ***SC EEDA:*** *2E, 3, 4*	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	
3. **IEP MAGs** ***CEC Standards:*** *2.1, 3.1, 3.2, 3.3, 4.2, 4.4, 5.1, 5.3,*	Any two or more of the lettered items in the "Proficient" column are incorrect, unclear, inappropriate,	One letter item in the "Proficient" column may be unclear; AND one lettered item in the "Proficient" column is	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	All lettered items in the "Proficient" column are correct and exceptionally well addressed.		2	

5.4, 5.5, 5.6 ***CF:*** *1.1, 1.2, 2.1, 3.2* ***ADEPT:*** *5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC* ***SC EEDA:*** *1A, 2E, 3, 4*	or missing.	incorrect, inappropriate, or missing.	aligned with developed MAGs.				
4. **IEP STOs/BMs, measurement of progress** ***CEC Standards:*** *2.1, 3.1, 3.2, 3.3, 4.2, 4.4, 5.1, 5.3, 5.4, 5.5, 5.6* ***CF:*** *1.1, 1.2, 2.1, 3.2*	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)** 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.	All lettered items in the "Proficient" column are correct and exceptionally well addressed.		**2**	

ADEPT: *5ABC, 6ABC, 1ABCDE, 2ABC, 6ABC, 5AB, 8C, 3ABC, 5ABC, 6ABC, 7ABC* ***SC EEDA:*** *1A, 2E, 3, 4*							
5. **IEP** **LRE parts I-IV** ***CEC Standards:*** *5.3, 5.5, 6.3* ***CF:*** *3.1, 4.1, 4.2* ***ADEPT:*** *5ABC, 6ABC, 7ABC, 8ABC, 8B, 9A, 10D, 4ABC,*	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)** 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).	All lettered items in the "Proficient" column are correct and exceptionally well addressed.		1	

8BC, 10D ***SC EEDA:*** *1A, 2E, 3, 4*							
6. **IEP** **LRE parts V-XI** **(pages 7-10 of 10)** ***CEC Standards:*** *5.3, 5.5, 6.3* ***CF:*** *3.1, 4.1, 4.2* ***ADEPT:*** *5ABC, 6ABC, 7ABC, 8ABC, 8B, 9A, 10D, 4ABC, 8BC, 10D* ***SC EEDA:*** *1A, 2E, 3, 4*	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)** 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.	All lettered items in the "Proficient" column are correct and exceptionally well addressed.		1	
7.	Any two or more of the	One lettered item in the	**(a)** Summary is comprehensive and clearly communicates collaborative efforts necessary to complete the student's	All lettered items in the		3	

IEP Summary Reflection ***CEC Standards:*** *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* ***CF:*** *1.1, 1.2, 1.5, 2.1, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1* ***ADEPT:*** *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* ***SC EEDA:***	lettered items in the "Proficient" column are not clearly addressed.	"Proficient" column is not clearly addressed. Summary is clearly written with minimum grammatical and spelling errors.	IEP. **(b)** 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.	"Proficient" column are clearly addressed and summary is exceptionally well written.			

1A, 2E, 3, 4							
P (points) x W (weight) = S (score) **Total points available = 36** **Total earned points: _____**							

Instructor's comments: