

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

The Clemson University College of Education (CoE) is developing Teacher Residency master's programs, and this is the fourth TR program to be made available to Clemson undergraduate education majors. The purpose of this program is to create fundamental systemic change, build the teaching profession in South Carolina's most high-needs fields and locations, and develop leaders in schools and communities by attracting, developing, retaining, and supporting high-quality educators.

The focus of the Teacher Residency program is on developing teacher leaders who can accelerate growth and achievement in rural and underserved school districts throughout the state. Teacher Residency is an evidence-based practice providing both pre-service teachers and current classroom teachers with unique learning experiences, opportunities for mentorship, and pathways for career development. Faculty in the Clemson University College of Education have developed the coursework, programming, and clinical experience and contracts with school districts to implement the program. Current undergraduate students who are studying P-12 educational fields such as early childhood, elementary, and secondary education are currently enrolled in Teacher Residency degrees (approved by the SCDE as part of an innovation program and approved by the SC CHE on 3/1/18). A MAT in Teacher Residency for Middle Level Education has been submitted for CHE review and approval at this time. The addition of Special Education Teacher Residency MAT will allow students in all teacher preservice programs at Clemson to have an opportunity to participate in a Teacher Residency experience.

The 2018 SC Department of Education identification of critical needs subject areas identified special education in their list of subject areas. The SC Annual Education Supply and Demand Reports for 2017-18 reports: "In recent years, special education vacancies have always made up the largest share (more than 20%) of unfilled teaching positions in the state. This year, about the same number of vacancies are in special education positions, but the proportion dropped to less than 18%." But it is not just the number of vacancies that are addressed by Teacher Residency programs. It is the number of teachers that leave education.

The 2018 SC Annual Education Supply and Demand Report sums up the issue facing P-K school districts and the statistics are consistent with the previous year:

- 38% had five or fewer years of classroom experience and
- 12% had been teaching no more than one year

Of the first-year teachers hired for the 2016-17 school year

- 30% did not return to the same position in 2017-18;
- 22% neither returned to the same position nor took a teaching position in any other SC public school district

Teacher Residents will have rich, immersive experiences with trained master teachers. The curriculum plan is based on the BA/BS-MAT combined program philosophy, in such, that qualified students will take twelve hours of graduate course work their senior year in place of a traditional student teaching experience. The following fall, students will enroll in a two-semester Teacher Residency course and complete the remaining hours toward their MAT degree. This pairing for a full-year classroom apprenticeship within master-level education is a critical component. It allows students to integrate coursework and clinical experience prior to employment as a teacher-of-record.

Teacher Residency programs have been done with great success for 15 years in many other states. This will be the first time in South Carolina. Best practice research shows these teachers stay in the classroom longer and are better prepared to thrive in more challenging settings. While similar, but not a Teacher Residency program, Furman has an induction year for selected students who have completed an undergraduate degree, work with an experienced teacher, and earn credit toward a master’s.

Teacher Residency experiences will greatly help the teacher pipeline because data has shown that teacher residency programs cut the attrition rate for both the Teacher Residents who tend to stay in the classroom longer and for the Master Teachers serving as mentors who are likely to stay in teaching longer because they are assuming leadership roles in the school. The graduate course work completed in the MAT program adds to the graduate student’s abilities and skills in the classroom, including a focus on educational instruction and student assessment that improves K-12 student learning outcomes.

Below is a table of findings from three teacher residency programs:

Teacher Residency Program	Retention Results	Student Outcomes
Boston Teacher Residency	<p>80% of graduates were still teaching in Boston Public Schools in Year 3 vs. 63% of non-resident teachers still teaching in Year 3.</p> <p>75% of graduates were still teaching in Year 5 vs. 51% of nonresident teachers still teaching in year 5.</p>	<p>Achievement gains of graduates’ students were initially comparable to those of other novice teachers’ students in English Language Arts and mathematics, but graduates’ students’ achievement gains in mathematics “improve[d] rapidly over time” such that by their fourth or fifth year of teaching, BTR graduates outperformed veterans by 7% of a standard deviation.</p>
Memphis Teacher Residency	<p>95% of graduates were still teaching in Tennessee public schools in Year 3 compared with 41% of teachers statewide still teaching in public schools in Year 3.</p>	<p>MTR graduates had higher student achievement gains than other beginning teachers and larger gains than veteran teachers on most, but not all, Tennessee Comprehensive Assessment Program (TCAP) exams, the standardized tests taken by Tennessee public school students.</p>
San Francisco Teacher Residency	<p>80% of graduates still teaching in Year 5 compared with 38% of non-resident teachers.</p>	<p>100% of SFUSD principals say SFTR graduates are more effective than other new teachers. Students taught by SFTR graduates have high levels of confidence in their teachers’ competence. On one survey administered to more than 1,700 middle and high school students taught by SFTR graduates, students were especially confident in their teachers’ ability to engage students, develop personal relationships, and employ academic rigor, high expectations, and strong instructional methods with them. High school students also rated their teachers as having strong expertise in creating a positive classroom culture.</p>

Source: *The Teacher Residency: An Innovative Model for Preparing Teachers* (a 2016 report by the Learning Policy Institute)

Alignment with the ClemsonForward Plan

The proposed teacher residency program is directly linked to the College of Education's vision and mission: being a transformative leader in improving education; serving underperforming schools and underserved communities; engaging in active service throughout the state and nation to improve life outcomes for the greater benefit of society; and addressing the current and future challenges of access, poverty, and innovative teaching throughout our state and nation are all central to our work and this program. This program will adhere to CAEP policy and be directly tied to CAEP standards for accreditation. Additionally, this program will adhere to South Carolina EPP policies and standards and will exceed South Carolina requirements related to clinical experiences.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

1. **Current:** Thirty juniors met with advisors in the spring of 2017 and filled out the GS6-Bachelor-to-Master form expressing their intent to participate in the program (this was achieved with very little communication about the program).
2. **Projected:** A survey of all education majors (40% return rate) showed that 60% of students were very interested in pursuing this option.
3. **Recruitment:** Finally, as this option has been discussed informally during orientation sessions with students and parents there seems to be very strong interest in this option. In fact, multiple students have selected Clemson in the fall because they will be able to pursue this option. Thus, we are expecting (though have not included it in the numbers) that Teacher Residency will be an incentive as accepted undergraduate students make their final decisions.
4. **Enrollment** in the first three programs was 23 students in January 2018. These students will begin the TR portion of the graduate curriculum in the fall of 2018, graduating in the spring of 2019.

The MAT in Teacher Residency program is not shorter in credit hours, but in time to completion of the two degree programs. Students will still complete a minimum of 150 credit hours (120 hours in undergraduate coursework and 30 hours of graduate coursework). The proposed model allows students to progress in a time frame that is more economical for the student. By SACSCOC standards, undergraduate degrees are 120 credit hours, at a minimum. Graduate programs required a minimum of 30 credit hours. (SACSCOC 2018 Standards of Accreditation, Section 9, Program Length, page 8).

Transfer and Articulation

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

There are no agreements proposed.

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Special Education Teachers	5,374	10% of teaching positions are in special ed	439,300	8% growth	<i>National data:</i> U.S. Bureau of Labor and Statistics, Occupational Outlook Handbook, www.bls.gov/ooh <i>State data:</i> SC CERRA Report 2017-18, www.cerra.org/uploads

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

The SC CERRA 2017-18 report indicated a 4% growth in teaching positions from the previous year. Of the 53,000 positions, ten percent were in special education. The available positions include 2572 in elementary/early childhood school, 1288 in middle level and 1513 in high schools. Newly certified teachers filled 804 special education openings in 2017-18. At the beginning of the 2017-18 school year, 96.35 special education positions remained unfilled.

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
Spring 2020		5	
2020-21	5	10	
2021-22	5	10	
2022-23	5	10	
2023-24	5	10	

Explain how the enrollment projections were calculated.

The numbers on the projected enrollment table are cumulative, with a new class of students being added each spring semester. In this table, in the Spring of 2020, we anticipated 5 second semester senior students in special education enrolling in 12 credits of graduate coursework, these 5 students will enroll in 9 credits in the fall semester of 2020. In the Spring of 2021, the 5 students will enroll their final 9 credits, plus we will begin our second class of second semester senior students with 5 new students projected. The total enrollment in the Spring of 2021 is therefore 10 students. The program enrollment will continue to add 5 new students each Spring.

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

- Yes
 No

The MAT Teacher Residency program information will be provided to all enrolled pre-service undergraduate education majors students in early childhood, elementary, special education, and secondary education programs through a variety of avenues including, but not limited to advising sessions, focus groups, and printed materials. The Undergraduate and Graduate catalogs provide detailed information on the overarching Combined Bachelors to Master’s program of study policies and procedures. The MAT Teacher Residency meets the standards and requirements under the policy as a combined program. Students must complete a standard request form (GS6-Bachelor to Graduate Request for Combined Education Plan). Students who are interested in Teacher Residency will complete an application form in the Spring of their Junior year. Students who have followed the published plan of study in the University catalog should have 90 hours at the end of their junior year of university study.

All pre-service undergraduate education majors in special education are eligible for the teacher residency program. Those opting for teacher residency will complete an application and necessary forms to apply and enroll in the combined BA/BS to the master’s TR program fall of their senior year.

1. Students with at least a 3.4 GPA and 90 hours are eligible for the TR program.
2. Applicant screening with formal interviews will occur early fall of their senior year. During this interview, district officials and Clemson faculty will work together to evaluate TR candidates using a rubric that assesses: evidence of instructional effectiveness (pre-service teaching samples), recommendations from faculty and preceptors regarding classroom interactions, an applicant essay, and dispositional scores.
3. Passing scores on PRAXIS II (PLT and subject assessment) are required before enrolling in the Teaching Residency and Seminar sequence.
4. Once selected for the program, TRs will begin graduate courses toward the Masters in Teacher Residency spring term senior year.

Clemson students have a high success rate on the Praxis II (PLT and subject assessment tests). Special education student results are below.

Praxis II (PLT and Subject Assessment) 2016-2017				
Test	Total N	# Pass	% Pass	Cut Scores
Principles of Learning and Teaching: Grades K-6 (5622)	24	24	100%	160
Special Education: Core Knowledge and Applications (5354)	7	7	100%	151
Special Education: Teaching Students with Learning Disabilities (5383)	7	7	100%	151
Special Education: Core Knowledge and Mild to Moderate Applications (5543)	17	17	100%	158

Most of Clemson University students waive the Praxis CORE by meeting minimum ACT or SAT standards. Transfer students also provide ACT and SAT scores, and if they do not meet the minimum standards would take the Praxis CORE. Any student applying to the MAT Teacher Residency program would have meet the Praxis CORE requirements before admission into the program of study.

For example, 108 new freshmen were admitted in 2017-18 in the College of Education with following ACT and SAT scores.

2017-18 Freshmen Scores in the College of Education

Major	Student Count	ACT Average	SAT Verbal	SAT Math
Elementary	30	27.06	614.62	606.15
Early Childhood	21	25.57	635.71	617.14
Secondary Education	27	28.47	655.00	627.50
Mathematics Teaching	3	25	610	570
Science Teaching	3	30	550	650
Special Education	24	27.08	625.83	599.17

Students who are accepted into the Teacher Residency program through the completion and approval of the GS6 Form GS6-Bachelor to Graduate Request for Combined Education Plan (<https://www.clemson.edu/graduate/files/pdfs/GS6-bachelor-to-graduate.pdf>) designed for all graduate programs that allow a combined education plan. Students remain an undergraduate student until they completed their undergraduate degree. They will have 12 graduate hours of coursework at the time of their undergraduate degree graduation. After their undergraduate graduation, they are formally admitted as graduate students in the MAT degree program. It is important that students complete the correct Graduate School Form. There are two GS6 forms, one for undergraduate students taking graduate courses, the second form for students requesting a Bachelor to Graduate combined education plan. The GS6-Bachelor to Graduate Plan has no limit on the number of graduate courses.

The Form GS6 Bachelor to Graduate Plan reads:

1. A maximum of 12 credit hours of graduate courses may be applied to the bachelor's program.
2. The total credit hours taken for the bachelor's and master's must be at least 150 credit hours; that is, the credit hours counted towards the bachelor's degree plus the credit hours taken after the bachelor's is awarded must total at least 150. For the bachelor's and PhD, the total must be 180 credit hours.
3. This total may contain a maximum of 6 credit hours of thesis/dissertation research, and all credit hours to be included in the total that are completed after receiving the bachelor's degree must be in 6000-level or higher courses.
4. The total course workload for an undergraduate student in any semester that includes a graduate-level course must not exceed 18 hours.
5. As determined by the participating bachelor's program, 7000 or 8000-level courses may be substituted for required undergraduate courses and 6000, 7000 or 8000-level courses may be applied to the bachelor's degree as electives or technical electives.
6. Under no circumstances may 6000-level counterparts of 4000-level courses required for the bachelor's degree be counted toward graduate degree requirements. [addressed below as related to ED 6900]

The ED 6900 would only be limited if the student had taken ED 4900 as an elective, then the student would need another graduate level course to replace the ED 4900 in their Graduate Plan of Study. If a student had enrolled in and earned credit with ED 4900, this would be managed on a one-by-one basis with a faculty committee advising the student on an appropriate alternative course, and the approved course would be included in the completed GS-2 Form: Plan of Study approved and signed by the student and faculty committee. ED4900 is not a required course in any of the undergraduate teaching preparation curriculum plans.

How do students meet the 150-credit hour requirement for the two degrees? The Office of Institutional Research ran a report on the number of AP and IB hours of entering freshmen in the College of Education. The data are provided below. Based on these average numbers, students under 12 credit hours, on average, would need one additional course taken during their first three and a half years at Clemson to have meet the combined degree requirements. Since students must enroll and complete 30 credit hours per academic year to maintain their Life Scholarships, students should have an excess of credit hours.

Table 1: Enrolled Students AP and IB Credit Presented at Admission to the University

Degree Program	Number of Students	Total AP/IB Credits	Average Number of Credits
BA Special Education	52	488	9.38
Continuing	34	309	
New Freshmen	18	179	

According to the Instructions for Completing the GS6-Bachelor to Graduate Plan, the purpose of the plan is to reduce the time to complete both degrees or for direct entry into doctoral programs that do not require master’s degree for entry. Students who enter with significant advanced placement, IB or transfer coursework may be ready for graduate studies before other undergraduate students. The admission process into the MAT in Teacher Residency is designed to support these students.

In addition, we examined the students who have been accepted into our SC Department of Education, Teacher Residency Innovative Program initiated in January 2018. All the students accepted into the Teacher Residency innovation program will have more than 120 earned credit hours. We expect Special Education Level majors to be consistent in number of earned credit hours.

Table 2: Student GPA and Completed Hours Entering TR Innovation Program January 2018

Undergraduate Major	GPA	Earned Credit Hours
ECE	3.97	127
ECE	3.90	124
ECE	3.82	127
ECE	3.76	125
ECE	3.89	125
ECE	3.80	141
ELED	3.81	129
ELED	4.00	134
ELED	3.93	127
ELED	3.89	130
ELED	4.00	138
ELED	4.00	149
ELED	3.69	138
ELED	3.72	127
ELED	3.85	128

ELED	3.54	138
SECE - English	3.51	144
SECE - History	3.53	163
SECE - History	3.90	147
SECE- History	3.43	131
SECE- History	3.76	138
STCH - Chemistry	3.44	128

Appendix A (page 31) provides the approved Plan of Study for an undergraduate degree in Special Education. All coursework is required through seven semesters, and as noted in the plan of study in the second semester of the Senior Year, students would enroll in the following four courses as part of the Non-Certification emphasis area:

- ED 6900 Classroom Learning Environments (3 credits)
- ED 8650 Curriculum Theory (3 credits)
- EDF 8080 Contemporary Issues in Assessment (3 credits)
- ED 8250 Cultural Diversity in Education (3 credits)

Curriculum

New Courses

List and provide course descriptions for new courses.

No new courses are required for this program.

Total Credit Hours Required: **30**

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Spring 1		Fall		Spring 2	
ED 6900 Classroom Learning Environments	3	ED 8600 Classroom-Based Research	3	ED 8990 Capstone Project	3
ED 8650 Curriculum Theory	3	ED 8090 Teacher Residency Internship	3	ED 8090 Teacher Residency Internship	3
EDF Contemporary Issues in Assessment	3	ED 8480 Teacher Residency Seminar	3	ED 8480 Teacher Residency Seminar	3
ED 8250 Cultural Diversity in Education	3				
Total Semester Hours	12	Total Semester Hours	9	Total Semester Hours	9

In the first semester of the program when students are taking 12 hours of graduate credit, they have supervised clinical field experience associated with their coursework. Students work with a mentor or cooperating teacher that semester who evaluates formally at least two lessons.

In the year-long residency experience, students will work with a master teacher. Master teachers are recruited and selected by building and district partners in conjunction with faculty from the College of Education. Master teachers apply for the program and must submit 1-2 recommendations. Master teachers have a minimum of 3-5 years teaching experience, have completed SC mentor and evaluator training, have demonstrated effectiveness in terms of student outcomes, have likely served as a cooperating teacher in the past, and are evaluated for dispositions closely aligned with the needs of this program. Master teachers will at a minimum take two master’s level courses in instructional coaching (ED 8750 Elements of Instructional Effectiveness and ED 8760 Curriculum, Instruction, Assessment, & Learning from a Mentor Perspective) along with a summer institute. Several of our master teachers have taken two other instructional coaching courses; the four courses in instructional coaching satisfy the state-level “Teacher Leader” endorsement. Like cooperating teachers in our traditional initial certification programs, master teachers will formally evaluate lessons and other assignments produced by the students in conjunction with the university supervisor.

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Special Education, MAT	48 cr. hrs.	College of Charleston	Leads to recommendation for a multi-categorical special education teaching certificate Pedagogy and content knowledge is similar and both include courses addressing effective learning environments, special learning needs and educational teaching strategies for students with emotional, learning, and mental/behavioral disabilities. Both programs meet national standards.	The program is 48 credit hours versus 30 credit hours, admission requirement at Clemson requires undergraduate special education core classes and field experiences, GPA requirement is a 2.5, versus a 3.4 for the TR program; the length of time spent in supervised field experience differs (one semester versus two). Clemson’s 30 credit hour degree program recognizes the content and educational coursework from the student’s undergraduate program and focuses on graduate level course work including a year-long teaching residency.
Special Education, MAT	55 cr. hrs.	Converse College	Converse programs leads to recommendation in intellectual and or learning disabilities, while Clemson’s program is multi-categorical. Pedagogy and content knowledge are similar, and both include courses addressing effective learning environments for students with intellectual or learning disabilities. Both programs meet national standards.	Converse program is designed for a person with an undergraduate degree in area other than education. Converse has designed a flexibility schedule to assist students who are employed. Classes for the MAT in special education are held on the main campus. The program is 55 credits including directed teaching. Students at Converse also are eligible for elementary education certification. Clemson’s 30 credit hour degree program recognizes the content and educational coursework from the student’s undergraduate program and focuses on graduate level course work including a year-long teaching residency.
MA, Education, Special Education (Learning Disabilities, Emotional/Behavioral	33-36 cr. hrs., plus 9 undergraduate cr. hrs.	Furman	Program is designed to allow teachers to add on a specific area of special education. Furman allows students to earn up to 6 hours toward a master’s	Furman does not offer an undergraduate degree in special education students and therefore students would have to do the add on certification in special education to

Disorders)			<p>degree in their undergraduate program, while Clemson students earn 12 credits in the TR semester of their senior year. Clemson’s program prepares graduates for certification in Multi-Categorical.</p>	<p>another teacher education certification and the time line is extended and could be completed within fifteen months of their undergraduate graduation. Students would need to take 9 hours of specific additional undergraduate courses to pursue this option in the Teacher to Teacher Program.</p> <p>Furman students are hired employees when they enter the year-long internship and are considered certified teachers, under an approval with the SC Department of Education for an Internship Certificate.</p> <p>The Teacher to Teacher weblink (http://www.furman.edu/academics/education/program-overview/Pages/Teacher-to-Teacher.aspx) reads in part, “Teacher to Teacher Program participants may be given the opportunity of becoming induction year teachers at the start of the K-12 academic year following graduation from Furman. An “induction year” refers to an individual’s first year as an official teacher in a South Carolina public school.”</p> <p>For a candidate to be offered an induction year contract, a local school district must have a vacancy (and funding for the vacancy) in the candidate’s certification area; the candidate must receive passing scores on PRAXIS subject exams; and Furman and school district officials must endorse the candidate as eligible for an induction year contract. Participating school districts will not honor contracts that might have been previously offered to candidates if the candidate does not successfully complete all aspects of the Senior Block/Practicum, as indicated by the cooperating teacher and</p>
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university supervisor on the candidate's final evaluation.

The school district hires (offers a contract) for the induction year and pays the salary of the "intern" who has been provided one-year Internship Certificate from the SC Department of Education. After completion of the induction year, Furman endorses the induction teacher for Initial SC Teacher Certification.

During the induction year, students can earn 9 hours of graduate credit. As an undergraduate student, the Teacher to Teacher inductee may earn additional graduate credit as noted below. Clemson students earn 12 credits toward their graduate degree as an undergraduate and completes the master's degree at the same time they receive Clemson's endorsement for Initial SC Teacher Certification. Two semesters after completing their undergraduate degree, Clemson students have earned a master's degree (9 months) versus 15 months after completing an induction year.

From the weblink provide by SC CHE above: "Teacher to Teacher candidates who have completed their required prerequisites as undergraduates may add additional areas of licensure and graduate with an M.A. degree. Several graduate programs may be completed in approximately 15 months after receiving the B.A. degree, but candidates may elect to extend the program of study over 2-3 years. In the Teacher to Teacher Program, candidates earn between six and nine graduate hours during their induction year

				that may apply to the M.A. degree at Furman University. Teacher to Teacher Program candidates who satisfactorily complete all Senior Block courses (including the Practicum experience) and who are eligible to enroll in <u>EDEP-670: Teaching Internship</u> may gain provisional graduate admittance for study in the summer session prior to the completion of the teaching internship.”
Special Education, MAT	60 cr. hrs.	USC Columbia	The USC-Columbia program is for individuals with an undergraduate degree in another field, Clemson’s program is designed for Clemson’s undergraduate students majoring in special education. Both programs lead to special education SC teacher certification.	USC offers for graduates with a teaching certificate an MEd in Special Education (36 cr. hrs.) which provides advanced certification to licensed teachers. The USC-MAT degree requires 60 credit hours. Students select a focus area: intellectual disabilities, Emotional and Behavioral Disorders, or Learning Disabilities. Clemson students have completed coursework in the multi-categorical certification area.
Special Ed (Visual Impairment) MEd	39 cr. hrs.	USC-Upstate (collaboratively with SC School for the Deaf and Blind)	Both degrees are in special education. But programs have course work in research and curriculum design.	While the course work for the VI program is online, students attend courses during two summers on the campus of the SCSDB. Students must be certified at the time of admission. The admission requirements are different. Clemson students have completed coursework in the multi-categorical certification area. While the Upstate program focuses on visual impairment.

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Associate Professor #1, Chair, F	EDF 8080Contemporary Issues in Assessment, 3, Sp	BA, Mathematics, University of Texas 1976. MEd, Education Psychology, University of Illinois, 1987. PhD, University of Illinois, 1993	
Professor #1 (F) Alumni Professor	EDSP 4910 Ed Assess Ind W/Dis, 2 UT (SP) EDSP 4911 Ed as Ind W/Dis Lab, 2 UT (SP) EDSP 8530 Legal/Pol Issues Sp Ed, 3 G (FA)	BA, Elementary Education, Hellenic College 1983. MEd, Administration, Virginia Commonwealth University 1986. EdD, Education Administration Special Ed-Behavior Disorders, College of William and Mary 1989.	
Professor #2 (F) Named Professor	EDSP 4930 Clsrn/Beh Mgmt Sp Ed, 3 UT (FA) EDSP 9360 Single Subject Rsch, 3 G (SP)	BS, Business Administration, University of Arizona 1984. MBA, Business Administration, University of West Florida 1992. MEd, Science Education, Old Dominion University 1995. PhD, Special Education, University of Nebraska-Lincoln 2004.	
Professor #3 (F)	EDSP 4900 Teaching Writing Disabilities, 1 UT (FA) EDSP 4920 Math Inst Ind W/Dis, 3 UT (FA) EDSP 4950 Comm & Collab Sp Ed, 3 UT (FA) EDSP 8130 Characterist of Indiv with EBD, 3 G (SP) EDSP 8220 Tchg Math Indv W/Dis, 3 G (FA) EDSP 8230 Tch Integrated Set, 3 G (SP/FA) EDSP 9930 Effective Instruction in Math, 3 G (FA)	BS, Special Education and Elementary Education, George Peabody College for Teachers 1982. MEd, Special Education, Vanderbilt University 1988. PhD, Education and Human Development, Vanderbilt University 1993.	
Associate Professor #2 (F)	EDSP 4900 Teaching Writing Disabilities, 1 UT (FA) EDSP 8130 Characterist of Indiv with EBD, 3 G (SP) EDSP 8200 Lang Arts Ind W/Dis, 3 G (FA) EDSP 9350 Research in Tchr Ed, 3 G (SP) EDSP 9500 Teaching & Supv in Special Ed, Var G (FA) EDSP 9930 Literacy-	BS, Elementary Education, Memphis State University 1976. MA, Mental Retardation, University of North Alabama 1983. PhD, Special Education, Vanderbilt University 1995.	

	Students/Disability, 3 G (FA) EDSP 9940 Directed Research, 3 G (FA)		
Associate Professor #3 (F)	ED 8650 Curriculum Theory, 3 Su, Sp	BA, Classics and History, Trinity University 1997. MA, Classics, University of Texas 1999. PhD, Curriculum and Instruction, University of Texas 2006.	
Assistant Professor #1 (F)	EDSP 3750 Early Intervention Spec Needs, 3 UT (SP/FA) EDSP 3751 Early Intervention Sp Need Lab, 1 UT (SP/FA) EDSP 4940 Tchg Rdg Mild Dis, 3 UT (FA) EDSP 9370 Rsch Disabilities, 3 G (SP)	BS, Speech and Hearing Science, University of Illinois 2004. MS, Research in Communication Sciences and Disorders, Saint Louis University 2006. MEd, Education Policy and Management, Harvard Graduate School of Education 2012. PhD, Special Education, University of Missouri 2016.	
Assistant Professor #2 (F)	EDSP 3740 Char & Strat Emot/Behav Disord, 3 UT (FA) EDSP 3741 Char & Strat Emo/Behav Dis Lab, 1 UT (FA) EDSP 3700 Intro to Special Ed (HON), 3 UT (SP) EDSP 3700 Intro to Special Education, 3 UT (SP) EDSP 8130 Characterist of Indiv with EBD, 3 G (SP) EDSP 8560 Intensive Behavior Intervent, 3 G (FA) EDSP 9500 Teaching & Supv in Special Ed, 1 G (SP)	BS, Social Work, University of Vermont 2004. MEd, Special Education, Vanderbilt University 2009. PhD, Special Education, University of Virginia 2016.	
Assistant Professor #3 (F)	ED 8600 Classroom Based Research, 3, Fa ED 8990 Capstone Project, 3, Sp	BA, Psychology, Florida International University 1998. MA, Teaching, Belhaven University 2005. EdD, Nova Southeastern University 2014	
Assistant Professor #4 (F)	ED 8250 Cultural Diversity in Education, 3, Sp ED 9940 Directed Research, 1 Su	BA, English Literature, Rhodes College 2001. MAT, Secondary English Education, Johns Hopkins University 2003. PhD, Educational Studies – Literacy, Emory University 2010.	
Instructor #1 (F)	ED 6900 Classroom Learning Environments, 3, Sp	BS, Biological Science, Clemson University 2002. MEd, Math, Science and Technology, The Ohio State University, 2005. PhD, Curriculum and Instruction, Texas Tech University, 2017.	
Lecturer #1 (P) Lecturer	EDSP 3700 Intro to Special Ed (HON), 3 UT (FA) EDSP 3700 Intro to Special Education, 3 UT (FA) EDSP 4950 Comm & Collab Sp Ed,	BA, Special Education, Clemson University 1997. MEd, Special Education, Clemson University 1998. SSP, School Psychology, Winthrop	

	3 UT (SP)	University 2002. PhD, Special Education, University of North Carolina-Charlotte 2010.	
Clinical Assistant Professor #1 (F)	EDSP 3700 Intro to Special Education, 3 UT (SP) EDSP 3720 Char & Instr Individ with LD, 3 UT (FA) EDSP 3721 Char & Instr Indiv with LD Lab, 1 UT (FA) EDSP 8120 Learning Disabilities Prac Lab, 1 G (FA) EDSP 8121 Prac in Learning Disabil Lab, 6 G (FA) EDSP 8550 Intensive Acad Intvn Ind w Dis, 3 G (FA)	BA, Psychology, Randolph-Macon College 2000. MEd, Education, Harvard University 2002. PhD, Special Education, University of Virginia 2007.	
Clinical Assistant Professor #2 (F)	EDSP 3700 Intro to Special Education, 3 UT (FA) EDSP 3730 Char & Instr of ID & Autism, 3 UT (SP) EDSP 3731 Char & Instr of ID & Atsm Lab, 1 UT (SP) EDSP 4960 Sp Ed Field Exp, 9 UT (FA) EDSP 4970 Sec Meth Ind W/Dis, 3 UT (FA) EDSP 4980 Directed Teaching, 34 UT (SP) EDSP 8580 Directed Teaching Special Ed, 39 G (SP)	BS, Special Education, University of Arkansas-Little Rock 1982. MEd, Special Education, University of Missouri 1989. PhD, Special Education, University of Missouri 1993.	
Ad Hoc Instructor #1 (P)	EDSP 3700 Intro to Special Education, 3 UT (SP)	BS, Education, Southern Wesleyan University 1999. MS, Psychology, Capella University 2003. PhD, Educational Leadership, Clemson University 2016.	
Ad Hoc Instructor #2 (P)	EDSP 4980 Directed Teaching, 34 UT (SP/FA) EDSP 8580 Directed Teaching Special Ed, 39 G (SP/FA)	BA, Psychology, Clemson University 1972. MEd, Elementary Education, Clemson University 1975.	

Total FTE needed to support the proposed program:

Faculty: 0.23 FTE

Staff:

Administration: 0.045 FTE

Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

All program administration, faculty and support staff are in place for the implementation of the MAT in Teacher Residency in Special Education.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

The Clemson University library resources required for the proposed program are already in place; therefore, there is no need for additional library resources. All major journals in our files are available online or through open access. The Clemson University Libraries hold more than 1.8 million items including books, periodicals, electronic resources, digital media collections, government publications and patents, musical recordings, maps and microforms. Over 4,000 print journal titles, 49,000 e-journals, 170,000 e-books, and 480 online databases are available. Cooper Library is linked electronically to the On-line Computer Library Center Inc. and *WorldCat* database providing access to more 71,000 libraries worldwide for interlibrary loan services. PASCAL and Kudzu Consortium provide access to 12 million volumes held by academic libraries in SC and 30 million volumes by 17 SE universities.

Students request journal articles through interlibrary loan and are emailed in 2-3 days. Reference librarians assist students by telephone, text, instant message and in-person consultation 79 hours per week and the College of Education has a dedicated research librarian. In addition to annual expenditures, current Library policy allocates additional funds for the exclusive purchase of materials for newly approved doctoral programs, if needed. Prioritizing funds for electronic resources, CU demonstrates a commitment to online educational programs and no new funding is required to support the library and learning resources.

My Library Account : Students enrolled in off campus programs can log in to their My Library Account to search the Clemson Libraries catalog and request the delivery of print books. In addition to print books, Clemson affiliates have access to 458,239 electronic books via individual subscriptions, aggregator databases, and consortial agreements.

Books and Articles not owned by Clemson University Libraries : Students may use the PASCAL Delivers service to borrow books from any college or university in South Carolina. Requests are made through the Clemson University Libraries home page and delivered to a participating Charleston library. Students can borrow up to 25 books for six weeks, with an additional three-week renewal period.

If a book is not owned by the Clemson University Library and is not available via PASCAL Delivers, students may directly request the item from the Reference Librarian. Approved books will be rush ordered/cataloged and sent to the requesting patron, who will be responsible for returning them to Cooper Library (via either mail or return to a PASCAL Delivers library.)

Articles owned by Clemson University Libraries: Students requiring articles from print journals owned by the Library may request a scanned copy via <http://www.clemson.edu/culib/forms/secure/ill/emp/dd-rp.php>. Articles not available from Clemson University Libraries: Students also have free access to interlibrary loan to request copies of articles from journals not available at Clemson. Students must create an account prior to borrowing via the following website: <http://libguides.clemson.edu/ill>.

Reference Assistance: Students encountering difficulties finding resource materials may contact the Reference Librarian, who will respond to requests often immediately or within 24 hours. Students also have access to the Ask a Librarian service to request immediate assistance via phone/chat /text/ or email during normal Reference Desk hours.

Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

Student services are in place for the proposed program. Each student is assigned a faculty advisor (i.e., a “major professor”) with whom they will collaborate to develop a degree plan until the student forms his/her graduate committee. In addition, graduate students will be assigned to a master teacher who serves as a mentor for teacher residency experience. The graduate advisory committee will review both the student’s course plan and teacher residency. University policy dictates the details and procedures that are required for graduate degrees at the University. The nature of graduate study is individualized, and graduate students and their graduate committees develop and approve the Plan of Study (GS-2) for each student which includes any core requirements, other courses that may be selected by the student with faculty approvals.

Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution’s plan for meeting the requirements.

The College of Education is in Tillman Hall. The facility encompasses recently renovated space that includes housing department offices, graduate student offices, a technology center, digital media center, technology labs, and classrooms as well as space for research and general use. The existing facilities will be adequate for the proposed program.

Equipment

Identify new instructional equipment needed for the proposed program.

No new instructional equipment is needed.

Impact on Existing Programs

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

Yes

No

The MAT in Teacher Residency in Special Education students will be in classes with students enrolled in the Teacher Residency programs (early childhood, elementary, and secondary education.) The current traditional MAT in Special Education (for students who do not have a background in teacher preparation) will not be impacted by the proposed program.

We do not anticipate an impact on education programs at other SC state universities because the target population for the teacher residency MAT programs are currently enrolled Clemson University students majoring in early childhood, elementary, middle level, science, mathematics and secondary education students and this proposal will add middle level education students.

In addition, there should be no impact on SC State University teacher education programs, nor on the SC State University’s placement of students in school districts that SC State University currently uses. If Clemson has an opportunity to place students in districts used by other universities, we work with those universities and school districts before any placement decisions are reached.

While it is possible to transfer to Clemson University in the teacher education programs, it is highly uncommon at the junior and senior level. The transfer admission process would require a student to have completed a minimum of 90 specific undergraduate credit hours or hold an undergraduate degree. An audit of the applicant's transcript would be required to ensure that all pre-requisite pedagogical and content coursework was completed, including PRAXIS II passing scores. In addition, the same screening process used for ongoing Clemson undergraduate students would be required. Interested applicants who do not meet the pre-requisites can be advised with a list of missing coursework or redirected to an existing non-teacher residency MAT program. The coursework requirement is critical, because an applicant would need to meet the requirement for an undergraduate degree to be awarded by Clemson University in an approved teacher preparation program. This includes meeting the residency requirement (37 of the last 43 hours of undergraduate coursework are taken at Clemson University).

Students who have previously graduated from an undergraduate program would require an audit of the applicant's transcript to ensure that all pre-requisite pedagogical and content coursework was completed, including PRAXIS II passing scores. In addition, the same screening process used for ongoing Clemson undergraduate students would be required. Interested applicants who do not meet the pre-requisites can be advised with a list of missing coursework or redirected to an appropriate program of study.

Financial Support

Sources of Financing for the Program by Year												
Category	1 st Spring 2020		2 nd 2020-21		3 rd 2021-22		4 th 2022-23		5 th 2023-24		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding			41,437	41,437	53,370	53,370	54,971	54,971	56,610	56,610	206,388	206,388
Program-Specific Fees			5,000	5,000	5,000	5,000	5,150	5,150	5,150	5,150	20,300	20,300
Special State Appropriation												
Reallocation of Existing Funds												
Other Funding (Endowment)		2,273		4,167		4,006		3,846		3,676		17,968
Total		2,273	46,437	50,604	58,370	62,376	60,121	63,967	61,760	65,436	\$226,688	\$224,656
Estimated Costs Associated with Implementing the Program by Year												
Category	1 st Spring 2020		2 nd 2020-21		3 rd 2021-22		4 th 2022-23		5 th 2023-24		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries		11,221		21,249		21,099		20,930		20,669		95,168
Facilities, Equipment, Supplies, and Materials		96		1,894		85		87		1,774		3,936
Library Resources												
Other (TR Prog Specific)			5,000	5,000	5,000	5,000	5,150	5,150	5,150	5,150	20,300	20,300
Other (State debt service; Admin Overhead)			17,562	17,562	21,088	21,088	22,000	22,000	22,967	22,967	83,617	83,617
Total		11,317	22,562	45,705	26,088	47,272	27,150	48,167	28,117	50,560	103,917	203,020
Net Total (Sources of Financing Minus Estimated Costs)		(9,044)	23,875	4,899	32,282	15,104	32,971	15,800	33,643	14,876	\$122,771	\$41,635

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

Expense Highlights:

- **Personnel Costs:**
 - No new faculty, support staff or administrators are required for the program implementation.
 - The College of Education will maximize efficiency by leveraging capacity in existing TR courses to support the TR in Special Education master's program.
- **Operational Costs:**
 - Support for supervision of the residency experiences, such as travel costs, are included in the line Other (TR Program Specific) budget line and matching the program specific fee students associated with the TR internship course. The budget (Line: Facilities, equipment, supplies, and materials) does include routine replacement costs of office equipment (software, monitors) and the ADA compliance/Course Capture of online courses on a three-year cycle.
- **Other Costs:**
 - Administrative overhead, intended to represent general and administrative costs are identified, as is the debt service.

Revenue Highlights:

- **Tuition and Fees:** An online Tier 5 rate of \$447 per credit hour for in-state and out-of-state students for the master's program, increasing to projected Tier 4 online rates of \$593 per credit hour in the third year of the program. The revenue model uses a projection of an annual three percent tuition increase.

Formula for calculating tuition in table: # of graduate students x 18 credit hours x \$ per credit hour

Teacher Residency Program Fee: A \$500 per semester program fee will be charged to students during their second and third semesters to support administration, field placement, and teacher residency supervision. The program fee is equivalent to lab fees that are charged at the undergraduate level for students engaged in their teacher practicums. The MAT Teacher Residency program requires more supervision and engagement by faculty with the schools and the graduate students thus the fee is necessary for us to cover our expenses.

- **Endowed Funds:** Recurring resources from the Eugene T. Moore endowed fund will support the Teacher Residency program and is shown in the table.
- **Reallocated Resources:** The College of Education will maximize the effectiveness of the existing teacher residency programs by using existing personnel (faculty, administration) and courses taught in TR.

The first semester of the Teacher Residency program, the student is an undergraduate student and continues to pay their undergraduate student tuition and fees, and the student continues to receive any undergraduate scholarships they have been awarded.

After graduating with their bachelor's degree, the student pays graduate tuition.

The student will pay \$4023 in tuition per semester for two semesters (of a three-semester program of study). As stated above, the tuition is \$447/credit hour and a program fee \$500/semester. The total cost of earning the Teacher Residency master's degree is \$9046.

A student who graduates with a baccalaureate degree who later decides to return to school for a master's degree would spend \$13,470 for a 30-credit hour master's degree, spending more money than if they completed a teacher residency.

Students will not be paid for their teacher residency. There is no promise of financial incentives nor stipends at this time. The program must be successful without the promise of grant funding providing stipends or other incentives for students, because grant programs are not reliable as a source of persistent, renewable funding.

The College has been working closely with school districts in identifying and preparing master teachers to serve as mentors for the Teacher Residency graduate students. Our school districts believe training their own teachers to be leaders in the district to work with new teachers is an important step in retaining their existing teachers. This relationship between the College, the School District, and master teachers is a potential success of the program.

Teachers with a master's degree make more money as first year teachers than those without a master's degree. The amount of increase varies by district. The differentiation of income as they become certified teachers (with a master's degree) is a benefit and over time, will offset the cost of education. The Return on Investment (ROI) from the master's degree is a decision reached by each individual student and their families.

In our research, the financial aid commitments serve as a recruitment tool to enroll in residency programs. The local market conditions in upstate South Carolina are different from those found in San Francisco, Boston, and Memphis. With our Teacher Residency model and the information collected on student interest, we have a robust pipeline of undergraduate students wanting to enter in the teacher residency program. Our students are interested in this program without tuition reductions, health care benefits, and housing and other stipends. Our students and their parents see this an opportunity to produce a better prepared teacher upon graduation who has earned a master's degree at a reduced cost. In our financial model, we plan to double the number of teacher residents in our second year to 50 students. Our initial information sessions and applications for the second year suggest that we will have many more students applying for the program than spots available.

As we developed the teacher residency program, we looked to the models and research available from programs like the ones in Boston, Memphis, and San Francisco. Source: *The Teacher Residency: An Innovative Model for Preparing Teachers* (a 2016 report by the Learning Policy Institute). We recognized the need to explore the success of their educational programs but recognized that we would have to make the Teacher Residency fit Clemson University, our students, and our partners. We have made decisions in collaboration with our seven district partners. Clemson and our partner districts believe that if we provide a robust teacher preparation program with a clinical residency experience, a highly trained master teacher, and building- and district-level supports, our graduates will not only be successful in the classrooms in terms of student outcomes but will also stay in the profession long than their non-residency counterparts. As our students graduate and move into their induction years, we will be collecting the data to evaluate the program.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives:	Methods of Assessment
<p>The following are program goals and objectives:</p> <p>Increase recruitment, quality, and retention of educators through an immersive teacher residency program, aligned with the priorities of our partner districts.</p> <ul style="list-style-type: none"> • Increase the selection criteria for teachers in areas of content knowledge and pedagogical experience • Enhance professional development of in-service teachers • Increase student achievement, teacher performance, and teacher effectiveness 	<p>Students will be able to:</p> <p>Identify, implement and evaluate research-based instructional and assessment practices to improve classroom outcomes.</p> <p>Demonstrate leadership skills in the classroom, in collaboration with school partners, in work with parents and family, and in professional organizations.</p>	<p>Teacher Residents (#1): Annually, we will collect CU TR data and comparable data from non-residents enrolled in Clemson’s College of Education, including demographic data, admission scores, grade point averages, and grades earned in required education courses. We will collect other performance information such as performance on student teaching evaluations and other assessments tied to SPA reviews.</p> <p>Courses: ED 8090 and ED 8480: Evaluations of individual lesson plans overtime that indicate the student’s use of assessment and evidence-based data that drive changes in classroom strategies. Project: Case Study Analysis, Student Learning Impact Assignment</p> <p>ED 8600: Research Proposal assignment</p> <p>ED 8090 and ED 8480: Evaluations of long-range plan and professional goals. Observations of students in settings that provide opportunities for the students to work collaboratively with faculty and school administrators, parents/guardians/ family of students, as well as within professional organizations. Projects: Critical Reflections, School Equity Project, Resume, and Interviews</p> <p>ED 8250: cultural diversity class— school profile project (analysis of student data; collaboration with school partners; interactions with</p>

		parents and families).
<p>Increase quality of instructional leadership and retention in our partner districts through an immersive master teacher program.</p> <ul style="list-style-type: none"> • Decrease teacher turnover in SC school districts • Reduce financial barriers to high-quality preparation 	<p>Students will be able to:</p> <p>Implement a variety of intentional instructional practices in the classroom.</p> <p>Analyze student data to modify instruction appropriately.</p>	<p>Master Teachers (# 2): We will conduct focus groups and interviews with MTs. After MTs have completed coursework on mentoring, coaching, and inquiry-based instruction we will ask about preparedness to serve as effective MTs and about the MT's experiences with the TR. MTs will be surveyed on their TRs' readiness to become a teacher of record, ability to reflect upon and critically analyze their own instruction, and their growth during residency. For those MTs supporting TRs after the residency year, we will ask about the types of supports they are providing and the TR's continued growth as a teacher of record. We will gather data to see if enrollment in the required MT courses leads to pursuit of other specialization or degree programs. Finally, we will track the employment of MTs to explore whether the teacher residency program helps retain MTs in classroom teaching positions. We have mentors excited to engage in this. They see the value and are extremely interested. We are implementing a pilot program this year with the permission of the SC Department of Education, and currently, we have more Master Teachers interested and willing to pursue training than we have Teacher Residents. We will continue to build the pipeline of Master Teachers in the school districts so that we can rotate teachers over the years.</p> <p>School/District Leaders: Annually, we will conduct interviews and focus groups with SLs, including superintendents, principals, and instructional coaches and/or support specialists, beginning the first year the TRs become teachers of record. We will ask SLs about TRs' abilities to succeed in the</p>

		<p>classroom, the level of support they need, their ability to integrate quickly into the school's faculty, and other items deriving from the SC-ADEPT assessment system.</p> <p>Courses: Ed 8090: Observations of students in classroom settings. Project: Video Analysis of Teaching</p> <p>ED 8090 and ED 8480: Evaluations of student work for critical thinking, analysis, and changes in lesson plans based on evidence. Projects: Video Analysis of Teaching, Critical Reflections, Case Study Analysis</p> <p>ED 8990: Capstone Project assignments</p>
<p>Improve student achievement by focusing on recruitment, preparation, and retention of teachers through a residency approach.</p> <ul style="list-style-type: none"> • Develop data systems to support continuous improvement, accountability, and information exchange among partners. 	<p>Students will be able to:</p> <p>Critically examines how relationships between curriculum ideologies affect decisions of practice</p>	<p>Student Achievement (# 3): Districts will provide information regarding the achievement of students (without student names) in MT classrooms. After the TR graduates, partnering districts will continue to provide achievement data for students in TR classrooms as well as for students in non-TR classrooms. The major student outcome measure will be students' growth score from the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) assessments in English/Language Arts (ELA) and Mathematics, administered in each of the participating districts. NWEA has demonstrated that MAP is well-aligned with the SC READY assessment system; MAP reading scores consistently predicted students' proficiency levels on the SC READY ELA assessment 84-86% of the time and 86-89% of the time on the SC READY mathematics assessment (NWEA, 2016).</p> <p>Courses: ED 8650: Curriculum Ideology essay. Reflection upon how their own curriculum ideology has changed</p>

		over time and how it affects practice in the present, grounded in major 20 th /21 st century curriculum theories.
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Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

All of Clemson College of Education initial licensure programs use the SC academic standards as the clear set of shared goals and expectations for the knowledge, skills, and practices K-12 students need in the various disciplines to be college and career ready. These standards are embedded in the coursework for all the MAT programs. As examples, we have included two ways the state academic standards will be included in the MAT courses.

- In the Teacher Residency Internship and Seminar, all assignments involving planning of instruction, implementation of instruction, assessment of instruction on K12 learning involve the understanding and inclusion of the state academic standards relevant to the grade level and content area of instruction.
- In the Capstone Project, students will be analyzing student data to modify instruction appropriately in an assignment. In order to collect student data, students must have a clear understanding how to unpack each performance indicator in the standards, how the indicators relate to the objectives and assessments included in the lesson, and how instruction might need to be modified to better meet the performance indicators.

Likewise, state academic standards are incorporated in all corresponding undergraduate teacher preparation programs. For example, our special education undergraduates take methods courses in various content disciplines as can be seen by courses in the program. Our special education students focus specifically on the standards for multi-categorical special education certification.

The Master of Arts in Teaching in TR Special Education adheres to content specific professional and ethical principles and standards for professional practice. Coursework and practical experiences will address these, and candidates' knowledge, skills, and dispositions across the principles and standards will be assessed through course assignments, observation and evaluation of teaching in practicum experiences, and state and national teaching exams (PRAXIS). Candidates who complete the MAT in Special Education will demonstrate competence across content specific standards and meet requirements for recommendation for initial teaching certification in South Carolina.

All assignments and key assessments related to candidate learning outcomes will be evaluated. The College of Education's new assessment and accreditation system, Chalk & Wire, will maintain candidate data, over time. This new system will allow faculty, the program coordinator, students and stakeholders to assess candidate performance, continuous improvement of the program and meet accreditation and reporting needs.

Entering academic credentials for program participants will be analyzed and evaluated to determine potential strengths or concerns related to background information or previous undergraduate majors.

The following program outcomes will be analyzed annually and across time:

- A. All participants who enroll in the program will graduate within the time allocated for the program.
- B. All program graduates will pass the state required PRAXIS exam in their area of concentration.
- C. All program graduates will report positive self-efficacy ratings across knowledge and skills addressed within the program (e.g. explicit instruction, assessment, curriculum-based measurement, IEP development, research-based academic and behavioral interventions).
- D. All program graduates will be employed in their field of study within one year of graduation.
- E. Employers will rate program graduates' teaching competency as effective.

Data will be collected annually and will be analyzed to facilitate program improvement. Data plan includes:

Departmental tracking of students' incoming credentials (GRE, undergraduate degree, experience).

Departmental tracking of program graduates.

Departmental tracking of PRAXIS scores for all candidates.

End-of-program survey of students' self-efficacy ratings related to program components.

Follow-up survey of program graduates regarding employment position/location.

Follow-up survey of graduates' employers related to graduates' teaching competency.

To that end, we will conduct formative and summative evaluations to provide timely information to our leadership team at Clemson, to partner districts, and to CHE and SCDE to identify successes and address challenges. We will rely on a quasi-experimental design to compare TRs with matched non-TRs on a variety of measures during the program and after graduation.

We will conduct interviews and focus groups with TRs. After TRs complete first semester graduate coursework, but before beginning residency, we will survey TRs regarding their level of preparation for residency. At midpoint, and again at the end of the residency, TRs will be surveyed on their experiences and how well their coursework prepared them for the residency. Questions about the residency will focus on connections with students, ability to reflect on and adjust instructional methods, the extent to which the MT provided tools and techniques, and the extent to which they feel prepared to become teachers of record (TOR). They will also be asked questions to inform program improvement.

Finally, we will follow students beyond graduation by tracking their employment information and working with districts to collect teacher evaluation data (including sub-scores on SC Teaching Standards domains and indicators) for TRs and for those identified as comparison non-resident teachers.

SACSCOC has clear policy statements about the need for advanced degrees to show advanced content and expectations. The MAT in Teacher Residency has 30 graduate credit hours required. The content of those 30 hours, including the Teacher Residency experiences is more advanced than the undergraduate courses and field placements. The M.Ed. curriculum, served as model for the MAT Teacher Residency, has been reviewed by SACSCOC Accreditation teams during its visits to campus, and the evidence supporting its relevance for graduate education has not been questioned.

The rationale for faculty to develop ED 8090 and ED 8480 is that the expectations in the field, the student learning outcomes, and the assessment criteria of graduate students is beyond that taught in the traditional undergraduate directed teaching semester. TR graduate students must document that they meet the minimum standard for initial certification and meet the goals for Teacher Residency that

exceed the minimum standard, meeting graduate level expectations for Teacher Residency in the classroom, in the teaching clinical classroom and in graduate seminars. Students are also required to complete a graduate level capstone and research courses as well.

Student Learning Outcomes and Expectations for the MAT in Teacher Residency are outlined in the table above. These are graduate level outcomes and build on the undergraduate degree. Graduates of the Teacher Residency MAT will demonstrate research, evidence-based practice in classroom settings.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

Yes

No

The College of Education (COE) will seek and maintain unit accreditation as an Educator Preparation Program under our state entered partnership accreditation organization, the Council for the Accreditation of Educator Preparation (CAEP). The COE is currently (AY 2017-2018) beginning a three-year data gathering cycle to prepare our CAEP Self Study to be submitted Spring of 2020. The COE will undergo site review by CAEP in Spring 2021. All our programs seek program review and program recognition. The MAT in Special Education, will seek program recognition by the content specific accreditation organization. Data collection and program recognition will coincide with the initial cohort in the program.

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

Yes

No

Explain how the program will prepare students for this licensure or certification.

Candidates will have clinical experiences throughout their undergraduate and graduate studies, gradually increasing in scope and responsibility, with placements in classrooms, schools and districts that have longstanding commitments to high quality educational experiences for all children. Beginning with early tutoring experiences during their freshmen year and continuing with a variety of early field observations throughout the sophomore, junior and senior years, students are prepared for entry into the MAT Teacher Residency program and the culminating practicum and yearlong clinical residency experience. By the end of teacher residency, candidates recommended for certification will have a strong base of disciplinary/content knowledge, classroom management skills, pedagogical and professional skills and a deep understanding of foundational issues related to academic success and educational opportunities.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Yes

No

The MAT in Special Education, will seek program recognition by the content specific accreditation organization, the Council for Exceptional Students. Data collection and program recognition will coincide with the initial cohort in the program.

Appendix B (page 34) provides attached documentation to address the South Carolina Department of Education Requirements for program proposals and the SPA professional association standards requirements for Special Education. Section III and Section IV of the SCDE guidelines for Educator Preparation Programs are provided in detail.

Attached are the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards required for Teacher Preparation programs.

Appendix A

SPECIAL EDUCATION Bachelor of Arts Non-Certification Option

Freshman Year

First Semester

- 2 - ED 1050 Orientation to Education
 - 3 - HIST 1240 Environmental History Survey *or*
 - 3 - HIST 1220 History, Technology, and Society
 - 3 - MATH 1150 Contemporary Mathematics for Elementary School Teachers I
 - 3 - Modern Language Requirement¹
 - 4 - Natural Science Requirement²
- 15

Second Semester

- 3 - ENGL 1030 Composition and Rhetoric
 - 3 - GEOG 1030 World Regional Geography
 - 3 - MATH 1160 Contemporary Mathematics for Elementary School Teachers II
 - 3 - Modern Language Requirement¹
 - 4 - Natural Science Requirement²
- 16

Sophomore Year

First Semester

- 3 - EDF 3010 Principles of American Education
 - 3 - EDSP 3700 Introduction to Special Education
 - 3 - MATH 2160 Geometry for Elementary School Teachers
 - 3 - Arts and Humanities (Literature) Requirement³
 - 4 - Natural Science Requirement²
- 16

Second Semester

- 3 - COMM 1500 Intro. to Human Comm. *or*
 - 3 - COMM 2500 Public Speaking
 - 3 - EDF 3020 Educational Psychology
 - 3 - EDF 3340 Child Growth and Development
 - 3 - Arts and Humanities (Non-Lit.) Requirement⁴
 - 3 - History Requirement⁵
- 15

Junior Year

First Semester

- 3 - EDEL 3100 Arts in the Elementary School
 - 3 - EDF 4800 Foundations of Digital Media and Learning
 - 3 - EDLT 4600 Teaching Reading in the Elementary Grades: 2–6⁶
 - 3 - EDSP 3720 Char. and Instruction of Individuals with Learning Disabilities⁶
 - 3 - EDSP 3740 Char. and Strat. for Individuals with Emotional/Behavioral Disorders⁶
- 15

Second Semester

- 3 - EDEL 4510 Elem. Meth. in Science Teaching⁷
 - 3 - EDEL 4870 Elementary Methods in Social Studies Teaching⁷
 - 3 - EDSP 3730 Characteristics and Instruction of Individuals with Intellectual Disabilities and Autism⁷
 - 3 - EDSP 3750 Early Intervention Strategies for Young Children with Special Needs⁷
 - 3 - EDSP 4910 Educational Assessment of Individuals with Disabilities⁷
- 15

Senior Year

First Semester

- 1 - EDSP 4900 Teaching Writing to Students with Disabilities⁸
 - 3 - EDSP 4920 Mathematics Instruction for Individuals with Mild Disabilities⁸
 - 3 - EDSP 4930 Classroom and Behavior Management for Special Educators⁸
 - 3 - EDSP 4940 Teaching Reading to Students with Mild Disabilities⁸
 - 3 - EDSP 4960 Special Education Field Experience⁸
 - 3 - EDSP 4970 Secondary Methods for Individuals with Disabilities⁸
- 16

Second Semester

15 – Emphasis Area Requirement⁹

123 Total Degree Hours

¹Students must complete through 2020 in a modern language. See Modern Languages Requirement at Clemson University.

²See General Education Requirements. Eight credit hours must be in a sequence. Biological and physical sciences must be represented. PHSC 1070, 1080, and BIOL 1090 are recommended.

³ENGL 2120, 2130, 2140, or 2150.

⁴See General Education Requirements.

⁵HIST 1010, 1020, 1720, 1730, or 1930.

⁶EDLT 4600 and EDSP 3720 and 3740 must be taken concurrently during the fall semester of junior year.

⁷EDEL 4510 and 4870, EDSP 3730, 3750, and 4910 must be taken concurrently during the spring semester of the junior year.

⁸EDSP 4900, 4920, 4930, 4940, 4960, and 4970 must be taken concurrently during the fall semester of the senior year.

⁹ Completion of one of the following emphasis areas is required.

(1) Teacher Certification Emphasis Area

The following courses must be taken concurrently during the spring semester of the senior year.

12cr hrs – EDSP 4980 Directed Teaching in Special Education

3 cr hrs – EDSP 4950 Communication and Collaboration in Special Education

(2) Non-Certification Emphasis Area

The non-certification option allows 15 credit hours of elective coursework to be substituted in lieu of the 12 credit hours of student teaching/internship and 3-credit capstone course. Courses must be selected in consultation with faculty advisor after changing into the non-certification option.

If participating in the Teacher Residency in Special Education the student will enroll in the following 12 credits, plus additional hours if needed reach the 150 total hours required for a combined degree:

Teacher Residency Combine Bachelor-Master Program:

ED 6900 Classroom Learning Environments (3 credits)

ED 8650 Curriculum Theory (3 credits)

EDF 8080 Contemporary Issues in Assessment (3 credits)

ED 8250 Cultural Diversity in Education (3 credits)

APPENDIX B

South Carolina Department of Education New or Modified Program Proposal Guidelines for Educator Preparation Programs for Public Institutions of Higher Education

Attached are the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards required for Teacher Preparation programs.

The MAT in Special Education is aligned with International Council for Exceptional Students (CEC) preparation standards and will be submitted for approval through the program review process.

The SCDE relies on the outcomes of national unit accreditation and national program recognition as well as outcomes related to standards adopted by the State Board of Education (SBE) specific to the state and CAEP. Standards unique to the state are based on state law, state regulations, and State Board–approved policies and guidelines. Standards Related to state laws and regulations include: ADEPT performance standards, South Carolina Teaching Standards 4.0, EEDA standards, Standards of Conduct, standards associated with the Safe Schools Climate Act, and South Carolina PK–12 Academic Curriculum Standards. Standards Related to Board of Education Policies include: ISTE Standards for Technology in Education, meeting admission requirements, field and clinical experience requirements, and meeting eligibility for initial certification requirements. The material included in Sections III reflects the assessment of the SCDE standards.

Section III: South Carolina State Department of Education Requirements

A. ADEPT

Clemson’s College of Education’s assessment system for initial educator preparation programs effectively incorporates all components of the SC Expanded ADEPT competencies as evidenced by the following table.

Special Education		
ADEPT Performance Dimension	Course Where Addressed	Assignment(s)/Task(s) Addressing the APS
Introduction to ADEPT Evaluation	ED 1050 Orientation to Education	ADEPT APS 1-10 Orientation
APS 1 Long-Range Planning	ED 8090 Teacher Residency Internship	Long-Range Plan Evaluation
APS 2 Short-Range Planning	EDSP 4960 Special Education Field Experience	Formative and Summative Lesson Observations
	ED 8090 Teacher Residency Internship	Unit Plan assignment, Unit Evaluation, Mid-Term and Final Summary Evaluations
	ED 8480 Teacher Residency Seminar	Unit Plan assignment, Unit Evaluation
APS 3 Planning Assessments and Using	EDSP 4960 Special Education Field Experience	Formative and Summative Lesson Observations

Data	ED 8090 Teacher Residency Internship	Unit Plan assignment, Unit Evaluation, Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 4 Establishing and Maintaining High Expectations for Learning	EDSP 4960 Special Education Field Experience	Formative Lesson Observations, IEP Assignment
	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations, Mid-term and Final Summary Evaluations
APS 5 Using Instructional Strategies to Facilitate Learning	EDSP 4960 Special Education Field Experience	Formative Lesson Observations, IEP Assignment
	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 6 Providing Content for Learners	EDSP 4960 Special Education Field Experience	Formative and Summative Lesson Observations
	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 7 Monitoring and Enhancing Learning	EDSP 4960 Special Education Field Experience	Formative and Summative Lesson Observations
	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations, Final Summary Evaluations, Portfolio Presentation
APS 8 Maintaining and Environment that Promotes Learning	EDSP 4960 Special Education Field Experience	Formative Lesson Observations, IEP Assignment
	ED 6900 Classroom Learning Environments	Formative Lesson Observations, Final Summary Evaluation
	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations, Final Summary Evaluations, Portfolio Presentation
APS 9 Managing the Classroom	EDSP 4960 Special Education Field Experience	Formative and Summative Lesson Observations
	ED 6900 Classroom Learning Environments	Formative Lesson Observations, Final Summary Evaluation

	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluation
APS 10 Fulfilling Professional Responsibilities	EDSP 4960 Special Education Field Experience	Professional Development Activities Assignment
	ED 6900 Classroom Learning Environments	Final Summary Evaluation
	ED 8090 Teacher Residency Internship	Mid-Term and Final Summary Evaluation

The Unit effectively implements the SC Expanded ADEPT system in field and clinical experiences. SC Expanded ADEPT Standards are integrated in the practica for all initial programs through the use of the following assessments:

- Formative Lesson Observation Form (practicum, internship)
- Long Range Planning (internship)
- Unit Plan and Unit Plan Evaluation (internship)
- Summative Lesson Observation Form (internship)
- Mid-Term Summary Evaluation (internship)
- Final Summary Evaluation (internship)

ADEPT Performance Standards (APSS)

- Candidates submit a Long Range Plan (LRP) Evaluation to Chalk & Wire. The Long Range Plan (LRP) assignment is aligned to SC Expanded ADEPT Performance Standard 1.
- Formative and Summative Lesson Observations are submitted to Chalk & Wire by the university supervisor and cooperating teacher. Formative and Summative Lesson Observations are aligned to SC Expanded ADEPT Performance Standards 1-10. All data will be downloaded to Excel spreadsheets to aggregate and summarize.
- Candidates submit all lesson and unit plans to Chalk & Wire. All lesson and unit plans are aligned with the South Carolina College-and-Career-Ready Standards.
- Mid-Term and Final Summary Evaluations are submitted to Chalk & Wire by the university supervisor. Mid-Term and Final Summary Evaluations are aligned to SC Expanded ADEPT Performance Standards 1-10.

Clinical Practice: Formal Assessments and Assistance

- University Supervisors: meet with interns a minimum of seven times in accordance with state guidelines. The university supervisor is required to meet with the intern and cooperating teacher within the first two weeks of the internship.
- Formal Observations: University supervisors conduct a minimum of three formative observations and a minimum of one summative observation (minimum of four observations). Cooperating teachers conduct a minimum of two formative observations and a minimum of one summative observation (minimum of three observations).
- Seminars: Candidates’ internship is held in conjunction with a faculty led seminar. SC Expanded ADEPT Performance Standards 1-10 are discussed in context.

- Self-reflection: Candidates reflect on their internship learning and self-assess their understanding of each of the SC Expanded ADEPT Performance Standard 1-10. In addition to their reflection and self-assessment, candidates provide artifacts that represent their understanding and learning in a cumulative Portfolio Presentation.

Clinical Experiences include a minimum of the following:

Candidate Orientation

- Review College of Education Internship Handbook, required assignments and forms, review the South Carolina Teaching Standards Rubric, professionalism expectations, Code of Conduct, Safe Schools Climate Act and Bullying

Cooperating Teacher Orientation

- Review South Carolina Teaching Standards Rubric, required assignments and forms, and required technology (Chalk & Wire)

University Supervisor Orientation

- Review South Carolina Teaching Standards Rubric (new supervisors undergo extensive training and pass the required certification examination), required assignments and forms, and required technology (Chalk & Wire)

B. PADEPP (Applicable to Educational Leadership Programs Only) – NA

C. Education Economic Development Act (EEDA)

Candidates in the teacher education preparation programs have the knowledge, skills, and dispositions to achieve EEDA performance standards for teacher education programs.

EEDA Performance Standard	Activity/Course Where Addressed	Assessment
Standard 1: Career Guidance	Internship/Teacher Residency Orientation	Professionalism and career rubric
	ED 8480 Teacher Residency Seminar	Professionalism and career rubric
Standard 2: Career Clusters and Individual Graduation Plan	ED 8480 Teacher Residency Seminar	Pre-Post Assessment
Standard 3: Career Guidance Model	ED 8480 Teacher Residency Seminar	Pre-Post Assessment
Standard 4: Character Education	ED 6900 Classroom Learning Environments	Classroom Management Plan
Standard 5: Contextual Teaching	ED 8090 Teacher Residency Internship	Summative Lesson Observation, Mid-Term and Final Summary Evaluation
Standard 6: Cooperative Learning	ED 8090 Teacher Residency Internship	Summative Lesson Observation, Mid-Term and Final Summary Evaluation
Standard 7: Accommodating Diverse Learning Styles	EDSP 4960 Special Education Field Experience	Lesson Observations, IEP Assignment
	ED 8480 Teacher Residency Seminar	Lesson Plan template and rubric

	ED 8090 Teacher Residency Internship	Summative Lesson Observation, Mid-Term and Final Summary Evaluation
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D. South Carolina Standards of Conduct

Candidates are informed in writing of the state Standards of Conduct (59-25-160; 59-25-530; 63-17-1060) required for initial certification. All initial licensure candidates attend a mandatory Orientation session in preparation for the internship; during the meeting the South Carolina Code of Conduct is addressed. Additionally, candidates are provided with a Code of Conduct Handout and the handout is reviewed.

E. South Carolina Safe School Climate Act

Candidates in all initial licensure programs have the knowledge, skills, and dispositions to identify and prevent bullying, harassment, and intimidation in schools. All initial licensure candidates attend a mandatory Orientation session in preparation for the internship. During the Orientation, students are introduced to and have opportunities to discuss in-depth bullying, harassment, and intimidation and the effects of those acts. Students are also introduced to the Safe Schools Climate Act. All initial licensure candidates demonstrate their knowledge and skills related to this act through completion of the assessment listed in the table below.

South Carolina Safe School Climate Act	
Activity/Course Where Addressed	Assessment
Internship/Teacher Residency Orientation	Bullying Awareness Quiz

F. P-12 Academic Standards

Candidates in all certification programs know, understand, and can apply the South Carolina College-and-Career-Ready P-12 Academic Standards in the area in which they seek certification. Candidates in all programs align their lesson plans with the South Carolina College-and-Career-Ready Academic Standards for their certification area.

Educator preparation programs must provide evidence that candidates in all certification programs know, understand, and can apply South Carolina State Board of Education K-12 standards in the area in which they seek to be certified, including College- and Career-Ready Standards and Academic Standards and Indicators. The Lesson Plan Template demonstrates this alignment to the standards referenced in the previous sentence. In addition, all interns are required to include the South Carolina College-and-Career-Ready P-12 Academic Standards in their Long Range Plan (LRP), Unit Plan, and Lesson Plans.

G. Admission Requirements (Assurance of Compliance)

Candidates admitted to initial educator preparation programs demonstrate basic academic proficiencies by meeting the standards set by the State Board of Education on Praxis Core Academic Skills for Educators tests or on the SAT or ACT. All students seeking to complete Special Education must meet all admission requirements and be formally admitted before they are allowed to enroll in restricted professional courses.

Students must fulfill Clemson University admission requirements to enroll in general education or program specific courses. Transfer students are required to have a 2.75 cumulative GPA in all previous

college-level work. They must also be in good standing and eligible to return to the institution last attended.

Students are admitted to the professional level during their second year of enrollment in the university if they meet the following requirements:

- at least 60 credit hours of coursework;
- passing scores on all areas of the Praxis CORE; (Praxis CORE may be exempted if the student meets minimum ACT or SAT requirements as determined by the South Carolina State Department of Education);
- minimum cumulative GPA of 2.75.

There are admission criteria specific to this program. Prior to being admitted to the Teacher Residency track, the student must:

- have been admitted to the professional level;
- have completed a minimum of 90 hours of undergraduate credits;
- have a cumulative GPA of 3.4 or higher;
- have a grade of "C" or better in professional-level coursework;
- meet with academic advisors to discuss the Teacher Residency track;
- submit an application with recommendations;
- undergo faculty and district review.

Additional requirements after entering the Teacher Residency track:

- attendance at the Internship/Teacher Residency Orientation;
- Criminal Background Check and Full Disclosure Statement from the State Law Enforcement Division (SLED);
- meet with academic advisors at least twice per academic year to assure that they are in meeting the above requirements.

H. Field and Clinical Experience Requirements

Candidates at the initial undergraduate level have completed a minimum of 100 hours of field experiences prior to clinical practice.

Special Education

Field experiences and clinical practica are critical components of the College of Education Special Education teaching degree program. Candidates are prepared for successful teaching positions in grades P-12 classrooms by engaging in diverse clinical experiences and with diverse populations. Through field experiences and clinical practice, teacher candidates are provided opportunities to apply their knowledge, skills, and dispositions in a variety of settings. Candidates participate in numerous and diverse clinical experiences focusing on a variety of settings beginning their first academic year. South Carolina's minimum requirement for field hours prior to student teaching is 100 hours; candidates in Special Education teacher education program exceed this minimum state requirement by 333 hours. All candidates are also required to complete a culminating, year-long residency teaching internship in a public school setting, which exceeds the state's certification requirements of 60 days. Altogether, Special Education candidates spend at least 1,513 hours engaged in clinical experiences throughout their course of study. The Office of Field and Clinical Partnerships and Outreach in the College of Education coordinates field and student teaching internships for candidates.

During their early clinical experiences (prior to residency internship/student teaching), candidates have opportunities to work one-on-one with elementary students (ED 1050), engage in purposeful, challenging, diverse, and supervised field-based observations, tutoring, and co-teaching (EDF 3340, EDSP 3720, EDSP 3740, EDSP 3730, EDSP 3750), and lesson planning, assessment development, data analysis, differentiated teaching practices, and reflective practices (EDSP 4960, ED 8090, ED 8480). In all that they do throughout their coursework and associated clinical experiences, candidates focus on and develop their content knowledge, pedagogical content knowledge, and their pedagogical knowledge.

Our candidates apply and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of field experiences prior to their student teaching internship. Field experiences represent a variety of early and ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct, or conduct applied research. These field experiences align to and extend beyond South Carolina’s Expanded ADEPT (Assisting, Developing, and Evaluating Professional Teaching) performance standards.

All field experiences are monitored to ensure that candidates have the opportunity to work with exceptional students and students from different ethnic, racial, gender, and socioeconomic groups. Candidates are surveyed at the completion of each field experience to determine the diversity of students with whom the candidates observed/worked with to ensure a diverse spectrum of future experiences. Our candidates have the opportunity to work with Appalachian, African America, Hispanic, and a variety of socio-economic backgrounds in rural and urban settings.

All residency interns/student teacher candidates work under the mentorship of a cooperating teacher and are assigned a university supervisor mentor/evaluator. Teachers selected to serve as Cooperating Teachers must have an interest in supervising candidates as part of their responsibility to the profession; possess full certification for the area in which they are teaching; have taught successfully for a minimum of three years; have the capacity to mentor with skills in observation, providing feedback, holding professional conversations, and working collaboratively; be aware of new teaching methods, flexible, and receptive to new ideas; demonstrate the ability to have a positive impact on student learning; have a positive attitude toward their profession, the candidate, and others; work with candidates and supervisors using the SC Expanded ADEPT Performance Standards; and be recommended by a school or district administrator. University Supervisors must have a minimum of a master’s degree, three years of experience teaching in grades P-12 or in an institution of higher education, a solid foundation in professional education, and a strong academic background in the certification area of the assigned candidates. Additionally, all University Supervisors must take and pass South Carolina’s SC Teaching Standards 4.0 Rubric certification exam.

As the below table indicates, candidates complete a minimum of 433 hours prior to entering ED 8090 Teacher Residency Internship.

Special Education Initial Licensure Program, Teacher Residency Track		
Course	Description of the Field Experience and clinical practice (practica and internships)	# of hours
ED 1050	Orientation to Education: Candidates (typically freshman year) tutor in public schools to begin their training as educators and acquaint themselves with school age student behaviors.	10
EDF 3340	Child Growth and Development: Candidates (typically sophomore year) observe students’ development and behavior in an elementary	5

	setting.	
EDSP 3720	Characteristics and Instruction of Individuals with Learning Disabilities: Candidates (typically junior year) participate in field experiences focused on characteristics and identification procedures for individuals with learning disabilities.	10
EDSP 3740	Characteristics and Strategies for Individuals with Emotional/Behavioral Disorders: Candidates (typically junior year) participate in field experiences focused on characteristics and identification procedures for individuals with emotional or behavioral disorders.	10
EDSP 3730	Characteristics and Instruction of Individuals with Intellectual Disabilities and Autism: Candidates (typically junior year) participate in field experiences focused on the etiology, assessment procedures, learning and behavioral characteristics, and effective instructional strategies related to the education of individuals with intellectual disabilities and autism.	10
EDSP 3750	Early Intervention Strategies for Young Children with Special Needs: Candidates participate in field experiences focused on an early intervention services, the characteristics of young children with special needs and their families, and effective instructional techniques for working with this population.	10
EDSP 4960	Special Education Field Experiences: Candidates participate in a supervised field experience, focused on preparing them to teach individuals with mild/moderate disabilities.	168
EDSP 6900	Classroom Learning Environments: Candidates are placed in a public elementary or high school where they observe, assist, co-teach with their cooperating teacher, and teach.	210
ED 8090	Teacher Residency Internship (Year-Long Student Teaching): Candidates are placed in a public elementary or high school classroom where they observe, assist, and teach under the supervision of their cooperating teacher and a university supervisor.	1,080
Total Hours		1,513

Procedures for Monitoring Candidates' Progress

Transition Point 1: Admission to Special Education

Initial Undergraduate Level:

1. The undergraduate candidate applies to Clemson University Office of Admissions. Upon acceptance, the College of Education receives a list of students identifying themselves as pre-professional majors in Special Education.
2. Pre-professional majors are assigned an academic advisor who facilitates and monitors progression through the program.
3. Pre-professional majors complete a minimum of 60 credit hours in general education coursework and pre-professional coursework with a minimum GPA of 2.75, successfully pass the Praxis Core (Praxis CORE may be exempted if the student meets minimum ACT or SAT requirements as determined by the South Carolina State Department of Education);

4. Pre-professional majors meet with an academic advisor and apply to the professional level prior to the semester they wish to enter the program.
5. The academic advisor verifies the satisfactory completion of all requirements with the applicant and recommends the candidate to the professional education program.
6. Advancement to the professional level is noted in the candidate's records so that course holds can be lifted which allows students to take professional level courses.

Transition Point 2: Transition to the Teacher Residency Track

1. Candidates, with the assistance of their academic advisor, complete and submit the GS6 Bachelor-to-Graduate form.
2. Candidates, with the assistance of their academic advisor, complete the Change of Major form (to non-certification emphasis area) and acknowledgement form. (Note: candidates will not meet the South Carolina Department of Education requirement for initial teacher certification through their undergraduate program and will not be recommended for initial teacher certification by the Clemson University College of Education until they have completed their graduate teacher residency internship/field experience.)
3. Academic advisors ensure candidates have a minimum cumulative GPA of 3.4 and a minimum of 90 credits.

Transition Point 3: Admission to Internship

1. All candidates complete the State Department of Education online application for a South Carolina Teaching Certificate and schedule an appointment for electronic fingerprinting prior to their internship.
2. The Certification Coordinator monitors and verifies the completion of all requirements for admission to the internship.
3. The Teacher Residency Steering Committee, in conjunction with the Office of Field and Clinical Partnerships and Outreach, begins to coordinate the placement process.
4. Candidates pass the required Praxis II exam and the Praxis II PLT prior to internship placement. The Office of Field and Clinical Partnerships and Outreach verifies that each candidate has passed the required Praxis II exams (content and PLT).
5. Candidate records indicate the candidate is ready to register for internship course(s) and accompanying seminar course(s).
6. The Teacher Residency Steering Committee, in conjunction with the Office of Field and Clinical Partnership and Outreach, finalize internships. Candidates are notified of their internships the semester prior to the beginning of their internship.

Transition Point 4: Completion of Internship

1. Candidate's progress during the internship is monitored and assessed by the university supervisor and cooperating teacher for required coursework completion.
2. The Office of Field and Clinical Partnership and Outreach verifies and documents the completion of all requirements for the internship.

Transition Point 5: Program Completion and Recommendation for Certification

7. The candidate submits a Graduation Application prior to graduation.

8. The Office of Field and Clinical Partnerships and Outreach again verifies that each candidate has passed the required Praxis II exams (content and PLT).
9. The Office of the Registrar audits the candidate’s completion of program requirements.
10. The Office of Field and Clinical Partnerships and Outreach, specifically, the Certification Coordinator, submits the names and appropriate documentation to the South Carolina State Department of Education for initial licensure. The signed original Verification of Program Completion is mailed to the South Carolina Department of Education Office of Educator Services (certification) and one copy is retained in the candidate’s file.

I. Eligibility for Certification

Candidates for Special Education certification are prepared to teach individuals with mild disabilities in grades P-12. The curriculum is designed to meet the competencies outlined by the Council for Exceptional Children (CEC) for beginning special education teachers. Students completing the program receive instruction and practical experiences that lead to Licensure in Multi-Categorical Special Education. Candidates with a specialty area in Multi-Categorical must complete the following Praxis Subject Assessment: Special Education: Core Knowledge and Mild-to Moderate Applications (5543, 158*) (see below table). All candidates must also take and pass one of the Principles of Learning (PLT) exams. Typically, our candidates complete the following PLT exam: Principles of Learning and Teaching: Grades K-6 (5622, 160*).

Special Education candidates’ curriculum is such that they can easily add-on Elementary certification. For this reason, Special Education candidates are encouraged to take one or more of the Praxis Subject Assessments for Elementary Education (these exams are not included in the below table): Elementary Education: Reading and Language Arts Subtests (5002, 157*), Elementary Education: Mathematics Subtest (5003, 157*), Elementary Education: Social Studies Subtest (5004, 155*), Elementary Education: Science Subtest (5005, 159*). Additionally, Special Education candidates may take one of the following Principles of Learning (PLT) exams not listed in the table below: Principles of Learning and Teaching: Early Childhood (5621, 157*), Principles of Learning and Teaching: Grades 5-9 (5623, 160*), or Principles of Learning and Teaching: Grades 7-12 (5624, 157*).

Praxis Subject Assessment Test			Principles of Learning and Teaching (PLT) Test		
Test Name	CDT Code	Qualifying Score	Test Name	CDT Code	Qualifying Score
Special Education: Core Knowledge and Applications	5354	151*	Principles of Learning and Teaching: Grades K-6	5622	160*
Special Education: Core Knowledge and Mild to Moderate Applications	5543	158*			

* <https://www.ets.org/praxis/sc/requirements>

J. Annual Reports (AACTE/CAEP and Title II)

Annual reports (e.g., Diversity Plan, Unit Assessment System, Title II, and AACTE/CAEP) will be completed and submitted at the required deadlines.

K. Commitment to Diversity Assurance

Clemson’s College of Education mission statement and coursework reflects its commitment to diversity. Annual reports will provide evidence of this commitment to diversity in the following ways.

- *Candidates possess a strong knowledge of cultural diversity issues that includes global and multicultural perspectives.*
 Clemson’s College of Education general education program includes a distribution of the requirements on global and multicultural understanding.
- *Candidates can teach all students, regardless of exceptionalities or backgrounds.*
 Assignments in EDSP 3720 (Characteristics and Instruction of Individuals with Learning Disabilities), EDSP 3740 (Characteristics and Strategies for Individuals with Emotional/Behavioral Disorders), EDSP 3730 (Characteristics and Instruction of Individuals with Intellectual Disabilities and Autism), and EDSP 3750 (Early Intervention Strategies for Young Children with Special Needs) and lesson plans during the internship (EDSP 4960) serve as the primary measurements of candidates’ abilities to teach all students.

L. Professional Development Courses – NA

M. Advanced Programs for the Preparation of Teachers Alignment with NBPTS – NA

N. Experimental or Innovative Programs-NA

O. ISTE National Educational Technology for Teachers (NETS.T) Standards Alignment

This educator preparation program integrates the ISTE National Educational Technology Standards throughout candidate’s time in the program. ISTE Standards are presented in the EDF 4800, Foundations of Digital Media and Learning course and are added to rubrics throughout the program. To view the alignment, see the table below.

ISTE NETS-T	Courses Where Addressed	Assignment/Task
<p>Facilitate and inspire student learning and creativity Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.</p> <p>a. Promote, support, and model creative and innovative thinking and inventiveness</p> <p>b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources</p> <p>c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes</p> <p>d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments</p>	EDF 4800 Foundations of Digital Media and Learning	Tech to Try assignment Reflections and Connections assignments Final Project
	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations Mid-Term Summary Evaluation Final Summary Evaluation

<p>Design and develop digital age learning experiences and assessments Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards.</p> <p>a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity</p> <p>b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress</p> <p>c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources</p> <p>d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching</p>	<p>EDLT 4800 Foundations of Adolescent Literacy</p>	<p>Tech to Try assignment</p> <p>Reflections and Connections assignments</p> <p>Final Project</p>
<p>Model digital age work and learning Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</p> <p>a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations</p> <p>b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation</p> <p>c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats</p> <p>d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning</p>	<p>ED 8090 Teacher Residency Internship</p>	<p>Formative and Summative Lesson Observations</p> <p>Mid-Term Summary Evaluation</p> <p>Final Summary Evaluation</p>
<p>Promote and model digital citizenship and responsibility Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.</p> <p>a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate</p>	<p>EDF 4800 Foundations of Digital Media and Learning</p>	<p>Tech to Try assignment</p> <p>Reflections and Connections assignments</p> <p>Final Project</p>

<p>documentation of sources b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools</p>	<p>ED 8090 Teacher Residency Internship</p>	<p>Formative and Summative Lesson Observations Mid-Term Summary Evaluation Final Summary Evaluation</p>
<p>Engage in professional growth and leadership Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. a. Participate in local and global learning communities to explore creative applications of technology to improve student learning b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community</p>	<p>EDF 4800 Foundations of Digital Media and Learning</p>	<p>Tech to Try assignment Reflections and Connections assignments Final Project</p>
	<p>ED 8090 Teacher Residence Internship</p>	<p>Formative and Summative Lesson Observations Mid-Term Summary Evaluation Final Summary Evaluation</p>

Section IV: National Accreditor and SPA Standards, and Assessments

A. Context

State or Institutional Policies that Influence Application of SPA Standards

Clemson University, located in Clemson, South Carolina, is a public institution accredited by Southern Association of Colleges and Schools and holds a Carnegie classification of a highest research activity institution (R1). Clemson has over 19,000 undergraduate and nearly 5,000 graduate students. Clemson College of Education programs share the vision of being a transformative leader in systematically improving education. We continuously use data to monitor and improve programs. Our mission is to engage candidates in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation. The College of Education has over 1,500 students in initial teacher preparation programs and other Masters, Educational Specialist and Doctoral level programs. Educator Preparation Programs in South Carolina adhere to review by a two-way partnership with the SC Department of Education and CAEP, and are required to meet CAEP and SC Department of Education standards.

The South Carolina Educator Licensure Manual provide information about requirements for certification to teach in the state. The requirements for this program are as follows:

- (1) Bachelor's degree
- (2) Initial, or professional certificate in early childhood, middle, secondary or pre-K– 12 level
- (3) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education
- (4) Specialized Preparation (Multicategorical Special Education)
 - Multicategorical Special Education
 - Introduction to Exceptional Learners/Special Education 3
 - Characteristics of Learning Disabilities 3
 - Characteristics of Intellectual Disabilities 3
 - Characteristics of Emotional Disabilities 3
 - Methods/Procedures for Learning Disabilities 3
 - Methods/Procedures for Intellectual Disabilities 3
 - Methods/Procedures for Emotional Disabilities 3
 - Behavior Management 3
 - Assessment of Exceptional Learners 3
 - Practicum in Instruction for Students with Emotional Disabilities, and/or, Learning Disabilities, and/or Intellectual Disabilities 6

Another document outlining requirements Standards, Policy, and Procedures for Educator Preparation Units found here: <https://ed.sc.gov/educators/educator-preparation/educator-preparation-units/accreditation/policies-and-regulations/#Units>. Section III, A-O outlines the ways in which this program meets the requirements outlined in the EPP policy document.

During the reported years, ADEPT was South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching. Beginning in 2016-2017, Clemson candidates were introduced to the new National Institute for Excellence in Teaching (NIET) Teaching Standards 4.0 rubric, which the South Carolina Department of Education adopted as the South Carolina Teaching Standards (SCTS) 4.0 Rubric. This rubric forms the basis for the Expanded ADEPT Support and Evaluation System. This new rubric is being fully implemented across the state in academic year 2018-2019. This expanded system is designed for the continuous professional development of educators at all performance levels through a valid and reliable evaluation system that produces actionable and constructive feedback in support of professional growth. The performance standards are aligned with nationally recognized professional standards. In addition to its applications to classroom-based teachers, the ADEPT system also includes standards and models for assisting, developing, and evaluating special-area educators. Clemson's College of Education evaluates each teacher candidate on the ADEPT standards at three points during the fall prior to student teaching clinical practice and at nine points during student teaching clinical practice using rubrics based on the SCTS and the ADEPT standards.

To be admitted to the professional level of an undergraduate program, candidates must have successfully completed 60 credit hours, passed all parts of the PRAXIS I pre-professional skills test (PPST) and have a cumulative grade point ratio of 2.75 on a 4.0 scale. A candidate may exempt the PPST by meeting minimum ACT or SAT requirements as determined each year by the SC Department of Education. The following conditions apply to students enrolling in the MAT Teacher Residency Program:

1. Students with at least a 3.4 GPA and 90 hours are eligible for the TR program.
2. Applicant screening with formal interviews will occur early fall of their senior year. During this interview, district officials and Clemson faculty will work together to evaluate TR candidates using a

rubric that assesses: evidence of instructional effectiveness (pre-service teaching samples), recommendations from faculty and preceptors regarding classroom interactions, an applicant essay, and dispositional scores.

3. Passing scores on PRAXIS II (PLT and subject assessment) are required before enrolling in the Teaching Residency and Seminar sequence.
4. Once selected for the program, TRs will begin graduate courses toward the Masters in Teacher Residency spring term senior year.

Field and Clinical Experiences Required for the Program

The EPP guidelines provide information about the field and clinical experiences required for all teacher preparation programs. Section III, H will provide specific information about the field and clinical experiences required for this program.

- Educator preparation programs and other school personnel preparation programs must provide field experiences (also known as the practicum) that provide candidates with a variety of progressive experiences in multiple and diverse settings. All candidates must complete a minimum of 100 hours of field experiences prior to clinical practice (student teaching) at the initial undergraduate level. At the initial graduate level, all candidates must complete a minimum of 75 hours of field experiences prior to clinical practice. Given the importance of these experiences in educator preparation, the state has specific requirements that must be met.
-
- All educator preparation programs, including programs for the preparation of other school personnel, must provide candidates with a variety of progressive experiences in multiple and diverse settings. Units must present evidence that
 - Teacher education candidates at the initial undergraduate level complete a minimum of 100 hours of field experiences in multiple and diverse settings prior to their clinical experience (student teaching).
 - Teacher education candidates at the initial graduate level must complete a minimum of 75 hours of field experiences prior to their clinical experience.
 - Teacher education candidates have an intensive, continuous clinical experience in a public school in the state of South Carolina. Occasionally extraordinary circumstances arise when the candidate has completed all work but the clinical phase of training and the candidate wishes to request a variance to complete the clinical in a public school in another state. If the unit in South Carolina that will ultimately recommend the candidate for certification agrees to supervise the candidate and fulfill all state requirements of this section, the unit may appeal to the Education Professions Committee (EPC) of the State Board of Education, describing in detail how the unit will ensure that the candidate meets all South Carolina criteria for completion of the clinical, including especially clinical supervision of the candidate by unit faculty. The unit will submit its proposal to the South Carolina Department of Education Division of School Effectiveness. After a staff review of the unit proposal, the proposal will be placed on the EPC agenda. If the EPC approves the proposal, it will be taken to the State Board for final review.
 - The clinical experience must be the equivalent of a minimum of twelve weeks or sixty full days.
 - The candidate must teach independently a minimum of ten full days in one setting.
 - During the clinical phase, the candidate adheres to the daily schedule of the cooperating teacher including activities such as bus duty, faculty meetings and parent conferences.
 - Each candidate is supervised by one or more institutional clinical faculty who has preparation in both the supervision of education and in the teaching area of the candidate and is ADEPT-trained.
 - Each candidate must be supervised by one or more school-based clinical faculty (the cooperating teacher) who is trained in the ADEPT system.

- Each candidate must receive formative ADEPT evaluations and assistance from both their institutional clinical faculty and their school-based clinical faculty. These formative evaluations will provide the candidate with written and oral feedback in terms of all ADEPT standards and must be based on a minimum of four classroom observations (at least two by the institutional clinical faculty and two by the cooperating teacher). Formative ADEPT evaluations, based on appropriate ADEPT standards, are also required for candidates preparing to work as other school personnel.

Each candidate must receive at least one summative ADEPT evaluation prepared by both the institutional clinical faculty and the cooperating teacher. The summative evaluation must be aligned with all ADEPT formal evaluation guidelines; must include all evaluation procedures, including at least one summative evaluation by the faculty supervisor and one summative evaluation by the cooperating teacher; and must ensure that the candidate receives both oral and written feedback on all ADEPT standards. Summative evaluations based on appropriate ADEPT standards are also required for candidates preparing to work as other school personnel.

- Each candidate’s background must be screened and approved through a SLED check prior to participation in any field experience.
- Each candidate’s background must be reviewed and cleared by SLED and the Federal Bureau of Investigation prior to clinical practice.
- Each candidate must be advised that prior arrests or convictions could affect ability to complete the clinical experience and qualify for certification in South Carolina.

Program of Study and Faculty Information

This information is included in the full CHE proposal under Description of the Program, Curriculum, and Faculty

B. List of Assessments

Assessments	Name of Assessment	Form of Assessment	When Administered
Assessment 1	PRAXIS II #5543 Special Education: Core Knowledge and Mild-to-Moderate Applications	State licensure test for certification in multicategorical special education (knowledge)	Senior year prior to completion of undergrad degree
Assessment 2	IEP Project	Case study that includes transition (applied—rubric based)	EDSP 4970: Secondary Methods for Students with Mild/Moderate Disabilities Fall of Senior Year
Assessment 3	Instructional Unit Plan	Field-based project of academic instruction and assessment (performance—rubric based)	Administered in ED 8090 Teacher Residency Internship
Assessment 4	Final Summary	Summative	Administered in ED 8090 Teacher

	(Student Teaching)	performance evaluation based on SC's Teaching Standards 4.0 (performance—rubric based)	Residency Internship
Assessment 5	Curriculum-Based Measurement Project	Field-based project for academic progress monitoring used for instructional planning and intervention (performance—rubric based)	EDSP 4940: Teaching Reading to Students With Mild/Moderate Disabilities Fall of Senior Year
Assessment 6	Behavior Change Project	Field-based project with hypothesis generation, development/implementation of behavior intervention, and data collection (performance—rubric based)	EDSP 4930: Classroom and Behavior Management for Students with Mild/Moderate Disabilities Fall of Senior Year
Assessment 7	Assessment Report	Field-based application project that includes practice with formal assessments and appropriate interpretation of data (performance—rubric based)	EDSP 4910: Educational Assessment of Students with Mild/Moderate Disabilities Spring of Junior Year
Assessment 8	Assistive Technology Project	Case study project including development of low-tech device (applied—rubric based)	EDSP 3730: Teaching Students with Intellectual Disabilities and Autism Spring of Junior Year

C. Relationships of Assessments to Standards

Standards: Key Elements	Assessment 1: PRAXIS	Assessment 2: IEP Project	Assessment 3: Unit Plan	Assessment 4: Final Summary	Assessment 5: CBM Project	Assessment 6: Behavior Change Project	Assessment 7: Assessment Report	Assessment 8: Assistive Tech Project
	Knowledge	Applied	Performance	Performance	Performance	Performance	Performance	Applied
		EDSP 4970	ED 8090	ED 8090	EDSP 4940	EDSP 4930	EDSP 4910	EDSP 3730
	Spring, Sr.	Fall, Sr.	5 th year	5 th year	Fall, Sr.	Fall, Sr.	Spring, Jr.	Spring, Jr.
1.1	X	X		X				
1.2	X		X		X	X		X
2.1	X			X				
2.2	X					X		
2.3	X			X		X		
3.1			X	X				
3.2			X	X				
3.3			X		X			
4.1	X						X	
4.2	X	X		X	X		X	
4.3	X	X	X					
4.4				X	X	X		
5.1	X			X	X			X
5.2		X	X	X				
5.3	X							X
5.4	X		X					X
5.5	X	X						
5.6	X			X	X	X		
5.7			X	X				
6.1	X			X		X		
6.2	X			X				
6.3	X			X			X	
6.4	X			X				
6.5	X			X				
6.6	X			X				
7.1	X				X	X		X
7.2	X	X				X		
7.3	X			X		X		

D. Planned Evidence for Meeting Standards

Assessment 1: Praxis—Special Education: Core Knowledge and Mild-to-Moderate Applications (5543)

Description and Use of Assessment in the Program: Candidates for the MAT degree in Special Education are required to pass the Praxis Core Knowledge and Subject Assessment— *Special Education: Core Knowledge and Mild-to-Moderate Applications* (5543) exam for licensure/certification in South Carolina. This national examination serves as our program assessment for content knowledge. This Praxis exam is

designed to measure the knowledge of candidates who plan to teach students with mild-to-moderate disabilities at any grade level from preschool through grade 12. The focus of the assessment is on five major content areas: Development and Characteristics of Learners (14% of content), Planning and Managing the Learning Environment (17% of content), Instruction (17% of content), Assessment (14% of content), and Foundations and Professional Responsibilities (13% of content). The 90 selected-response questions assess the knowledge and understanding of principles and practices related to special education and mild-to-moderate applications over those five major content areas. The final component of the Praxis assessment, Integrated Constructed-Response Questions (25% of content), includes three constructed-response questions that assess an examinee's knowledge of students with mild-to-moderate disabilities as related to instruction and assessment, learning environment and classroom management, and collaboration. Candidates are required to take the Praxis Subject Assessment exam during the senior year of their program and must have an official score to graduate from the program and a passing score of 158 or above on file to begin their 5th year residency.

Alignment with CEC Standards/Elements Cited: Based on the description from Educational Testing Service (ETS) for this examination and the domains assessed, we were able to align this exam to CEC standards. The Praxis II *Special Education: Core Knowledge and Mild-to-Moderate Applications* addresses five domains. Based on the names and descriptions provided for each domain, first we aligned domains of the test to the CEC standards. Then we used the detailed descriptions to determine which CEC elements appeared to be addressed within each domain. Both descriptions of the domains and alignment to standards and specific elements can be found in the scoring rubric for the assessment.

Standard 1 (1.1, 1.2): Development and Individual Learning Differences—The Praxis test domain of *Development and Characteristics of Learners* aligns with CEC Standard 1. Specifically, this domain aligns with Elements 1.1 and 1.2 by addressing such topics as environmental influences on student development and achievement; impact of language, cultural, and gender differences on the identification process; and impact of disabilities on individuals, families, and society across the lifespan.

Standard 2 (2.1, 2.2, 2.3): Learning Environments—The Praxis test domain of *Planning and the Learning Environment* aligns with CEC Standard 2. Specifically, this domain aligns with Elements 2.1, 2.2, and 2.3 by addressing such topics as design and maintenance of a safe and supportive classroom, understanding of how to manage student behavior, and learning objectives that are measurable and appropriately challenging.

Standard 4 (4.1, 4.2, 4.3): Assessment—The Praxis test domain of *Assessment* aligns with CEC Standard 3. Specifically, this domain aligns with Elements 4.1, 4.2, and 4.3 by addressing such topics as evidence-based assessments that are effective and appropriate, defines and uses various assessments, and interprets results.

Standard 5 (5.1, 5.3, 5.4, 5.5, 5.6): Instructional Planning and Strategies—The Praxis test domain of *Instruction* aligns with CEC Standard 5. Specifically, this domain addresses Elements 5.1, 5.3, 5.4, 5.5, and 5.6 by addressing such topics as appropriate instructional techniques considering ages and abilities, strategies that support transition goals, selection/implementation of supplementary and functional curricula, options for assistive technology, and selection of strategies that facilitate maintenance and generalization.

Standard 6 (6.1, 6.2, 6.3, 6.4, 6.5, 6.6): Professional Learning and Ethical Practice as well as **Standard 7 (7.1, 7.2, 7.3): Collaboration**—The Praxis test domain of *Foundations and Professional Responsibilities* aligns with CEC Standard 6. Specifically, this domain addresses Elements 6.1, 6.2, 6.3, 6.4, 6.5 and 6.6 by addressing such topics as requirements for prereferral, referral, and identification; roles and responsibilities of the special educator; components of a legally defensible IEP; major legislation; and safeguards of the rights of stakeholders. This domain also aligns with Elements 7.1, 7.2, and 7.3 by addressing such topics as roles and responsibilities of professionals who deliver special education

services, strengths and limitations of various collaborative approaches, communication with stakeholders, and potential bias issues that may impact teaching and interactions with students and their families.

Assessment Tool/Rubric:

Praxis Exam: CEC Assessment #1

Special Education: Core Knowledge and Mild-to-Moderate Applications (5543)

The purpose of this examination is to demonstrate appropriate content knowledge for a beginning special educator working with P-12 students with mid-to-moderate disabilities in a variety of settings. A passing score on this test is required for recommendation for teacher certification in Multicategorical Special Education in SC. Multiple-choice items are included in five areas: Development and Characteristics of Learners, Planning and Managing the Learning Environment, Instruction, Assessment, and Foundations and Professional Responsibilities. Scores are provided for each domain, although the overall test score determines whether the candidate passes. In addition, several constructed responses require candidates to integrate their knowledge across multiple domains. This performance assessment aligns CEC standards and elements to the domains addressed on the Praxis exam. Six of seven standards, including 22 elements, are aligned with the content on this subject assessment. An overall score of 158 is required for passing the exam in the State of SC.

Standard 1 (1.1, 1.2)	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.
Standard 2 (2.1, 2.2, 2.3)	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.
Standard 4 (4.1, 4.2, 4.3)	Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
Standard 5 (5.1, 5.3, 5.4, 5.5, 5.6)	Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
Standard 6 (6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	Beginning special education professionals use foundational knowledge of the field and the professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
Standard 7 (7.1, 7.2, 7.3)	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.

CEC Standard/Element <i>Beginning special education professionals:</i>	PRAXIS II Domain	Task Components/Test Topics	Inadequate	Proficient
<p><u>CEC Standard 1:</u> <i>Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</i></p> <p><i>1.1: Understand how language, culture, and family background influence the learning of individuals with exceptionalities.</i></p> <p><i>1.2: Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</i></p>	<p>Development and Characteristics of Learners</p>	<p><i>Human development and behavior; Theoretical approaches to student learning and motivation; Basic characteristics and defining factors for each of the major disability categories; Impact of disabilities on individuals, families, and society across the life span; Impact of language, cultural, and gender differences on the identification process; Co-occurring conditions; How family systems contribute to the development of individuals with disabilities; Environmental and societal influences on student development and achievement</i></p>	<p>Candidate understanding of development and learning differences and how language, culture, and family background influence learning is not demonstrated by at least a passing score on the PRAXIS II--Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</p>	<p>Candidate understanding of development and learning differences and how language, culture, and family background influence learning is demonstrated by an overall passing score on the PRAXIS II--Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</p>
<p><u>CEC Standard 2:</u> <i>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.</i></p> <p><i>2.1: Through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning activities</i></p>	<p>Planning and the Learning Environment</p>	<p><i>Characteristics of good lesson plans; Basic elements of effective lesson plans; Learning objectives that are measurable and appropriately challenging; Means of providing access to the curriculum; Organizing the learning environment; Understands how to manage student behavior; Design and maintenance of a safe</i></p>	<p>Candidate understanding of creating safe, inclusive, culturally responsive learning activities and social interactions; using motivational and instructional interventions; and knowing how to intervene safely and</p>	<p>Candidate understanding of creating safe, inclusive, culturally responsive learning activities and social interactions; using motivational and instructional interventions; and knowing how to intervene safely and</p>

CEC Standard/Element <i>Beginning special education professionals:</i>	PRAXIS II Domain	Task Components/Test Topics	Inadequate	Proficient
<p><i>and social interactions.</i> 2.2: <i>Use motivational and instructional interventions to teach individuals with exceptionalities in meaningful learning activities and social interactions.</i> 2.3: <i>Know how to intervene safely and appropriately with individuals with exceptionalities in crisis.</i></p>		<p><i>and supportive classroom environment that promotes student achievement</i></p>	<p>appropriately is not demonstrated by at least a passing score on the PRAXIS II--Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</p>	<p>appropriately is demonstrated by an overall passing score on the PRAXIS II--Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</p>
<p>CEC Standard 4: <i>Use multiple methods of assessment and data-sources in making educational decisions.</i> 4.1: <i>Select and use technically sound formal and informal assessments that minimize bias.</i> 4.2: <i>Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.</i> 4.3: <i>In collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.</i></p>	<p>Assessment</p>	<p><i>Evidence-based assessments that are effective and appropriate; Defines and uses various assessments; Interprets assessment results; Understands and uses the results of assessments</i></p>	<p>Candidate understanding of selecting and using technically sound formal and informal assessments; interpreting assessment results to guide educational decisions; and using multiple types of assessment information in making decisions is not demonstrated by at least a passing score on the PRAXIS II--Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</p>	<p>Candidate understanding of selecting and using technically sound formal and informal assessments; interpreting assessment results to guide educational decisions; and using multiple types of assessment information in making decisions is demonstrated by an overall passing score on the PRAXIS II--Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</p>
<p>CEC Standard 5: <i>Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</i> 5.1: <i>Consider an individual's</i></p>	<p>Instruction</p>	<p><i>Instructional strategies/techniques that are appropriate, considering students' ages and abilities; Instructional strategies for ensuring</i></p>	<p>Candidate understanding of the learning experiences, assistive technologies, strategies to</p>	<p>Candidate understanding of the learning experiences, assistive technologies, strategies to</p>

CEC Standard/Element <i>Beginning special education professionals:</i>	PRAXIS II Domain	Task Components/Test Topics	Inadequate	Proficient
<p><i>abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.</i></p> <p><i>5.3: Are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.</i></p> <p><i>5.4: Use strategies to enhance language development and communication skills of individuals with exceptionalities</i></p> <p><i>5.5: 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.</i></p> <p><i>5.6: Teach to mastery and promote generalization of learning.</i></p>		<p><i>individual academic success in one-to-one, small group, and large group settings;</i> <i>Instructional strategies that facilitate maintenance and generalization of concepts;</i> <i>Selection and implementation of research-based interventions for individual students;</i> <i>Selection and implementation of supplementary and/or functional curriculum;</i> <i>Options for assistive technology;</i> <i>Instructional strategies/techniques that support transition goals;</i> <i>Preventive strategies and intervention strategies for at-risk learners</i></p>	<p>enhance language development and communication skills, variety of education and transition plans, and mastery and generalization of learning is not demonstrated by at least a passing score on the PRAXIS II--Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</p>	<p>enhance language development and communication skills, variety of education and transition plans, and mastery and generalization of learning is demonstrated by an overall passing score on the PRAXIS II--Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</p>
<p><i>CEC Standard 6: Use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</i></p> <p><i>6.1: Use professional Ethical</i></p>	<p>Foundatio n & Profession al Responsib ilities</p>	<p><i>Federal definitions;</i> <i>Federal requirements for the pre-referral, referral, and identification;</i> <i>Federal safeguards of the rights of stakeholders;</i> <i>Components of a legally defensible individualized</i></p>	<p>Candidate understanding of professional standards; foundational knowledge; diversity; lifelong learning; advocacy and mentoring;</p>	<p>Candidate understanding of professional standards; foundational knowledge; diversity; lifelong learning; advocacy and mentoring;</p>

CEC Standard/Element <i>Beginning special education professionals:</i>	PRAXIS II Domain	Task Components/Test Topics	Inadequate	Proficient
<p><i>Principles and Professional Practice Standards to guide their practice.</i></p> <p><i>6.2: Understand how foundational knowledge and current issues influence professional practice.</i></p> <p><i>6.3: 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.</i></p> <p><i>6.4: Understand the significance of lifelong learning and participate in professional activities and learning communities.</i></p> <p><i>6.5 Advance the profession by engaging in activities such as advocacy and mentoring</i></p> <p><i>6.6: Provide guidance and direction to paraeducators, tutors, and volunteers.</i></p> <p><i>CEC Standard 7:</i> <i>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.</i></p> <p><i>7.1: Use the theory and elements of effective collaboration.</i></p> <p><i>7.2: Serve as a collaborative resource to colleagues.</i></p> <p><i>7.3: Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and</i></p>		<p><i>education program; Major legislation; Roles and responsibilities of the special education teacher; Roles and responsibilities of other professionals who deliver special education services; Strengths and limitations of various collaborative approaches; Communication with stakeholders; Potential bias issues that may impact teaching and interactions with students and their families</i></p>	<p>guidance to paraeducators, tutors, and volunteers; effective communication; collaborative resource; and promoting well-being is not demonstrated by at least a passing score on the PRAXIS II--Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</p>	<p>guidance to paraeducators, tutors, and volunteers; effective communication; collaborative resource; and promoting well-being is demonstrated by an overall passing score on the PRAXIS II--Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</p>

CEC Standard/Element <i>Beginning special education professionals:</i>	PRAXIS II Domain	Task Components/Test Topics	Inadequate	Proficient
collaborators.				

Assessment 2: IEP Project
EDSP 4970: Secondary Methods for Individuals With Disabilities

Description and Use of Assessment in the Program: *Assessment 2 The Individualized Education Program (IEP) Project* is a requirement in EDSP 4970 *Secondary Methods for Individuals With Disabilities* taken during the fall of the senior year. The IEP project requires candidates to examine a case study for a middle or high school student. Candidates are provided extensive assessment data and background information for the project. Candidates use this case study to develop a draft IEP using ENRICH, South Carolina’s Web-based software for SC public schools. ENRICH has an option for colleges to use the software with candidates in preservice programs. Candidates complete required components of the IEP, including present level of academic achievement and functional performance (PLAAFP), transition goals, annual goals, benchmarks or short-term objectives, accommodations and modifications. Candidates develop the draft IEP that includes transition goals with the understanding that the IEP is ultimately a collaborative program established by the IEP team. Candidates facilitate the instructional planning. Through the development of the IEP/transition plan, candidates demonstrate their knowledge related to the IEP process based upon individual student characteristics and needs. Candidates demonstrate the ability to consider important communication/collaboration issues related to IEP development. They also must be able to link student annual and transition goals to an instructional plan/program of study for the student included in the case study.

Alignment with CEC Standards/Elements Cited:

- 1.1 Candidates’ descriptions of learners’ present levels of academic achievement and functional performance (PLAAFP) include impact of student’s language, culture, academic strengths and needs, and behavioral skills and limitations. Candidates identify appropriate accommodations and modifications to address learner needs.
- 4.2 Candidates’ descriptions of the PLAAFP incorporate appropriate evaluation and interpretation of assessment data. Transition and annual IEP goals were developed based upon accurate interpretation of assessment results.
- 4.3 Candidates describe required participants and delineated roles of each participant required for collaboration in the development of the IEP. In addition, multiple types of assessment information are included in the case study.
- 5.2 Candidates use State-based software to develop the IEP and to describe appropriate accommodations and technological support for the student.
- 5.5 Candidates develop appropriate transition goals according to student interest and capacity based upon assessment information, appropriate for postsecondary settings across the areas of education/training, employment, and daily living. Candidates describe collaborative efforts to enhance the student’s IEP/Transition Plan.
- 7.2 Candidates description of the recommended program of study demonstrates their knowledge of research-based strategies and interventions and addresses information to be shared with specific IEP team members. Reflection demonstrates candidate’s understanding of cultural background of student and family and needed collaborations by other team members and their roles as resources to IEP team members.

Assessment Tool/Rubric:
Assessment #2: Individual Education/Transition Plan
EDSP 4970: Secondary Methods for Individuals with Disabilities

The purpose of this project is for candidates to examine and address students' individual abilities and needs, the learning environment and cultural and linguistic factors through the process of developing an individual education/transition plan. The candidate will demonstrate understanding of the process for instructional planning in a collaborative context including the individuals, families, professional colleagues, and personnel from other agencies as appropriate with particular attention to the families' cultural and linguistic differences. Candidates (a) review a case study of a middle/secondary-aged student with transition-related needs, (b) develop a draft IEP using IEP software used by the state (ENRICH), including transition goals, for the student, (c) identify appropriate accommodations/modification to meet the student's needs within the general education curriculum, and (d) describe a systematic process for collaboration among the key stakeholders in the IEP process.

CEC Content Standards Addressed:

Standard 1	<i>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.</i>
Standard 4	<i>Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</i>
Standard 5	<i>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</i>
Standard 7	<i>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.</i>

Assume you are a secondary level special education teacher and are leading the IEP team in the development of your student's IEP/Transition Plan. Although the IEP is developed by the IEP team your role is to gather the information and facilitate the IEP process. As the team leader in the process you will ensure that all team members are involved in assessment information and the development of the plan. Prepare a draft of the IEP to present to the IEP team using information from the case study provided. The IEP should be developed using the State-adopted software and should include all required components as described below. In addition, a plan for communication and collaboration with general education teachers, paraeducators, and parents must be included. In the plan the rationale for the aspects highlighted within the IEP (e.g. specific special education services, related services, accommodations) should be delineated. Provide a brief summary of research to support the accommodations recommended within the IEP. Finally, include a reflection of additional expertise you would need to develop or persons you would include to provide needed expertise.

Components:

1. Review, analysis, and summary: Review all data relevant to making decisions regarding ALL present levels of performance including academic, social, behavioral, and functional (if relevant). This should be a combination of the following: student and parent input, standardized testing, curriculum-based measures, formal and informal inventories, results of previous statewide assessments, formal classroom observation, and previous class work. Analyze assessment

information to determine appropriate goals, services, accommodations, and modifications to the curriculum.

2. Transition Goals: Develop three observable/measurable transition goals, based on student/family future vision, that address postschool outcomes in education/training, employment, and independent/daily living.
3. Present levels of educational performance: Provide a brief but detailed description of the student's current levels of academic achievement and functional performance as well as problems that interfere with the students' educational progress. Include information about the learner's cultural and linguistic differences that may impact learning. Academic, social, behavioral, functional, vocational aspects (if relevant) must be addressed. Test scores and curriculum-based measures should be included. Specific information about the learner's language needs, including typical/atypical language must be addressed. A statement of how the student's disability affects involvement in the curriculum should be included. Candidates must communicate clearly and effectively the learner's abilities and areas of need related to learners communication/language skills.
4. Annual measurable goals: At least two goals must be developed for each Transition Goal. Goals must address comprehensive content/skills to be learned across the year and must reflect appropriate interpretation of assessment results described in the present level of performance.
 - Three corresponding observable and measurable objectives (assume this is a requirement of your district): Objectives for each goal must be provided. These objectives must include the four components and must measure incremental growth toward the annual goal.
5. Statement of specific services: A statement and explanation of specific special educational services the student will receive must be provided. Rationale for these services should be included.
6. Extent to which the student will not participate in general education: A statement regarding the extent the student will not participate in general education must be provided. A rationale for this decision must also accompany the statement.
7. Modifications or accommodations in instruction and on state-wide assessments: Accommodations necessary for the student's success in the general education curriculum or modifications to the curriculum should be described. Specific consideration of technology to assist the student in accessing content must be included. A rationale for the use of the specified accommodation must be included.
8. Initiation of services and estimated completion dates: Initiation and estimated completion dates of individual objectives must be provided. These dates must be logically staggered to reflect the acquisition of prerequisite skills and concepts.
9. Measurement procedures toward progress on annual goals: Multiple measures of progress and a rationale for each type of measure for individual goals must be provided.
10. Related services: A brief description for any related services (e.g. speech/language services, occupational therapy, physical therapy, counseling) that are necessary for the student to receive benefit from his/her educational program or to reach postsecondary goals. Rationale for these services should be included in your summary/reflection.
11. Participants of the IEP meeting: Provide a brief description of the participants and explain their role in the development of the IEP. Although all aspects of IEP development require collaboration among multiple stakeholders, including students, parents, teachers, administrators, and related service personnel, this component demonstrates candidates' knowledge and understanding of legal requirements as well as instructional and programmatic needs. Describe your systematic process for collaboration with stakeholders in the IEP process.

Assessment #2: Individualized Education Program (IEP) Project

CEC Standard/Element	Task Components	Inadequate	Proficient	Exemplary
<p><i>1.1: Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities</i></p>	<p><i>*Present level of academic achievement and functional performance: Appropriate description of impact of student's language, culture, academic strengths and needs, and behavioral skills and limitations. *Consideration of special factors to include communication needs. *Accommodations and modifications match learner needs</i></p>	<p><i>Candidate knowledge of impact of language, culture, and family background is not demonstrated through appropriate and meaningful description in present level of performance. Consideration of special factors doesn't account for communication or language needs identified in present level of performance. Present level of performance, consideration of special factors, and accommodations are not logical based upon assessment information.</i></p>	<p><i>Candidate uses knowledge of language, culture, and family background is demonstrated through appropriate and meaningful description in present level of performance. Consideration of special factors accounts for communication or language needs identified in present level of performance. Present level of performance, consideration of special factors, and accommodations are appropriate and logical based upon assessment information.</i></p>	<p><i>Candidate used knowledge of language, culture, and family background to develop high-quality description of student's present level of performance; Candidate specifically addresses communication and language needs appropriately in the IEP; Candidate includes highly appropriate accommodations/modifications based upon student's language, culture, and background.</i></p>
<p><i>4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.</i></p>	<p><i>*Present level of academic achievement and functional performance: PLAAFP indicates appropriate evaluation and interpretation of assessment data *Transition and Annual IEP Goals: Goals based upon appropriate interpretation of assessment results</i></p>	<p><i>Candidate did not demonstrate sufficient knowledge of measurement principles and practices in the development of present level of performance; candidates included inappropriate or incorrect interpretation of assessment data. Candidates developed transition goals and objectives that reflected inaccurate</i></p>	<p><i>Candidate knowledge was demonstrated through appropriately developed and well-documented present level of performance that allowed for development of Annual IEP goals and included generally appropriate interpretation of assessment data. Transition goals and objectives reflect mostly appropriate interpretation of</i></p>	<p><i>Candidate knowledge was demonstrated through thorough and descriptive present level of performance that allowed for development of Annual IEP goals that included highly appropriate interpretation of assessment data. Transition goals and objectives reflected exceptional understanding of and ability to interpret</i></p>

		<i>interpretation of assessment results.</i>	<i>assessment results.</i>	<i>assessment results.</i>
<i>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.</i>	<i>*Required participants included and roles delineated.</i>	<i>Candidate did not demonstrate understanding of multiple types of assessment information in the development of the IEP. Their description included none or only a few of the required participants of the IEP team and/or inadequately described their roles.</i>	<i>Candidate demonstrated appropriate understanding of multiple types of assessment information in the development of the IEP. Candidate included a required participants of the IEP team and described their roles appropriately.</i>	<i>Candidate demonstrated exceptional understanding of multiple types of assessment information in the development of the IEP Candidate included all required participants of the IEP team and described their roles in the decision-making process for determining appropriate services for the student.</i>
<i>5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.</i>	<i>*State-based software used appropriately to develop IEP *Accommodations include technological support for student as needed</i>	<i>Candidates developed a draft IEP that demonstrated incorrect use of the state-adopted IEP software and accommodations described within the IEP did not include appropriate technology where appropriate.</i>	<i>Candidates developed a draft IEP that demonstrated generally correct use of the state-adopted IEP software and accommodations described within the IEP included appropriate technology where appropriate.</i>	<i>Candidates developed a draft IEP that demonstrated appropriate use of the state-adopted IEP software and accommodations described within the IEP included highly relevant and appropriate technology.</i>
<i>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</i>	<i>*Appropriate transition goals based upon student's interests and capacity *Transition goals based upon assessment information, appropriate for postsecondary setting, and address education/training, employment,</i>	<i>Candidates failed to develop transition goals in education/training, employment, and daily living and/or goals were inappropriate for the student based upon assessment results.</i>	<i>Candidates developed appropriate transition goals in education/training, employment, and daily living that were generally appropriate for the student based upon appropriate interpretation of assessment data.</i>	<i>Candidates developed highly appropriate transition goals in education/training, employment, and daily living that were most relevant and appropriate for the student based upon appropriate interpretation of assessment data.</i>

<i>experiences in collaboration with individuals, families, and teams.</i>	<i>and daily living</i>			
<i>7.2 Beginning special education professionals serve as a collaborative resource to colleagues.</i>	<i>*Summary and Reflection: Description of recommended program of study includes research-based strategies and interventions and addresses information to be shared with specific IEP team members. *Reflection demonstrates candidate's understanding of cultural background of student and family and needed collaborations by other team members.</i>	<i>Candidates failed to demonstrate the capacity to serve as a collaborative resource to colleagues. They were not able to describe acceptable program of study and plan for communication and collaboration with parents, general education colleagues and/or paraeducators. Reflection does not include indication of consideration for student and family's language and culture.</i>	<i>Candidates demonstrated the capacity to serve as a collaborative resource to colleagues by describing an acceptable plan for communication and collaboration with parents, general education colleagues and/or paraeducators. Reflection included indication of consideration for student and family's language and culture.</i>	<i>Candidates demonstrated the a clear understanding of and the strong capacity to serve as a collaborative resource to colleagues. They described explicit and effective plan for communication and collaboration with parents, general education colleagues and/or paraeducators. Reflection included strong indication of understanding and consideration for student and family's language and culture.</i>

**Assessment 3: Instructional Unit Plan
 ED 8090: Teacher Residency Internship**

Description and Use of Assessment in the Program: The Instructional Unit Plan is a requirement of *ED 8090: Teacher Residency Internship* conducted during the 5th year graduate program. We use the Instructional Unit Plan to gauge candidate performance on their deeper understanding of content, appropriate pedagogical practices, and a variety of methods of assessment. For the Instructional Unit Plan, candidates are expected to apply principles of explicit instructional practices to the development and implementation of a unit of instruction that spans at least 10 instructional days. Candidates collaborate with their master teacher to determine appropriate student content, as they plan engaging, meaningful, and challenging learning experiences that are designed to culminate in mastery of a particular body of content or set of skills. This instructional unit should address appropriate content for a small group of students (minimum of three) and be based on our State's standards for a particular grade and subject area. Candidates must collect preassessment and postassessment data to document

their effect on student performance beyond that of an individual lesson. Candidates specify observable, measurable unit goals, short-term objectives, and daily lesson objectives. In addition, they develop assessments to match these expectations. This Instructional Unit Plan requires candidates to synthesize their knowledge and skills across the program and demonstrate their competence in delivering effective instruction to a group of learners that includes adjusting instruction to meet the needs of each learner within the group. Candidates are observed at least once during implementation of this unit. They submit documentation of all components of the unit, including unit goals, short-term objectives, their corresponding assessments, lesson plans describing instructional practices and accurate content knowledge, instructional materials, and evidence of student performance.

Alignment with CEC Standards/Elements Cited:

1.2 Candidates' descriptions of students' present levels of performance in the subject area and task-related behaviors are appropriate. Candidates write objectives and unit goals that are meaningful and challenging and that are based upon students' developmental levels and individual academic strengths and needs.

3.1 Candidates' explicit lesson plans within the instructional unit include appropriate content for learners and integrate content and skills from multiple disciplines while emphasizing the central concepts and structures of the particular subject area. Explicit lesson plans follow a systematic and logical structure that highlight an appropriate and meaningful progression of skills and learning experiences across time.

3.2 Candidates' instructional units address state standards and link content across curricular areas appropriate for students with varying needs within the instructional group and address any needed accommodations to individualize learning.

3.3 Instructional units address appropriate curricular modifications within lessons and across the integrated unit to address individual learning needs to make content accessible for each student.

4.3 Through collaboration with the mentor teacher and other professionals and/or family, candidates develop and administer multiple forms of assessment to make decisions about appropriate targets for instruction and to gauge students' ongoing progress.

5.2 Candidates integrate technologies to enhance planning, assessments, instruction, and mastery of lesson objectives within the unit.

5.4 Candidates consider cultural and linguistic differences and include instruction that supports language development and/or communication skills within their units.

5.7 Candidates include critical thinking or problem-solving skills as a part of unit instructional practices.

Assessment Tool/Rubric:

**Assessment #3: Instructional Unit Plan
ED 8090: Teacher Residency Internship**

The purpose of this project is to enable candidates to apply what they have learned about explicit instruction to the development and implementation of a unit of instruction that extends across multiple days/weeks. The candidate demonstrates deep understanding of content, pedagogical practices, and methods of assessment as well as knowledge of individuals in the planning of meaningful and challenging learning experiences that culminate student mastery of a body of knowledge or set of skills.

CEC Content Standards Addressed:

Standard 1	<i>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.</i>
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Standard 3	<i>Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</i>
Standard 4	<i>Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</i>
Standard 5	<i>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</i>

Assignment Expectations

Develop and implement a (minimum) two-week unit plan based on state standards for a specific grade and subject OR a functional skills unit to address the SC Alternate (SC Alt) standards. The following steps should be taken:

1. Choose an appropriate grade level and academic or functional skill to teach that addresses critical content needed by one or more of your students in your residency placement. Assessment data must be provided to document students' current skill in the specific content covered by the unit.
2. Go to <http://ed.sc.gov/agency/ccr/Standards-Learning/> and determine which standard/standards within that grade level and subject are appropriate to teach to your students. Identify appropriate instructional materials for the unit. If you are developing a functional skills unit, identify the appropriate objectives from the SC Alt Standards (you also may use the LCE framework). Your unit should address multiple disciplines (e.g., science and literacy; math and literacy) and must include instruction in a critical thinking skill or problem-solving strategy that facilitates students' independent learning. You will need to identify appropriate research to support your instructional methods.
3. Develop long-term and short-term objectives for the lessons based on the state standards. Each unit should have a least one long-term objective and two short-term objectives. All objectives must include conditions, learner, behavior (i.e., observable and measurable), and the criterion for mastery.
4. Determine the sequence of instruction for teaching the objectives. Also, specify when and how you will assess the students both informally and formally.
5. Identify how you will address cultural and language considerations to meet the needs of your students.
6. Describe technology used to enhance instruction and to address needed modifications and accommodations for individual students within the class.
7. Create a two-week calendar and map out your instruction for each unit. Provide daily, short-form lesson plans for the 10 days of instruction, including lesson objectives, procedures, and assessment.
8. When mapping out your instruction, you must include and designate research-based practices, interventions, or strategies appropriate to teach the content/skills.

9. Document that you have taught the skills according to your unit plan and provide detailed information regarding student performance on all measures of daily, weekly, and unit objectives.
10. Describe how you did or will modify your plan based upon student performance.

ASSESSMENT 3: Instructional Unit Plan

ED 8090: Teacher Residency Internship

CEC Standard/ Element	Task Components	Inadequate	Proficient	Exemplary
<p>1.2 <i>Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</i></p>	<ul style="list-style-type: none"> Describe students' present levels of performance in the subject area and task-related behaviors. Develop appropriate and meaningful lesson objectives and unit goals based upon students' developmental levels and academic strengths and needs. 	<p>Candidate does not use knowledge of learning differences to develop goals that are measurable or observable nor is candidate responsive to student needs by failing to develop appropriate objectives or goals based upon assessment information and appropriate state standards.</p>	<p>Candidate uses knowledge of learning differences to develop appropriate lesson objectives and unit goals based upon student assessment information and state standards and that relates to meaningful, culturally responsive learning opportunities for individuals with exceptionalities.</p>	<p>Candidate uses knowledge of learning differences to develop appropriate and meaningful lesson objectives and unit goals that are measurable and observable and includes appropriate and reasonable criteria for master. Candidate demonstrates responsiveness to student learning needs by developing a goal based upon student differences and state standards.</p>
<p>3.1 <i>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.</i></p>	<ul style="list-style-type: none"> Develop explicit lesson plans that include appropriate content for learners. Develop lesson plans that integrate content and skills from multiple disciplines Develop lesson plans that follow a systematic and logical structure (e.g., easy to more difficult tasks; sufficient guided practice; all activities within lessons 	<p>Candidate failed to develop clear, systematic, and appropriately paced lesson plans that integrated skills across disciplines within the unit that were at the appropriate level for all learners.</p>	<p>Candidate developed generally clear, systematic, and appropriately paced lesson plans that integrated skills across disciplines within the unit that were at the appropriate level for most learners.</p>	<p>Candidate developed clear, systematic, and appropriately paced lesson plans that integrated skills across disciplines within the unit that were at the appropriate level for all learners.</p>

	address the lesson objectives)			
<i>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.</i>	<ul style="list-style-type: none"> • Develop and implement lessons appropriate for all learners within the group. • Develop and implement accommodations to address individual needs of learners within the group. 	Candidate failed to implement appropriate lessons and accommodations for learners as evidenced by student performance on lesson and unit assessments.	Candidate implemented appropriate lessons and accommodations for most learners as evidenced by student performance on lesson and unit assessments.	Candidate implemented appropriate lessons and accommodations for all learners as evidenced by student performance on lesson and unit assessments.
<i>3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.</i>	<ul style="list-style-type: none"> • Identify appropriate instructional modifications to each lesson or for the overall unit to address needs of individual students within the group. 	Candidate failed to include appropriate curricular modifications to address accessibility needs of individuals within the group or modifications were not appropriate as evidenced by lesson plans and student performance.	Candidate included appropriate curricular modifications to address accessibility needs of most individuals within the group as evidenced by lesson plans and student performance.	Candidate included appropriate curricular modifications to address accessibility needs of all individuals within the group as evidenced by lesson plans and student performance.
<i>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.</i>	<ul style="list-style-type: none"> • In consultation with the mentor teacher and other professionals/family and informed by state standards, develop and/or administer multiple forms of assessment to make decisions about appropriate targets for 	Candidate did not collaborate with others, use multiple sources of assessment information appropriately to make decisions about instructional objectives and goals for unit plans, or use formative assessment appropriately to gauge student progress throughout	Candidate did collaborate with others and used multiple sources of assessment information appropriately to make decisions about instructional objectives and goals for unit plans and used formative assessment to gauge progress for	Candidate collaborated with others and, as informed by state standards, used multiple sources of assessment information to devise appropriate and meaningful instructional objectives and goals for units plans and used formative assessment information

	instructional unit and students' ongoing progress.	the unit.	most students throughout the unit.	accurately to guide decision making across the unit.
<i>5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.</i>	<ul style="list-style-type: none"> Describe how you will integrate technology to enhance instruction and mastery of lesson objectives within the unit. 	Candidate failed to include instructional technology that enhanced access to the content for most learners or technology was not integral to the content/skills taught.	Candidate included instructional technology that was mostly related to the content/skills being taught and generally enhanced access to the content for most learners.	Candidate included instructional technology that was integral to the content/skills being taught and significantly enhanced access to the content for all learners.
<i>5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.</i>	<ul style="list-style-type: none"> Considering cultural/linguistic differences, include instruction that supports language development and/or communication skills for at least one student in the group. 	Candidate failed to include instruction that supported language development or communication skills within any lesson across the instructional unit.	Candidate included instruction that supported language development or communication skills within at least one lesson across the unit for at least one student.	Candidate integrated instruction in language development or communication skills within multiple lessons across the unit with one or more students.
<i>5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.</i>	<ul style="list-style-type: none"> Include instruction to teach critical thinking or problem solving skills within the unit. 	Candidate failed to include instruction in critical thinking or problem solving skills within any lesson across the instructional unit.	Candidate included instruction in critical thinking or problem solving skills within at least one lesson across the unit.	Candidate integrated instruction in critical thinking or problem solving skills within multiple lessons across the unit.

Assessment 4: Final Summary
ED 8090: Teacher Residency Internship

Description and Use of Assessment in the Program: *Assessment 4 Final Summary* is a requirement of ED 8090: Teacher Residency Internship and is completed during 5th year graduate program. This assessment requires candidates to synthesize knowledge and skills acquired across the course of their program and to demonstrate competency in teaching all learners within the classroom. University supervisors observe candidates teaching a formal lesson at least four times each semester. The South Carolina Teaching Standards 4.0 (SCTS; based on the National Institute for Excellence in Teaching) rubric has been adopted in South Carolina for teaching evaluations throughout the State. We use the SCTS 4.0 rubric for each observation, which includes examination of candidate instructional plans, assessments, and progress monitoring as well as discussion/reflection with the candidate. This rubric includes 19 indicators cutting across the domains of instruction, planning, and environment, and it also uses four indicators to assess the domain of professionalism. Although multiple observations are scored with this rubric, candidates' last set of scores are reported, which reflect their cumulative work across student teaching.

Alignment with CEC Standards/Elements Cited:

- 1.1 Candidates' demonstrate *knowledge of students'* present levels of performance in the subject area, and task-related behaviors are appropriate with meaningful and challenging lesson objectives and unit goals that consider students' language, culture, and family background influences.
- 2.1 Candidates' *classroom environments* in special education and general education settings provide inclusive and safe places of learning that are culturally responsive and promote positive social interactions.
- 2.3 Candidates' *classroom management* techniques demonstrate knowledge in safe intervention and focus on active learner engagement and contribute to students' emotional well being and development of prosocial behaviors.
- 3.1 Candidates' *presentation of instructional content* use visuals, models, and logical sequence to illustrate knowledge of central concepts and structures of the discipline and the integration of cross-disciplinary skills. Candidates organize knowledge to develop units that follow a meaningful progression.
- 3.2 Candidate's *content knowledge* illustrates use of general and specialized content for teaching across curricular areas to individualize learning. Candidates highlight key concepts and ideas to promote student mastery of the subject and implements subject-specific strategies to support learning.
- 4.2 Candidates' *assessment plans* exhibit knowledge of measurement principles and practices that support sound decision making to guide instruction. Candidates' assessment plans include clear measurement criteria and incorporate multiple ways to assess and monitor student progress.
- 4.4 Candidates use *academic feedback* to engage their students to work toward quality learning experiences. Candidates provide frequent and specific oral and written academic feedback to guide students and for monitoring and adjusting instruction.
- 5.1 Candidates' *instructional plans* address standards-aligned goals but also consider the individual abilities, interests, and cultural/linguistic factors of students in the development and adaptation of learning activities.
- 5.2 Candidates *develop activities and materials* that integrate technology to enhance instruction and promote mastery of lesson skills within the unit.
- 5.6 Candidates specify *standards and develop and communicate objectives* that are clear, ambitious, and are focused on student mastery and generalization of skills and content.
- 5.7 Candidates address *student thinking* by teaching explicitly critical thinking or problem solving skills within units of instruction that cross disciplines.
- 6.1 Candidates use *professional and ethical demeanor and behavior* and professional practice standards to guide interactions and instructional practices.

6.2 Candidates seek to enhance student learning by participating as an *active learner and engaging in continued professional development* to deepen foundational knowledge and to better understand current professional issues that affect the instructional contexts in which they work.

6.3 Candidates create a *respectful culture* that supports positive teacher-student interactions and demonstrates sensitivity toward varied interests and opinions, including diversity among families, cultures, and schools.

6.4 Candidates seek to enhance student learning by participating as an *active learner and engaging in professional learning communities* within their schools/district to support continued learning and growth as a professional and to recognize the significance of lifelong learning.

6.5 Candidates *advocate for students* by collaborating with others and by mentoring other professionals in the planning, design, and implementation of appropriate learning activities and assessments.

6.6 Candidates *advocate for students* by working with paraeducators, volunteers, tutors, and their mentor teachers to guide implementation of appropriate instructional activities and positive learning environments.

7.3 Candidates exhibit *professionalism and advocacy of students* through their collaboration with other professionals to support the well being of their students with exceptionalities through demonstration of fairness, kindness, dignity, and patience in the development of learning activities.

Assessment Tool/Rubric:

SOUTH CAROLINA TEACHING STANDARDS RUBRIC 4.0

Domain: Instruction

Description of Qualifying Measures	Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the Learning.	Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Moving Towards Student Centered Learning/Student Ownership of Learning- Consistent Reliance on Teacher Direction.	Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning
	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Unsatisfactory (1)
<p>Standards and Objectives</p> <p>ADEPT 1B; 2A; 4A; 7A</p> <p>CEC 5.6</p>	<ul style="list-style-type: none"> All learning objectives and state content standards are explicitly communicated. Sub-objectives are aligned and logically sequenced to the lesson's 	<ul style="list-style-type: none"> Most learning objectives and state content standards are communicated. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for 	<ul style="list-style-type: none"> Some learning objectives and state content standards are communicated. Sub-objectives are sometimes aligned to the lesson's major objective. Learning objectives are 	<ul style="list-style-type: none"> Learning objectives and state content standards are not communicated. Sub-objectives are rarely aligned to the lesson's major objective. Learning objectives are rarely connected to

<p>Score: _____</p>	<p>major objective.</p> <ul style="list-style-type: none"> Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. Expectations for each student's performance are clear, demanding, and high. State standards are displayed, referenced throughout the lesson with explanations. There is evidence that most students demonstrate mastery of the objective. 	<p>student performance are clear, demanding and high.</p> <ul style="list-style-type: none"> State standards are displayed and referenced in the lesson. There is evidence that most students demonstrate mastery of the objective. 	<p>not clearly connected to what students have previously learned.</p> <ul style="list-style-type: none"> Expectations for student performance are clear. State standards are appropriately displayed There is evidence that some of the students demonstrate mastery of the objective. 	<p>what students have previously learned.</p> <ul style="list-style-type: none"> Expectations for student performance are vague. State standards are not appropriately displayed. There is evidence that few students demonstrate mastery of the objective.
<p>Motivating Students ADEPT 1E; 4B,C; 6C; 8B; 9A EEDA 5 Score: ____</p>	<ul style="list-style-type: none"> The teacher consistently and explicitly organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students. The teacher consistently develops learning experiences where inquiry, 	<ul style="list-style-type: none"> The teacher often organizes the content so that it is personally meaningful, relevant and intellectually engaging to most students. The teacher often develops learning experiences where inquiry, curiosity and exploration are valued. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful, relevant and engaging to some students. The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are 	<ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful, relevant and engaging to students. The teacher rarely develops learning experiences where inquiry, curiosity and exploration are

	curiosity and exploration are valued. <ul style="list-style-type: none"> The teacher consistently reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher regularly reinforces and rewards effort. 	valued. <ul style="list-style-type: none"> The teacher sometimes reinforces and rewards effort. 	valued. <ul style="list-style-type: none"> The teacher rarely reinforces and rewards effort.
Presenting Instructional Content ADEPT 5A,C; 6B,C CEC 3.1 Score: ____	Presentation of content always includes: <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. Explicit examples, illustrations, analogies, and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations throughout the lesson. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing, or non-essential information. 	Presentation of content most of the time includes: <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. examples, illustrations, analogies, and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing, or non-essential information 	Presentation of content sometimes includes: <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson examples, illustrations, analogies, and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information no irrelevant, confusing, or non-essential information. 	Presentation of content rarely includes: <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. examples, illustrations, analogies, and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing, or non-essential information.
Lesson	<ul style="list-style-type: none"> The lesson starts 	<ul style="list-style-type: none"> The lesson starts 	<ul style="list-style-type: none"> The 	<ul style="list-style-type: none"> The lesson does

<p>Structure and Pacing</p> <p>ADEPT 6C;9B,C</p> <p>Score: ____</p>	<p>promptly.</p> <ul style="list-style-type: none"> The lesson's structure is coherent, with a significant beginning, middle, end, and extended time for reflection. Pacing is brisk, and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. No instructional time is lost during transitions. 	<p>promptly.</p> <ul style="list-style-type: none"> The lesson's structure is coherent, with a beginning, middle, and end and reflection. Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Little instructional time is lost during transitions. 	<p>lesson starts somewhat promptly.</p> <ul style="list-style-type: none"> The lesson's structure is coherent, with a beginning, middle, and end. Pacing is appropriate for some students and rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Instructional time is lost during transitions. 	<p>not start promptly.</p> <ul style="list-style-type: none"> The lesson has a structure, but may be missing closure or introductory elements. Pacing is appropriate for few students, and does not provide opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost during transitions.
<p>Activities and Materials</p> <p>ADEPT 2B; 5B,C; 6C</p> <p>Technology</p> <p>EEDA 5, 6, 7</p> <p>CEC 5.2</p>	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> support the lesson objectives. are challenging. sustain students' attention. elicit a variety of thinking. provide time for reflection. are relevant to students' lives. provide opportunities for student to 	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> support the lesson objectives. are challenging. sustain students' attention. elicit a variety of thinking. provide time for reflection. are relevant to students' lives. provide opportunities for student interaction. induce 	<p>Activities and materials include some of the following:</p> <ul style="list-style-type: none"> support the lesson objectives. are challenging. sustain students' attention. elicit a variety of thinking. provide time for reflection. are relevant to students' lives. provide opportunities for student to 	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> support the lesson objectives. are challenging. sustain students' attention. elicit a variety of thinking. provide time for reflection. are relevant to students' lives. provide opportunities

<p>Score: ____</p>	<p>student interaction.</p> <ul style="list-style-type: none"> • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology which enhances student learning and thinking. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc). • In addition, sometimes activities are game-like, involve simulations, require creating products, 	<p>student curiosity and suspense.</p> <ul style="list-style-type: none"> • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc). 	<p>student interaction.</p> <ul style="list-style-type: none"> • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc). 	<p>es for student to student interaction.</p> <ul style="list-style-type: none"> • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc).
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	and demand self-direction and self-monitoring			
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Description of Qualifying Measures	Consistent Evidence of Student Centered Learning/Student Ownership of Learning-Teacher Facilitates the Learning.	Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Moving Towards Student Centered Learning/Student Ownership of Learning-Consistent Reliance on Teacher Direction.	Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning
	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Unsatisfactory (1)
<p>Questioning</p> <p>ADEPT 5C; 7A</p> <p>Score: ____</p>	<p>Teacher questions are varied and high quality providing a consistently balanced mix of question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. <ul style="list-style-type: none"> • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional 	<p>Teacher questions are varied and high quality providing a balanced mix of question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. <ul style="list-style-type: none"> • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are often sequenced with attention 	<p>Teacher questions are varied and high quality providing for some, but not all, question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. <ul style="list-style-type: none"> • Questions are sometimes purposeful and coherent. • A moderate frequency of questions 	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. <ul style="list-style-type: none"> • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The teacher mostly calls on volunteers and high ability students.

	<p>goals.</p> <ul style="list-style-type: none"> • Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate higher order questions that lead to further inquiry and self-directed learning. 	<p>to the instructional goals.</p> <ul style="list-style-type: none"> • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is often provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning. 	<p>asked.</p> <ul style="list-style-type: none"> • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. 	
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Description of Qualifying Measures	Consistent Evidence of Student Centered Learning/Student Ownership of Learning-Teacher Facilitates the Learning.	Some Evidence of Student Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning	Moving Towards Student Centered Learning/Student Ownership of Learning-Consistent Reliance on Teacher Direction.	Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning
	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Unsatisfactory (1)

<p>Academic Feedback</p> <p>ADEPT 7B,C</p> <p>CEC 4.4</p> <p>Score: _</p>	<ul style="list-style-type: none"> • Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student’s progress, and provide individual feedback. • Feedback from students is consistently used to monitor and adjust instruction. • Teacher engages students in giving specific and high quality feedback to one another. 	<ul style="list-style-type: none"> • Oral and written feedback is mostly academically focused, frequent, and mostly high quality. • Feedback is often given during guided practice and homework review. • The teacher circulates regularly during instructional activities to support engagement, and monitor student work. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving feedback to one another. 	<ul style="list-style-type: none"> • Oral and written feedback is sometimes academically focused, frequent, and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates sometimes during instructional activities to support engagement, and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> • The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.
<p>Grouping Students</p> <p>ADEPT 5B,C</p> <p>EEDA 6</p>	<ul style="list-style-type: none"> • The instructional grouping arrangements (either whole class, small groups, pairs, individual; 	<ul style="list-style-type: none"> • The instructional grouping arrangements (either whole class, small groups, pairs, 	<ul style="list-style-type: none"> • The instructional grouping arrangements (either whole class, small groups, pairs, 	<ul style="list-style-type: none"> • The instructional grouping arrangements (either whole class, small groups, pairs,

<p>Score: ____</p>	<p>hetero- or homogenous ability) consistently maximize student understanding and learning efficiency.</p> <ul style="list-style-type: none"> All students in groups know their roles, responsibilities, and group work expectations. All students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. 	<p>individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency.</p> <ul style="list-style-type: none"> Most students in groups know their roles, responsibilities, and group work expectations. Most students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson. 	<p>individual; hetero-or homogenous ability) sometime enhance student understanding and learning efficiency.</p> <ul style="list-style-type: none"> Some students in groups know their roles, responsibilities, and group work expectations. Some students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to sometime, accomplish the goals of the lesson. 	<p>individual; hetero-or homogenous ability) inhibit student understanding and learning efficiency.</p> <ul style="list-style-type: none"> Few students in groups know their roles, responsibilities, and group work expectations. Few students participating in groups are held accountable for group work and individual work. Instructional group composition remains unchanged irrespective of the learning, and instructional goals of a lesson.
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Description of Qualifying Measures	Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the Learning.	Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Moving Towards Student Centered Learning/Student Ownership of Learning- Consistent Reliance on Teacher Direction.	Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning
	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Unsatisfactory (1)

<p>Teacher Content Knowledge</p> <p>ADEPT 5A; 6A,B,C</p> <p>CEC 3.2</p> <p>Score: ____</p>	<ul style="list-style-type: none"> Teacher displays extensive content knowledge of all the subjects she or he teaches. Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge.² The teacher consistently highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. Limited content is taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> Teacher displays accurate content knowledge of all the subjects he or she teaches. Teacher regularly implements subject-specific instructional strategies to enhance student content knowledge. The teacher regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays adequate content knowledge of all the subjects he or she teaches. Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. The teacher sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays under-developed content knowledge in several subject areas. Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. Teacher does not understand key concepts and ideas in the discipline, and therefore presents content in an unconnected way.
<p>Teacher Knowledge of Students³</p> <p>ADEPT 5A; 6B EEDA 7</p> <p>CEC 1.1</p> <p>Score: ____</p>	<ul style="list-style-type: none"> Teacher practices display understanding of each student's anticipated learning difficulties. Teacher practices consistently incorporate student interests and cultural heritage. 	<ul style="list-style-type: none"> Teacher practices display understanding of most student anticipated learning difficulties. Teacher practices regularly incorporate student interests and cultural heritage. Teacher 	<ul style="list-style-type: none"> Teacher practices display understanding of some student anticipated learning difficulties. Teacher practices sometimes incorporate student interests and cultural heritage. Teacher 	<ul style="list-style-type: none"> Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties. Teacher practices rarely incorporate student interests or

	<ul style="list-style-type: none"> Teacher consistently provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	cultural heritage. <ul style="list-style-type: none"> Teacher practices demonstrate little differentiation of instructional methods or content.
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Description of Qualifying Measures	Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the Learning.	Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Moving Towards Student Centered Learning/Student Ownership of Learning- Consistent Reliance on Teacher Direction.	Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning
	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Unsatisfactory (1)
Thinking ADEPT 5B EEDA 5 CEC 5.7	The teacher thoroughly teaches three types of thinking: <ul style="list-style-type: none"> analytical thinking where students analyze, compare and contrast, and evaluate and explain information.⁴ practical thinking where students use, apply, and implement what they learn in real-life scenarios.⁵ creative thinking where students create, 	The teacher thoroughly teaches two types of thinking: <ul style="list-style-type: none"> analytical thinking where students analyze, compare and contrast, and evaluate and explain information. practical thinking where students use, apply, and implement what they learn in real-life scenarios. creative thinking where students create, design, imagine and suppose. 	The teacher attempts to teach one type of thinking but does not thoroughly teach at least one type of thinking: <ul style="list-style-type: none"> analytical thinking where students analyze, compare and contrast, and evaluate and explain information. practical thinking where students use, apply, and implement what they learn in real-life scenarios. 	The teacher implements no learning experiences that thoroughly teach any type of thinking. The teacher provides few opportunities where students: <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints.

<p>Score: ____</p>	<p>design, imagine and suppose.⁶</p> <ul style="list-style-type: none"> research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.⁷ instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. <p>The teacher consistently provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints. monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. 	<ul style="list-style-type: none"> research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. <p>The teacher regularly provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints. 	<ul style="list-style-type: none"> creative thinking where students create, design, imagine and suppose. research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. <p>The teacher sometimes provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints. 	
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<p>Problem Solving</p> <p>ADEPT 5B</p> <p>Score: ____</p>	<p>The teacher implements activities that teach and reinforce 3 or more of the following problem solving types:</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusion s/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<p>The teacher implements activities that teach and reinforce 2 of the following problem solving types:</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusion s/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<p>The teacher implements activities that teach and reinforce 1 of the following problem solving types:</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusion s/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<p>The teacher implements no activities that teach and reinforce any of the following problem solving types:</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusion s/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing
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Domain: Planning

Description of Qualifying Measures	Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the Learning.	Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Moving Towards Student Centered Learning/Student Ownership of Learning- Consistent Reliance on Teacher Direction.	Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning
	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Unsatisfactory (1)
<p>Instructional Plans</p> <p>ADEPT 1A,B,C; 2A,2B</p>	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • measurable and explicit goals aligned to state content standards. • activities, 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • goals aligned to state content standards • activities, 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • some goals aligned to state content standards. • activities, materials 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • few goals aligned to state content standards. • activities,

<p>CEC 5.1</p> <p>Score: _____</p>	<p>materials, and assessments that:</p> <ul style="list-style-type: none"> ○ are aligned to state standards. ○ are sequenced from basic to complex. ○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. ○ provide appropriate time for student work, student reflection, and lesson and unit closure. <ul style="list-style-type: none"> • evidence that plan is appropriate for the age, knowledge, and interests of all learners. • evidence that the plan provides regular opportunities to accommodate individual student needs. 	<p>ities, materials, and assessments that:</p> <ul style="list-style-type: none"> ○ are aligned to state standards. ○ are sequenced from basic to complex. ○ build on prior student knowledge. ○ provide appropriate time for student work, and lesson and unit closure. <ul style="list-style-type: none"> • evidence that plan is appropriate for the age, knowledge, and interests of most learners. • evidence that the plan provides some opportunities to accommodate individual 	<p>ials, and assessments that:</p> <ul style="list-style-type: none"> ○ are sometimes aligned to state standards. ○ are sometimes sequenced from basic to complex. ○ Sometimes build on prior student knowledge. ○ Sometimes provide appropriate time for student work, and lesson and unit closure. <ul style="list-style-type: none"> • Some evidence that plan is appropriate for the age, knowledge, and interests of most learners. • evidence that the plan provides some opportunities to accommodate individual student needs. 	<p>materials, and assessments that:</p> <ul style="list-style-type: none"> ○ are rarely aligned to state standards. ○ are rarely logically sequenced. ○ rarely build on prior student knowledge ○ inconsistently provide time for student work, and lesson and unit closure <ul style="list-style-type: none"> • little evidence that the plan is appropriate for the age, knowledge, or interests of the learners. • little evidence that the plan provides some opportunities to accommodate individual student needs.
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		student needs.		
Student Work¹ ADEPT 1C,D;2C; 3B Score: ____	Assignments require students to: <ul style="list-style-type: none"> organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it. draw conclusions, make generalizations, and produce arguments that are supported through extended writing. connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school. 	Assignments require students to: <ul style="list-style-type: none"> interpret and analyze information rather than reproduce it. draw conclusions and support them through writing. connect what they are learning to prior learning and some life experiences. 	Assignments require students to: <ul style="list-style-type: none"> interpret information rather than reproduce it. Sometimes draw conclusions and support them through writing. Sometimes connect what they are learning to prior learning 	Assignments require students to: <ul style="list-style-type: none"> mostly reproduce information. rarely draw conclusions and support them through writing. rarely connect what they are learning to prior learning or life experiences.

Description of Qualifying Measures	Consistent Evidence of Student Centered Learning/Student Ownership of Learning-Teacher Facilitates the Learning.	Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Moving Towards Student Centered Learning/Student Ownership of Learning-Consistent Reliance on Teacher Direction.	Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning
	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Unsatisfactory (1)
Assessment ADEPT 2C; 3A,B,C; 7B	Assessment Plans: <ul style="list-style-type: none"> are consistently aligned with state 	Assessment Plans: <ul style="list-style-type: none"> are aligned with state content 	Assessment Plans: <ul style="list-style-type: none"> are sometimes aligned with state 	Assessment Plans: <ul style="list-style-type: none"> are rarely aligned with state content standards.

<p>CEC 4.2</p> <p>Score: ____</p>	<p>content standards.</p> <ul style="list-style-type: none"> • have clear appropriate measurement criteria. • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • require extended written tasks. • are portfolio-based with clear illustrations of student progress toward state content standards. • include descriptions of how assessment results will be used to inform future instruction. 	<p>standards.</p> <ul style="list-style-type: none"> • have clear measurement criteria. • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • require written tasks. • include performance checks throughout the school year. 	<p>content standards.</p> <ul style="list-style-type: none"> • have measurement criteria. • measure student performance in more than one way (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • require limited written tasks. • include performance checks but may not be monitored consistently. 	<ul style="list-style-type: none"> • have ambiguous measurement criteria. • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • include performance checks, although the purpose of these checks is not clear.
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Domain: Environment

<p>Description of Qualifying Measures</p>	<p>Consistent Evidence of Student Centered Learning/Student Ownership of</p>	<p>Some Evidence of Student Centered Learning/Student</p>	<p>Moving Towards Student Centered Learning/Student Ownership of Learning-Consistent Reliance</p>	<p>Heavy emphasis on Teacher Direction – Minimal Evidence of Student</p>
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	Learning-Teacher Facilitates the Learning.	Ownership of Learning – Teacher Facilitates the Learning	on Teacher Direction.	Ownership of Learning
	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Unsatisfactory (1)
<p>Expectations ADEPT 4A,B;8C; 9B</p> <p>Score: ____</p>	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students take initiative and follow through with their own work. Teacher optimizes instructional time, teaches more material, and demands better performance from every student. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where most students can experience success. Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for most students. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where some students can experience success. Teacher expectations for student work are not clear for all students. 	<ul style="list-style-type: none"> Teacher expectations are not sufficiently high for every student. Teacher creates an environment where mistakes and failure are not viewed as learning experiences. Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior	<ul style="list-style-type: none"> Students are consistently well-behaved, and on task. Teacher and 	<ul style="list-style-type: none"> Students are mostly well-behaved, and on task, some minor 	<ul style="list-style-type: none"> Student behavior is inconsistent with 	<ul style="list-style-type: none"> Students are not well-behaved and are often off-task.

<p>ADEPT 1E; 8B</p> <p>CEC 2.3</p> <p>Score: __</p>	<p>students establish clear rules and expectations for learning and behavior.</p> <ul style="list-style-type: none"> The teacher consistently uses techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. The teacher overlooks inconsequential behavior. The teacher deals with students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly, firmly and consistently with no interruption to instruction. 	<p>learning disruptions may occur.</p> <ul style="list-style-type: none"> Teacher establishes rules for learning and behavior. The teacher uses several techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. The teacher overlooks most inconsequential behavior, but other times addresses it stopping the lesson. The teacher attends to disruptions firmly and consistently with minimal interruption to instruction. 	<p>several students off task, minor learning disruptions are frequent.</p> <ul style="list-style-type: none"> Teacher establishes rules for learning and behavior. The teacher uses some techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. The teacher overlooks some inconsequential behavior, but other times addresses it stopping the lesson. The teacher inconsistently deals with students who have caused disruptions, and frequently addresses the entire class. 	<ul style="list-style-type: none"> Teacher establishes few rules for learning and behavior. The teacher uses few techniques to maintain appropriate student behavior. The teacher does not distinguish between inconsequential behavior and inappropriate behavior. Disruptions frequently interrupt instruction.
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Description of Qualifying Measures	Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the Learning.	Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Moving Towards Student Centered Learning/Student Ownership of Learning- Consistent Reliance on Teacher Direction.	Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning
	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Unsatisfactory (1)
<p>Environment</p> <p>ADEPT 8A,B</p> <p>CEC 2.1</p> <p>Score: _____</p>	<p>The classroom</p> <ul style="list-style-type: none"> welcomes all members and guests is organized and understandable to all students and encourages student collaboration . supplies, equipment, and resources are easily and readily accessible for all students. displays student work that frequently changes. is consistently arranged to promote individual and group learning. 	<p>The classroom</p> <ul style="list-style-type: none"> welcomes most members and guests. is organized and understandable to most students. supplies, equipment, and resources are accessible for most students. displays student work. is arranged to promote individual and group learning. 	<p>The classroom</p> <ul style="list-style-type: none"> welcomes some members and guests. is organized and understandable to some students. supplies, equipment, and resources are accessible. Displayed student work is not updated regularly. is sometimes arranged to promote individual and group learning. 	<p>The classroom</p> <ul style="list-style-type: none"> is somewhat cold and uninviting. is not well organized and understandable to students. supplies, equipment, and resources are difficult to access. does not display student work. is not arranged to promote group learning.
<p>Respectful Culture⁹</p> <p>ADEPT8B,C;9A</p> <p>CEC 6.3</p>	<ul style="list-style-type: none"> Teacher-student interactions demonstrate caring and respect for one another. Students exhibit caring and respect for one another. Teacher seeks out, and is 	<ul style="list-style-type: none"> Teacher-student interactions are mostly friendly, but may reflect occasional inconsistencies. Students exhibit respect for the teacher, and are 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes authoritarian , negative, or inappropriate. Students exhibit disrespect for

<p>Score: ____</p>	<p>receptive to the interests and opinions of all students.</p> <ul style="list-style-type: none"> Positive relationships and interdependence characterize the classroom. 	<p>often polite to each other.</p> <ul style="list-style-type: none"> Teacher is often receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Students exhibit respect for the teacher, and are generally polite to each other. Teacher is sometimes receptive to the interests and opinions of students. 	<p>the teacher.</p> <ul style="list-style-type: none"> Student interaction is characterized by conflict, sarcasm, or put-downs. Teacher is not receptive to interests and opinions of students.
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Domain: Professionalism

	Performance Standards	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Unsatisfactory (1)
<p>Advocate for Students</p> <p>ADEPT 10A</p> <p>CEC 6.5, 6.6, 7.3</p> <p>Score: ____</p>	<ul style="list-style-type: none"> Candidate is committed to treating students and others with kindness, fairness, patience, dignity, and respect. Candidate advocates for ALL students and exhibits belief that ALL students can learn. Candidate collaborates with teachers, school personnel, and other professionals to determine needs of his/her students and to plan and provide students with appropriate learning experiences and assessments. 	<p>Always</p>	<p>Often</p>	<p>Sometimes</p>	<p>Rarely</p>

<p>Professional & Ethical Demeanor & Behavior</p> <p>ADEPT 10D</p> <p>CEC 6.1</p> <p>Score: _____</p>	<ul style="list-style-type: none"> • Teacher is prompt, exhibits professional appearance and dress, responsibility, and initiative. • Candidate complies with professional, school and district rules, policies, and procedures. Candidate is cognizant of policies set forth in Standards of Conduct for SC. • Candidate performance is characteristic of ethical standards and quality of work (completing tasks in a timely, accurate and effective manner). • Candidate does not criticize the school, teachers, or the community and safeguards all personal and confidential information for professional use only. 	<p>Always</p>	<p>Often</p>	<p>Sometimes</p>	<p>Rarely</p>
<p>Effective Communicator</p> <p>ADEPT 10C</p> <p>Score: _____</p>	<ul style="list-style-type: none"> • Inside and outside of classroom candidate's spoken and written language is clear, correct, and appropriate for each target audience. • Candidate communicates and engages with families of classroom children to support learning and through a variety of formats (contacts, meetings, telephone, conference, letters/newsletters, through technology, etc.) to maintain effective and ongoing 	<p>Always</p>	<p>Often</p>	<p>Sometimes</p>	<p>Rarely</p>

	<p>communication.</p> <ul style="list-style-type: none"> Concerns and questions are communicated in a professional manner with teachers, school personnel, and university faculty and staff. Candidate demonstrates understanding of an engagement in maintaining a positive collaborative relationship with families, school colleagues, and agencies. 				
<p>Active Learner/Engagement</p> <p>ADEPT 10A, 10B, 10E</p> <p>CEC 6.2, 6.4</p> <p>Score: _____</p>	<p>For continual professional growth and enhancement of student learning:</p> <ul style="list-style-type: none"> Candidate is a reflective practitioner who systematically collects, synthesizes, and evaluates student growth data to identify ways to enhance learning. Candidate seek out and participates in professional growth activities such as conference, presentations, and school professional development offerings. Candidate attends and volunteers at school meetings (school boards, school improvement council, and faculty meetings), community events involving the school, PTA meetings, after school care programs/tutoring. Candidate attends 	<p>Always</p>	<p>Often</p>	<p>Sometimes</p>	<p>Rarely</p>

	parent planning meetings, open house, IEP/504 planning meetings as appropriate.				
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Assessment 5: Curriculum-Based Measurement
EDSP 4940: Teaching Reading to Students with Mild Disabilities

Description and Use of Assessment in the Program: The Curriculum-Based Measurement (CBM) Project is a requirement of EDSP 4940 *Teaching Reading to Students with Mild Disabilities* taken during the fall of the senior year. This course is one of four, rigorous content courses that requires projects to be conducted with students in the field. Candidates have an extensive field experience (i.e., 168+ hours), and, for this performance assessment, are expected to determine an appropriate, technically sound progress-monitoring tool (or adapt one) to use for academic instructional decision making. Candidates collaborate with their mentor teacher to select a literacy skill for which at least one student experiences difficulty. Candidates collect baseline information, set an ambitious long-term goal, and deliver research-based academic intervention while collecting CBM data twice weekly. Applying standard data-based decision rules, candidates evaluate the effectiveness of their instruction periodically and make appropriate, instructional modifications or raise goals when data indicate the need. Candidates share ongoing progress-monitoring data with their students and with classroom mentor teachers. Additionally, candidates interpret data to determine the stronger of two interventions for a particular student and justify their decisions based on progress monitoring data collected as well as student performance during intervention or on other assessments.

Alignment with CEC Standards/Elements Cited:

- 1.2 Candidates’ descriptions of learners’ academic strengths and needs and present levels of performance through CBM baseline performance take into account student development and individual differences.
- 3.3 Candidates plan and implement intervention based on learner needs and modify their instruction when student progress is not adequate.
- 4.2 Candidates evaluate student progress data frequently and regularly as well as examine multiple types of assessment information during intervention to guide instructional decision making. Candidates apply principles and practices of CBM to administer measures, score reliably, and interpret assessment results appropriately.
- 4.4 Candidates use assessment data to plan high-quality learning experiences that enable students to perform to high expectations, while addressing individual needs. Assessment results are shared as feedback to students to help them aspire to better performance.
- 5.1 Candidates consider individual abilities, characteristics, learning environments, and cultural and linguistics factors in the selection or adaptation of (a) progress monitoring tools for a targeted academic area as well as (b) development and implementation of learning experiences to support improved academic engagement and achievement across time.
- 5.6 Candidates plan and implement academic interventions that stress student mastery of skills and promotes generalization of learning. Progress data are used to determine whether intervention is sufficient or needs modification.

7.1 Candidates demonstrate understanding of theory and the use of elements of effective collaboration through discussion and sharing of student data with classroom mentor teacher, University supervisor, course instructor, and the student. Candidates consider all input for selecting assessments, describing baseline, setting appropriate goals, planning intervention, and analyzing the effect of instruction.

Assessment Tool/Rubric:

**Curriculum-Based Measurement Project: CEC Assessment #5
 EDSP 4940: Teaching Reading to Students With Mild Disabilities**

The purpose of this project is for candidates to use curriculum-based measurement (CBM) to address CEC professional standards related to learner development and individual learning differences, curricular content knowledge, assessment, instructional planning and strategies, and collaboration. Specifically, candidates will utilize standardized assessment methodology to monitor progress and enhance academic performance on a skill(s) targeted for improvement based on learner characteristics and current performance. The candidate will set CBM long-term goals in accordance with student current performance information and in conjunction with IEP expectations. The candidate will collect data on student performance to evaluate overall progress, to make instructional decisions, and to plan further individualized instruction. Research-validated interventions will be implemented for academic procedures or task-related skills, and instructional effectiveness will be evaluated with resulting CBM data. The candidate will implement interventions when warranted that utilize explicit instructional procedures, including modeling and guided practice. The assessment information also allows the candidate to monitor how well the student is maintaining and generalizing skills. The candidate will interpret the data to communicate student progress directly to the student(s) with disabilities, to the mentor teacher, and to the University instructor.

CEC Content Standards Addressed

Standard 1 (1.2)	<i>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.</i>
Standard 3 (3.3)	<i>Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</i>
Standard 4 (4.2, 4.4)	<i>Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</i>
Standard 5 (5.1, 5.6)	<i>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</i>
Standard 7 (7.1)	<i>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.</i>

Assignment Expectations

Specifically, the candidate should monitor the progress of one or more students across a 2-month interval (i.e., approximately 8 instructional weeks) in order to document the student’s ongoing progress and to evaluate the overall effectiveness of the candidate’s instruction. CBM is a research-validated assessment methodology that has been shown to promote student academic achievement by aiding teachers in analyzing their instructional effectiveness. The candidate should apply standard procedures

for assessing a student's academic skills on a frequent basis (i.e., twice weekly) and will summarize his/her instructional intervention plan. After collecting baseline data, the candidate sets a long-term goal. The candidate is responsible for implementing literacy-related interventions with the student that address documented needs during each intervention phase (i.e., two interventions). Using CBM, the candidate continues to collect data for 4 weeks and applies standard decision-making rules to summarize student progress and to determine the overall effectiveness of his/her instruction. Then, the candidate either raises the student's goal or makes a research-validated instructional modification in order to promote better student achievement. The candidate will communicate effectively with others by presenting a description of the CBM project with corresponding student data both in a written report and orally to peers in class as well as to his/her mentor teacher and the student with disabilities in the field.

Task Components

1. Introduction and Student Description

- a. Description of student and his/her current performance in subject area and task-related behavior including summary of existing data.
- b. Identification of student's disability and special education services.
- c. Rationale for using CBM with this student and in this subject area. Provide a description of the assessment/measure chosen and document technical adequacy.
- d. Summarize the student's CBM baseline data by developing an educationally sound IEP statement that describes the student's current level of performance in this subject area.
- e. Using CBM information, develop an appropriate long-term goal that could be used for an IEP.
- f. Describe how the goal was determined.

2. Review of Literature

- a. Brief summary of at least two professional sources to summarize the scientific basis for **EACH** instructional intervention selected.
- b. Provide succinct summary about each source that describes the effectiveness of the intervention.
- c. Explain why each intervention is an appropriate choice based on observations and assessment data.

3. Methodology

- a. Describe CBM procedures used, including measurement and scoring procedures.
- b. Describe each set of intervention procedures used; tell how you implemented each intervention by providing step-by-step instructional procedures.
- c. Provide a summary of how you worked with your cooperating teacher prior to the start and throughout the project. Summarize how you kept your cooperating teacher informed throughout the project. In addition, provide a description of how you kept the student involved in monitoring their own progress.

4. Student Performance/ Results

- a. Summarize the CBM graph, including baseline (current level of performance) and the goal.
- b. Analyze each phase of instruction (apply CBM decision rules) and summarize how student performed during each phase.

- c. Explain why you intervened and/or raised the goal when you did (explain use of CBM decision rules).

5. Interpretation of Student Performance

- a. Explain overall results (Did the interventions work?).
- b. Provide recommendations for the future for your student (what should be done next instructionally and why).
- c. Explain how the student's disability impacted their progress or lack of progress.
- d. Use student performance data to support your overall recommendations, not just subjective impressions.
- e. Explain what you learned about ongoing progress monitoring as a result of conducting this project.

6. Student Progress Graph

- a. Provide the CBM graph.
- b. The graph must correspond to the *Methodology* and *Student Performance/Results* sections and have each intervention phase and/or goal raise clearly marked

7. Communication with Student and Professionals

8. Prepare an oral presentation of your instructional strategies and student performance data to share with your cooperating teacher and your student.
9. Provide signature/documentation that you discussed you student's CBM performance with the cooperating teacher and your student throughout the project.

Assessment 5: Curriculum-Based Measurement Project/Data-Based Individualization

CEC Standard/Element	Task Components	Inadequate	Proficient	Exemplary
<p>1.2 <i>Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</i></p>	<p>*Present level of performance in subject area and task-related behavior, considering individual student characteristics. *Disability status and special education services based on educational/behavioral needs *Appropriate and meaningful long-term goal based upon student's developmental level and academic strengths and needs.</p>	<p>Candidate does not use knowledge of learning differences to develop goals that are measurable or observable nor is candidate responsive to student needs by failing to develop a logical goal based upon assessment information, and appropriate state standards.</p>	<p>Candidate uses knowledge of learning differences to develop an appropriate goal based upon student assessment information and state standards and that relates to meaningful, culturally responsive learning opportunities for individuals with exceptionalities.</p>	<p>Candidate uses knowledge of learning differences to develop a legally sound and meaningful goal that is measurable and observable, includes appropriate criterion for mastery; Candidate demonstrates responsiveness to student learning needs by developing a goal based upon student differences and state standards.</p>
<p>3.3 <i>Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.</i></p>	<p>*Includes descriptions of evidence-based interventions with appropriate research citations as well as adaptations that were implemented based on individual learning needs.</p>	<p>Candidate did not demonstrate adequate knowledge of general and specialized curricula while implementing instructional interventions, nor did candidate make necessary adaptations for individual learning needs.</p>	<p>Candidate demonstrated knowledge of general and specialized curricula while implementing evidence-based interventions, adapted to the individual learning needs.</p>	<p>Candidate demonstrated extensive knowledge of general and specialized curricula while implementing interventions, including the need for systematic adaptations to better meet individual learning needs.</p>
<p>4.2 <i>Beginning special education professionals use knowledge of measurement principles and practices to</i></p>	<p>*Administration and scoring of assessments follows standardized protocol. *Present level of performance is based on student</p>	<p>Candidate did not demonstrate sufficient knowledge of measurement principles and practices in the</p>	<p>Candidate demonstrated knowledge of measurement principles and practices by documenting</p>	<p>Candidate demonstrates extensive knowledge about measurement by interpreting data to describe student</p>

<p><i>interpret assessment results and guide educational decisions for individuals with exceptionalities.</i></p>	<p>performance information. *Goal represents appropriate interpretation of normative data and knowledge of individual differences. *Instructional decisions are based on principles of data-based decision making.</p>	<p>development of present level of performance, long-term goal, or scoring of protocols by including inappropriate or incorrect interpretation of assessment data. Candidate did not use data correctly to guide educational decisions.</p>	<p>present level of performance and realistic long-term goal based on student performance data, administering and scoring student assessments accurately, and using student data to guide instructional decision making.</p>	<p>performance; using normative, criterion-referenced, or individually referenced framework for establishing an ambitious goal; and interprets graphed data accurately to guide instructional decision making.</p>
<p><i>4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.</i></p>	<p>*Candidate shares ongoing student performance feedback and progress graph with student and other teachers and encourages student to work hard to meet goal expectations.</p>	<p>Candidate did not engage students in goal setting or provide feedback to motivate them to work toward meeting learning goals.</p>	<p>Candidate did engage students in goal setting and provided feedback to students to motivate them to work toward meeting learning goals.</p>	<p>Candidate did engage students in developing an appropriate long-term goal and provided feedback to students regularly to motivate them to work toward meeting learning goals.</p>
<p><i>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 individuals with exceptionalities.</i></p>	<p>*Rationale for selection of evidence-based practices and any adaptations developed includes the consideration of individual abilities, interests, learning environments, and/or cultural/linguistic factors.</p>	<p>Candidate did not demonstrate knowledge of student abilities, interests, learning environments or cultural/linguistic factors in the development and adaptation of interventions.</p>	<p>Candidate demonstrated use of student interests, abilities, learning environments, and/or cultural/linguistic factors in the development and adaptation of interventions.</p>	<p>Candidate demonstrated extensive use of student interests, abilities, learning environments, and/or cultural/linguistic factors in the development and adaptation of interventions.</p>
<p><i>5.6 Beginning</i></p>	<p>*Evidence-based</p>	<p>Candidate did not</p>	<p>Candidate</p>	<p>Candidate</p>

<p><i>special education professionals teach to mastery and promote generalization of learning.</i></p>	<p>practices reflect principles of effective teaching, including appropriate citations. *Results of student progress are described with respect to mastery of student learning. *Based on student ability to generalize learning, candidate discusses and recommends possible next intervention.</p>	<p>demonstrate the importance of teaching to mastery by failing to describe student performance with respect to mastery and failing to use principles of generalization in developing interventions.</p>	<p>demonstrated the importance of teaching to mastery by describing student performance with respect to mastery level and by using principles of generalization in developing interventions.</p>	<p>demonstrated clear understanding of the importance of teaching to mastery by describing student performance with respect to mastery, reteaching when needed, and using practices to promote retention and generalization in the design of interventions.</p>
<p><i>7.1 Beginning special education professionals use the theory and elements of effective collaboration.</i></p>	<p>*Candidate explains project to student and to mentor teacher, and takes into consideration their interests and goals in the development of the interventions. *Candidate shares ongoing feedback with student and teachers, discusses adequacy of student progress, and collaborates when making instructional modifications.</p>	<p>Candidate failed to collaborate effectively by not sharing ongoing student performance information with student or teachers and by neglecting to consider their goals/interests in design and implementation of instructional modifications.</p>	<p>Candidate demonstrated use of elements of effective collaboration by sharing ongoing student performance information with student and teachers and by considering their goals or interests in the design and implementation of instructional modifications.</p>	<p>Candidate demonstrated clear understanding of the elements of effective collaboration by discussing and evaluating ongoing student performance information with student and teachers and by incorporating their goals and interests in the design and implementation of instructional modifications.</p>

- **Assessment 6: Behavior Change Project**

EDSP 4930: Classroom and Behavior Management for Special Educators

Description and Use of Assessment in the Program: The Behavior Change Project is completed during the fall semester as a requirement in EDSP 4930 *Classroom and Behavior Management for Special Educators*. This course is one of four, rigorous content courses that require projects to be conducted with students in the field (during EDSP 4960 *Special Education Field Experience*). Candidates have an extensive field experience (168+ hours), and, for this performance assessment, are expected to determine an appropriate tool to use for behavioral/instructional decision making. Candidates collaborate with their mentor teacher and others, and they select a target behavior to address for at least one student. Candidates select or design an appropriate observational recording system to collect

baseline information, establish a behavioral goal, and deliver evidence-based interventions to address the learning environment and social interactions for students with behavioral issues. Candidates continue collecting data using the observational recording system to determine effectiveness of the intervention. Candidates share ongoing data with their students and with mentor teachers and other classroom teachers. Additionally, candidates interpret data to determine the effectiveness of the interventions for a particular student and justify their decisions based on the observational data collected as well as student performance during the intervention.

Alignment with CEC Standards/Elements Cited:

- 1.2 With the Behavior Change Project, candidates must understand developmental and individual differences in order to develop an intervention that addresses an individual student's needs.
- 2.2 This performance assessment requires candidates to identify specific interventions and motivational strategies to address the learning environment and social interactions for students with behavioral issues.
- 2.3 This performance assessment requires candidates to identify and implement intervention strategies to address the learning environment and social interactions for students with behavioral issues, including a plan for intervening safely during crisis.
- 4.4 In the Behavior Change Project, candidates are expected to involve the target student in the development of the behavior change program, helping the student to commit to working toward a goal of more appropriate behavior and improvement in performance, and candidates use data and feedback to help guide students.
- 5.6. The Behavior Change Project requires candidates to use data to monitor/adjust the program to make the student more responsible for monitoring his/her own behavior and to involve the student and significant others to increase opportunities for success and generalization.
- 6.1 This project requires candidates to use ethical principles and professional practice standards by developing an appropriate behavioral objective that is reasonable, clear, and employs the fair pair rule to replace problem behavior with a positive alternative.
- 7.1 Candidates are required to collaborate with the student and/or significant others in the development, implementation, and monitoring of behavior as appropriate for success.
- 7.2. This project enables candidates to be an effective resource to others by requiring the development of an appropriate data collection system and analysis of observational and informant behavior for establishing an appropriate behavior intervention plan that is shared with others.
- 7.3. Candidates must collaborate with the student, mentor teacher, other classroom teachers, and parents, as possible, appropriate, or necessary to promote student well being, intervention success, and generalization across settings.

Assessment Tool/Rubric:

Assessment 6: Behavior Change Project

EDSP 4930: Classroom and Behavior Management for Special Educators

The purpose of this project is to provide candidates experience in identifying and addressing individual learning differences of students with disabilities with regard to behavior. The project specifically addresses CEC professional standards related to learner development and individual learning differences, learning environments, assessment, instructional planning and strategies, professional learning and ethical practice, and collaboration. Through the process of assessment, data collection and analysis, candidates document learners' characteristics and developmental levels that impact prosocial behaviors. Candidates develop and implement appropriate evidence-based interventions that allow

students with disabilities to develop prosocial interactions within positive learning environments. This goal is accomplished by employing direct interventions that are individually planned and sensitive to the diversity inherent within the population of students with special needs who also exhibit behavior differences. These direct interventions are based upon the use of multiple assessment techniques that provide the student an opportunity to maintain and generalize new prosocial behaviors related to self-awareness, self-management, self-control, self-reliance and self-esteem across times and settings.

This project requires candidates to: (a) describe relevant background information for the individual or group demonstrating the behavior; (b) describe the setting/classroom (c) plan for data collection; (d) develop an operational definition for the specific behaviors of concern in observable and measurable terms; (e) establish behavioral objectives; (f) identify intervention strategies to address the learning environment and social interactions for students with behavioral issues; (g) involve others who are relevant in the program as appropriate or necessary for success and generalization; (h) create a Behavioral Intervention Plan based on findings, implement the plan, and record behavior using the observational recording system; and (j) describe student progress and address current/future plans to maintain and generalize appropriate behaviors.

Standard 1	<i>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.</i>
Standard 2	<i>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.</i>
Standard 4	<i>Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</i>
Standard 5	<i>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</i>
Standard 6	<i>Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</i>
Standard 7	<i>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.</i>

Project Components:

Part 1

- 1. Relevant background (CEC Standard 1):** Describe the individual or group demonstrating the behavior (background information-age, grade, level of performance, disability if applicable). Also describe the setting/classroom (students served, service delivery approach-level, instructional/curricular interventions).
- 2. Plan for data collection (CEC Standard 7):** Based on 3 days of anecdotal data, submit a plan for the various kinds of data to be collected, and when and where each type of data will be collected, which order will the data be collected and a rationale for each. Be sure to include both informant and observational data.
- 3. Informant data:** Include raw and typed informant data. These include but are not limited to

interviews, interest inventories, reinforcer surveys, motivation assessment, and communication assessments.

4. **Pre-intervention observational data (CEC Standard 7):** Include raw and graphed data. These include but are not limited to the following:
 - ABC-must be collected **at least 3 days** and reflect at least one hour's data collection for each day*
 - observational systems- choose the appropriate system: frequency, latency, interval, time sampling, duration* (These data should be collected at least five consecutive days)
 - scatterplot
5. **Operational definition:** After collecting informant and ABC data and prior to initiating other observational data collection, express the specific behaviors of concern in observable and measurable terms.
6. **Hypothesis:** Based on the data collected, develop a hypothesis or complete a Competing Behavior Pathway chart. The hypothesis must be stated in a way that links the behavior to an observable and measurable circumstance within the environment that is documented by the data collected.
7. **Behavioral Objectives (CEC Standard 6):** State the **behavioral (IEP) objective(s)** for your program. Include the conditions, operationally defined behavior, and the criterion for acceptable performance/behavior. Make sure that the objectives are reasonable, clear, and employ the fair pair rule.
8. **Intervention Strategies (CEC Standard 2, 5):** Identify and describe specific intervention strategies to address the learning environment and social interactions for students with behavioral issues, and **reasons** for choices. Also, identify **possible reinforcers and/or punishers and** describe the **environmental changes**.
9. **Involvement of Others (CEC Standard 7):** Involve the student and/or significant others in your behavior change program as possible, appropriate, or necessary for success and generalization. **Describe the nature and extent** of this involvement regarding discussion, input, cooperation, etc.
10. **Link to Professional Literature: Cite at least 2 articles** in relation to the behavior and to your program (establish link, use APA style 6th Edition for citing sources).
11. **Program Summary:** Summarize the properties of your program.
12. **BIP (CEC Standards 2 & 5):** Create a one page Behavioral Intervention Plan based on their findings. **Please ensure that information included in your project is written in a clear, concise, and comprehensive manner. Presentation of information must follow given guidelines.**

Part 2

13. **Monitoring/Adjustments (CEC Standard 4):** Continue to record behavior using the observational recording system used for baseline. Adjust the program (e.g., criteria levels, reinforcement schedules/types, movements toward making student more responsible for monitoring his/her own behavior, changing techniques/intervention) based upon observable changes (data) in target behaviors. **Describe all adjustments made and reasons** for adjustments. This process should take at least 4 weeks.
14. **Student Progress (CEC Standard 4):** Describe **progress made** (include a graph as appropriate) toward the target objective(s) and current or future **plans to maintain and generalize appropriate behaviors**. Specifically address **plans for developing student's self-control**. Also, describe **any changes that you recommend** for future programs of a similar nature or with the student with whom you were working.

Assessment 6: Behavior Change Project

CEC Standard/Element	Task Components	Inadequate	Proficient	Exemplary
<p><i>1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</i></p>	<p>Relevant background: Describe the individual or group demonstrating the behavior (background information-age, grade, level of performance, disability if applicable). Also describe the setting/classroom (students served, service delivery approach-level, instructional/curricular interventions).</p>	<p>Provides minimal (only one source) information from the following: interviews with parents, teachers or relevant professionals, students; record review, assessments, current IEP/BIP.</p>	<p>Provides adequate information from one of the following: interviews with parents, teachers or relevant professionals, students; record review, assessments, current IEP/BIP.</p>	<p>Thoroughly summarizes data from interviews with parents, teachers or relevant professionals, students; record review, assessments, current IEP/BIP.</p>
	<p>Informant data: Include raw and typed informant data. These include but are not limited to interviews, interest inventories, reinforcer surveys, motivation assessment, and communication assessments.</p>	<p>Lacks critical informant data (e.g., student interview).</p>	<p>Provides some informant data</p>	<p>Provides all relevant informant data</p>
<p><i>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.</i></p>	<p>Plan for data collection: Based on 3 days of anecdotal data, submit a plan for the various kinds of data to be collected, and when and where each type of data will be collected, which order will the data be collected and a rationale for each. Be sure to include both informant and observational data. Pre-intervention observational data:</p>	<p>Appropriate use of some data collection methodologies: ABC data to formulate a functional hypothesis; selection of an appropriate data collection methodology; sufficient baseline data collection.</p>	<p>Appropriate most data collection methodologies: ABC data to formulate a functional hypothesis; selection of an appropriate data collection methodology; sufficient baseline data collection.</p>	<p>Appropriate use of all data collection methodologies: ABC data to formulate a functional hypothesis; selection of an appropriate data collection methodology; sufficient baseline data collection.</p>

	<p>Include raw and graphed data. These include but are not limited to the following:</p> <ul style="list-style-type: none"> - ABC-must be collected at least 3 days and reflect at least one hour's data collection for each day * - observational systems-choose the appropriate system: frequency, latency, interval, time sampling, duration * <p>(These data should be collected at least five consecutive days)</p> <ul style="list-style-type: none"> - scatterplot 			
	<p>Operational definition: After collecting informant and ABC data and prior to initiating other observational data collection, express the specific behaviors of concern in observable and measurable terms.</p>	Behavior not clearly expressed.	Behavior too vague to accurately observe or measure.	Behavior specific enough to accurately observe and measure terms.
	<p>Hypothesis: Based on the data collected, develop a hypothesis or complete a Competing Behavior Pathway chart. The hypothesis must be stated in a way that links the behavior to an observable and measurable circumstance within the environment that is documented by the data collected.</p>	Hypothesis not stated.	Hypothesis not adequately expressed.	Hypothesis clearly stated, and reflects findings
<p><i>6.1 Beginning special education professionals</i></p>	<p>Behavioral objectives: State the behavioral (IEP) objective(s) for your program. Include the</p>	Behavioral objectives not based on students' individual needs	Behavioral objectives are generally based on students' individual	Behavioral objectives are based on students' individual needs

<p><i>use professional Ethical Principles and Professional Practice Standards to guide their practice.</i></p>	<p>conditions, operationally defined behavior, and the criterion for acceptable performance/behavior. Make sure that the objectives are reasonable, clear, and employ the fair pair rule.</p>	<p>and current level of performance and/or not observable and measurable.</p>	<p>needs and current level of performance and are observable and measurable.</p>	<p>and current level of performance and are observable and measurable.</p>
<p><i>2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</i></p>	<p>Intervention Strategies: Identify and describe specific intervention strategies to address the learning environment and social interactions for students with behavioral issues, and reasons for choices. Also, identify possible reinforcers and/or punishers and describe the environmental changes.</p>	<p>Selected an inappropriate skill or strategy to either reduce a maladaptive behavior or increase a prosocial skill.</p>	<p>Selected an appropriate skill or strategy to either reduce a maladaptive behavior or increase a prosocial skill</p>	<p>Selected a functionally appropriate skill or strategy to reduce a maladaptive behavior or increase a prosocial skill.</p>
<p><i>2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.</i></p>	<p>Intervention strategies</p>	<p>Crisis procedures are not addressed in the student's BIP.</p>	<p>Crisis procedures are not adequately addressed in the student's BIP.</p>	<p>Crisis procedures are appropriately addressed in the student's BIP.</p>
<p><i>5.6 Beginning special education professionals teach to mastery and</i></p>	<p>Intervention strategies</p>	<p>BIP does not include procedures for generalization no maintenance.</p>	<p>BIP includes procedures for either generalization or maintenance.</p>	<p>BIP includes procedures for generalization and maintenance.</p>

<i>promote generalization of learning.</i>				
<i>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.</i>	Involvement of Others: Involve the student and/or significant others in your behavior change program as possible, appropriate, or necessary for success and generalization. Describe the nature and extent of this involvement regarding discussion, input, cooperation, etc.	Collaborating effectively with minimal key stakeholders - teachers, paraprofessionals, parents, and other key stakeholders to develop intervention	Collaborating effectively with most key stakeholders - teachers, paraprofessionals, parents, and other key stakeholders to develop intervention	Collaborating effectively with all key stakeholders for the development and follow through of the intervention.
	Link to Professional Literature: Cite at least 2 articles in relation to the behavior and to your program (establish link, use APA style 6 th Edition for citing sources).	Intervention is not based on evidence based practices or not supported by research literature.	Intervention is only supported by 1 peer reviewed citation.	Intervention is supported by at least 2 peer reviewed citations.
	Program Summary: Summarize the properties of your program.	Lacks summary of intervention results.	Adequately summarizes intervention results.	Properly summarizes intervention results.
	BIP: Create a one page Behavioral Intervention Plan based on their findings.	BIP neither properly tracks student behavior nor provides appropriate feedback on student performance.	BIP either properly tracks student behavior or provides appropriate feedback on student performance	BIP both properly tracks student behavior and provides appropriate feedback on student performance.

<p><i>4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.</i></p>	<p>Monitoring/Adjustments): Continue to record behavior using the observational recording system used for baseline. Adjust the program (e.g., criteria levels, reinforcement schedules/types, movements toward making student more responsible for monitoring his/her own behavior, changing techniques/intervention) based upon observable changes (data) in target behaviors. Describe all adjustments made and reasons for adjustments. This process should take at least 4 weeks. Student Progress: Describe progress made (include a graph as appropriate) toward the target objective(s) and current or future plans to maintain and generalize appropriate behaviors. Specifically address plans for developing student's self-control. Also, describe any changes that you recommend for future programs of a similar nature or with the student with whom you were working.</p>	<p>Does not properly adjust behavioral intervention based on student performance recorded through data collection.</p>	<p>Delay in adjusting behavioral intervention based on student performance recorded through data collection, or did not provide sufficient time to identify trend.</p>	<p>Properly adjusts behavioral intervention based on student performance recorded through data collection.</p>
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Assessment 7: Assessment Report
EDSP 4910: Educational Assessment of Individuals With Disabilities

Description and Use of Assessment in the Program:

This Assessment Report is a requirement of EDSP 4910 *Educational Assessment of Individuals With Disabilities* and is taken during the spring of the junior year concurrent with EDSP 3730 *Characteristics and Instruction for Individuals With Intellectual Disabilities and Autism* and EDSP 3750 *Early Intervention*

Strategies for Young Children With Disabilities. A non-credit course accompanies the *Educational Assessment* course, during which candidates spend time practicing assessment administration with each other under the supervision of the course instructor. The course content also deals with legal foundations, procedural safeguards, and adherence to standardized administration and scoring procedures. Then, candidates practice giving assessments to children in K-12. One of the assessment tools is assigned to address all project requirements for this CEC performance assessment. If the ages and characteristics of the students included in the candidate's current field experience are a logical match for the selected assessment tool, candidates may practice administration of this tool while in the field placement. However, candidates also are permitted to practice administration with children who may be more readily available, such as children of relatives, friends, or neighbors, because candidates may not have parental permission for students of the appropriate age in their placement for the selected assessment tool. After securing parental permission with the understanding that the assessment results are not valid, candidates practice test administration and scoring, and they adhere to all project guidelines, including confidentiality, when reporting results.

Alignment with CEC Standards/Elements:

4.1 Candidates' conduct test administration and scoring of technically sound tools and describe considerations of potential bias in their report by including information about the tool's purpose, technical adequacy, and normative group as well as expert reviews of the tool.

4.2 Candidates' use the assessment's technical manual and knowledge of measurement principles and practices to score and to interpret assessment results as well as to develop appropriate educational goals/objectives and recommendations for instruction.

6.3 Candidates' descriptions of learners' characteristics and behaviors include background information of family, culture, and school.

Assessment Tool/Rubric:

Assessment #7: Assessment Report

EDSP 4910: Educational Assessment of Individuals With Disabilities

The purpose of this assignment is for candidates to develop skills in (a) selecting and using technically adequate formal and informal assessments (emphasis on formal assessments), (b) recognizing strengths and limitations of various types of assessments, (c) interpreting results generated by administering formal types of assessment, and (d) adhering to procedural safeguards in determining eligibility for special education and related services. Candidates are expected to practice interpreting assessment results and guide educational decision making for individuals with exceptionalities by identifying strengths and weaknesses and generating educational goals. Of particular emphasis in administering, scoring, and interpreting these tests are (a) the evaluation of the technical adequacy of these instruments (e.g., norms, validity, reliability, SEM) by consulting manuals and specialized resources such as the *Mental Measurements Yearbook*, (b) the adherence to standardized procedures, and (c) the implementation of IDEA-related procedural safeguards (as appropriate) in ensuring a nonbiased assessment process (e.g., native language, appropriateness). In addition to adhering to ethical principles and practice standards, candidates recognize the pivotal role of parents in the evaluation and program development process, particularly how families and culture may interact with special education service delivery. Candidates become fluent in explaining procedural safeguards in general and in articulating/implementing relevant assessment safeguards in particular.

CEC Content Standards Addressed:

Standard 4	<i>Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</i>
Standard 6	<i>Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</i>

Assignment Description: Candidates first practice administering and scoring assessments with each other during the non-credit hour course accompanying this educational assessment course. Later, candidates practice administering five assessment tools with students in K-12. Due to difficulties with school districts permitting candidates to spend time only in practicing assessment administration, particularly when it is not culminating in implementation of instructional strategies, candidates are allowed to work with relatives, children of friends, and neighbors, including children with disabilities, as they practice administration and scoring procedures.

PART I: Describe the following:

Test Title, Publication Year, Author and Publishing Co.

Overview –Identify test, indicate whether the test is individually or group administered, indicate whether the test is norm- or criterion-referenced, its intended use, area(s)/subtest(s), and population-age/grade range (# items)

Description of Test Materials - For example: manual, easel, protocol

Description of Forms - Provide a brief description and identify subtests of alternate form when appropriate

Description of Subtests – List each subtest (area as appropriate), provide brief description, number of items

Test Administration:

1. Individual or group
2. Qualifications of test administrator
3. Testing time

Administration Tips–Unique guidelines for administering the instrument (e.g., starting points; recording of responses, multiple answers)

Scoring

Basal—be specific if different rules apply for different subtests

Ceiling—be specific if different rules apply for different subtests

Raw scores—calculation—be specific

***Derived scores**-Detailed description of the scoring process (follow own steps in scoring the instrument (Step components: **obtained...**; how-**based on...**; and where-**by consulting** which Table)

Area comparisons

Profiles

Define unique scores (i.e., RMI, RPI)

Technical Adequacy:

Norms—Number of participants; 2. Year of establishing latest norms; 3. Representativeness of the norm sample (reference census; list variables considered)

Validity—Construct, Content, Concurrent*

Reliability—Alternate form*, Split half*, Inter-rater*, Test-retest*

*Correlation Coefficients need to be included when appropriate

Assessment #7: Assessment Report

CEC Standard/Element	Task Components	Inadequate	Proficient	Exemplary
<p>4.1 <i>Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.</i></p>	<p>*Description of test materials, forms, and subtests *Describe technical adequacy—Norms—number of participants, year of initial testing, representativeness of the norm sample; Validity—construct, content, concurrent; Reliability—alternate form, split half, interrater, test-retest *<i>Mental Measurements Yearbook Review</i></p>	<p>Candidate’s understanding of selecting and using technically sound assessments that minimize bias is limited or inaccurate (e.g., absence of reference to concurrent validity, poor description of the sample; summary of <i>MMY</i> review is inadequate, or little information provided on technical adequacy).</p>	<p>Candidate’s understanding of selecting and using technically sound assessments that minimize bias is appropriate and largely accurate (e.g., adequate descriptions of technical information, accurate summary of <i>MMY</i>, and no more than one error in description).</p>	<p>Candidate’s understanding of selecting and using technically sound assessments that minimize bias is strong and reflects comprehensive descriptions (e.g., correct and comprehensive descriptions of types of validity and reliability, <i>MMY</i> review captures experts’ opinion on norms, and correlation coefficients provided as appropriate).</p>
<p>4.2 <i>Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.</i></p>	<p>*Description of test administration—Qualifications of test administrator, testing time; administration tips basal/ceiling rules; *Description of the student's behaviors relevant to the testing session *Description of results: Comprehensive presentation of results, including raw and derived scores subtests, clusters, and areas; Appropriate interpretation of results with</p>	<p>Candidate’s use of measurement principles and practices is not adequate and does not guide educational decision making (e.g., test administration and scoring errors, Inadequate results table, faulty interpretation of student strengths and weaknesses for decision making)</p>	<p>Candidate’s use of measurement principles and practices is adequate/appropriate and guides educational decision making (e.g., no test administration or scoring errors; appropriate results table with generated scores across subtests with no more than one error, and accurate interpretation of student strengths and weaknesses for decision making)</p>	<p>Candidate’s use of measurement principles and practices is strong and guides education decision making with no errors (e.g., no test administration or scoring errors, accurate interpretation of student strengths and weaknesses discussed explicitly for decision making, accurate and relevant objectives developed and connected to assessment results)</p>

	recommendations			
6.3 <i>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.</i>	<p>*Description of relevant background information for student's family situation, school performance, favorite subjects, favorite activities, special skills or talents.</p> <p>*Description of normative sample with appropriateness and representativeness of sample for individual</p> <p>*Description of procedural safeguards, including consent form</p>	<p>Candidate's understanding of diversity is limited when describing relevant student background information, sample representativeness, and possible testing biases or lacks understanding of procedural safeguards with service delivery (e.g., information is brief, inaccurate, or does not address potential sample and testing biases)</p>	<p>Candidate's understanding of diversity is appropriate and accurate when describing relevant student background information, sample representativeness, and possible testing biases and demonstrates understanding of procedural safeguards with service delivery (e.g., information is appropriate and accurate, addresses the importance of a representative sample, and describes potential testing biases)</p>	<p>Candidate's understanding of diversity is comprehensive when describing relevant student background information, sample representativeness, and possible testing biases and demonstrates understanding of importance of procedural safeguards with service delivery (e.g., information is detailed and accurate, addresses the importance of representative sample that includes demographics of the student being assessed, and describes how the assessment tool may be biased with respect to individual student)</p>

Assessment 8: Assistive Technology Project

EDSP 3730: Characteristics and Instruction for Individuals With Intellectual Disabilities and Autism

Description and Use of Assessment in the Program: The Assistive Technology Project is a requirement of EDSP 3730 *Characteristics and Instruction for Individuals With Intellectual Disabilities and Autism* taken during the spring of the junior year. This course is addresses etiology, assessment practices, learning and behavioral characteristics, and evidence-based instructional strategies for students with intellectual disabilities or who have autism spectrum disorders. A clinical component of 10 field hours accompanies this course. Although candidates may observe the use of assistive technology in the field and are encouraged to discuss this use during the course, the Assistive Technology Project focuses on an extensive case study about an individual who could benefit from such support. This applied assignment requires candidates to analyze case study information. Then, they develop a low-tech device to address

the individual needs included in their particular case study. Course instruction enables candidates to be able to connect student needs to appropriate technologies. Candidates practice analyzing and addressing student concerns related to oral communication, written communication, social development, employment skills, and/or independent living skills. Candidates select from among a variety of assistive technologies and develop a low-tech device to address individual needs and differences. Assistive technology devices are shared with peers, so candidates benefit from multiple examples of assistive technology applications. Projects include candidate descriptions of the case study student's accessibility need; relevant training needed by student and school personnel using this technology; a collaboration plan that includes how device will be used in the classroom and addressed on student's IEP; purpose, rationale, and design of the technology; and how effectiveness will be evaluated and documented for the particular student.

Alignment with CEC Standards/Elements Cited:

1.2 Candidates' descriptions of a student's accessibility needs will demonstrate their understanding of development and individual differences as they respond to these individual needs by addressing the purpose and rationale for the assistive technology.

5.1 Candidates will consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of an assistive technology device that can support student learning and independent functioning.

5.3 Candidates will demonstrate familiarity with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning by taking into account their case study student's needs related to communication while they develop assistive technology to address those communicative needs across environments, including how goals will be addressed on the IEP.

5.4 Candidates will use strategies for enhancing language development and communication skills of individuals with exceptionalities by incorporating an assistive technology plan to support communication and language appropriate to their case study.

7.1 Candidates will use the theory and elements of effective collaboration by including a collaboration plan that addresses both the student's and others' training needs and how the technology will be used in multiple settings.

Assessment Tool/Rubric:

Assessment #8: Assistive Technology Project

EDSP 3730: Characteristics and Instruction of Individuals With Intellectual Disabilities and Autism

The purpose of this project is for candidates to develop an assistive technology (low-tech) device to address CEC professional standards related to learner development and individual learning differences, instructional planning and strategies, and collaboration. The Assistive Technology Project is an applied assignment completed in *EDSP 3730: Characteristics and Instruction of Individuals with Intellectual Disabilities and Autism*. This course is taken by all candidates in our undergraduate special education program seeking initial multi-categorical special education certification. The focus of this course is working with students with intellectual disabilities and/or autism. After reading and discussing information about assessment for, selection of, and implementation of assistive technology, candidates are given an individualized case description of a student who needs assistive technology to support oral communication, written communication, social development, employment skills, and/or independent living skills. Candidates analyze the information provided in the case study, identify assistive technology needs, and design and develop a low-tech assistive technology device. In the accompanying report,

candidates provide descriptions of (a) the case study student and the accessibility need, (b) the training necessary for school personnel and the student, (c) an effective collaboration plan, (d) how the assistive technology device will be incorporated into classroom activities and the student’s IEP, (e) the proposed device and its purpose, (f) a rationale for the device’s implied use and how the device was customized to meet the user’s unique needs, (g) construction of the device, and (h) how effectiveness will be documented.

CEC Content Standards Addressed

Standard 1	<i>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.</i>
Standard 5	<i>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</i>
Standard 7	<i>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.</i>

Assignment Expectations

Candidates are provided an individualized case study of a student who needs assistive technology to support oral communication, written communication, social development, employment skills, and/or independent living skills. First, candidates analyze information provided in the case study and describe the student’s strengths, interests, and accessibility needs. This discussion should include how the student’s developmental level and individual characteristics influence learning and communication. Then, candidates devise and describe a low-tech assistive technology device and provide a rationale for the device. The assistive technology device is constructed and the candidate includes a detailed description of materials and step-by-step guide to construction of the device. Next, an effective collaboration plan should be developed detailing what training the student, school personnel (e.g., general education teachers, related arts teachers, paraprofessionals), and family members will need in order to use the assistive technology device. Candidates then describe how the device could be included in the student’s Individualized Education Program and how it will be incorporated into classroom, home, and/or community activities including an explanation of how the student’s culture and language skills may impact opportunities to learn and communicate in these environments. After the device has been constructed, candidates will explain how the teacher will measure the effectiveness of the assistive technology device and candidates will develop a data collection instrument that can be used to document effectiveness. Finally, candidates will share their assistive technology projects with peers in the course.

Assessment 8: Assistive Technology (AT) Project

CEC Standard/Element	Task Components	Inadequate	Proficient	Exemplary
1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	<p>*Student from case study is described including a discussion of strengths, interests, and accessibility needs.</p> <p>*Discussion should include how the child's developmental level and individual characteristics influence learning.</p> <p>*Describe the assistive technology device and rationale for the device.</p>	<p>Candidate does not demonstrate adequate knowledge of developmental and learning differences; does not use knowledge of learning differences to develop AT device. Description is not directly related to the need for assistive technology.</p>	<p>Candidate uses knowledge of development and learning differences to develop an appropriate AT device to address student needs. Description of student learning needs demonstrates the need for assistive technology.</p>	<p>Candidate uses knowledge of development and learning differences to develop an appropriate AT device to address student needs and background information. Description of student learning needs and developmental levels demonstrates the need for the specific AT device developed by the candidate.</p>
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 individuals with exceptionalities.	<p>*Describe student's culture and language skills that likely impact his or her opportunities to learn and communicate in the school and home environments.</p> <p>*Describe how the student's interests are incorporated into the device.</p>	<p>Candidate did not demonstrate knowledge of student abilities, interests, or cultural/linguistic factors in the description of or in the development of the AT device.</p>	<p>Candidate demonstrated knowledge of student abilities, interests, and/or cultural/linguistic factors in the description of and in the development of the AT device.</p>	<p>Candidate demonstrated extensive use of student interests, abilities, learning environments, and/or cultural/linguistic factors in the development of the AT device. AT device and services are highly likely to improve learning opportunities within the school and home environment.</p>
5.3 Beginning special	<p>*Describe the assistive technology device and</p>	<p>Candidate failed to describe, in</p>	<p>Candidate sufficiently</p>	<p>Candidate described in extensive detail</p>

<p>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.</p>	<p>rationale for the device. *Describe how the assistive technology device could be included in the student's IEP and incorporated into classroom, home, and/or community activities. *Write an educationally-sound IEP goal statement that addresses the purpose of the device.</p>	<p>sufficient detail, the AT device and/or did not sufficiently describe how the device could be incorporated into the student's environment. Candidate did not provide an educationally-sound IEP goal statement.</p>	<p>described the AT device and how it could be implemented into the student's environment to address communication and learning needs. Candidate provided an educationally-sound IEP goal statement.</p>	<p>the AT device and how it could be implemented into the student's environment to address communication and learning needs. Candidate provided an educationally-sound IEP goal statement.</p>
<p>5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.</p>	<p>*Describe how the AT device addresses student needs in the area of communication that likely impact his or her opportunities to learn and communicate in the school and home environments.</p>	<p>Candidate failed to describe how the AT device addresses student needs in the area of communication.</p>	<p>Candidate sufficiently described how the AT device addresses specific student needs in the areas of communication.</p>	<p>Candidate made a clear connection between the AT device and student communication needs and sufficiently described how the AT device supports growth in the area of communication.</p>
<p>7.1 Beginning special education professionals use the theory and elements of effective collaboration.</p>	<p>*Describe the training necessary for school personnel and the student to effectively use the device. *Describe an effective collaboration plan detailing what training the student, other school personnel (e.g., general education teachers, related arts teachers, paraprofessionals), and family members will need in order to use the assistive</p>	<p>Candidate failed to develop an adequate collaboration plan that included appropriate strategies for collaborating effectively with school personnel and family members.</p>	<p>Candidate developed an adequate collaboration plan that included appropriate strategies for collaborating effectively with school personnel and family members.</p>	<p>Candidate developed a highly detailed and effective collaboration plan that included research-based strategies for collaborating effectively with school personnel and family members.</p>

	technology device.			
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E. Planned Use of Assessment Results to Improve Candidate and Program Performance

Data will be collected by program faculty and reviewed and discussed in program area meetings. Data will also be reviewed and maintained by the Executive Director of Strategic Planning, Assessment and Accreditation and the Coordinator for Assessment and Analytics. We will review disaggregate and aggregate data, interpretations of data, and meeting minutes to determine ways to improve candidate and program performance. In addition, we will engage our students, cooperating teachers, university supervisors, and school and district partners, through external advisory board meetings in a discussion of our assessment data. Our program faculty will engage with any appropriate groups both within and outside of the university to make the program improvements indicated by the data review.