

Assessment 2 (required): Content Knowledge
Section IV – Evidence for Meeting Standards

Grades for Core Courses

1. Description of the assessment and use in the program

The following four courses that must be taken by all candidates in this program collectively provide clear evidence of meeting content knowledge as articulated in the *CEC Knowledge and Skills Standards*. **Course 1, SPED 301 Context for Teaching Students with Special Needs**, and **Course 2, SPED 401 Instruction and Curriculum Design in Special Education** are the first courses offered in the program and provide a solid foundation of knowledge that interns apply during the internship. Concurrent to the Internship I, students take **Course 3, SPED 520 Assessment and Evaluation in Special Education** and during Internship II, **Course 4, SPED 525, Transition Planning and Programming**. The course content from these two courses is integrated with the Internship so both knowledge and skills are addressed in these courses.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III (See Attachment A for specific course alignment with CEC Knowledge and Skills)

The four courses are aligned with CEC Content Standards as described below. The focus in each course is on building knowledge and in some cases skills for the courses that are connected to the Internship I and II (SPED 520 and SPED 525). The standards emphasized in this assessment are Standards 1, 2, 3, and knowledge components of all standards.

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Standard 1: Foundations

Aspects of a candidate's content knowledge related to Standard 1 *Foundations* is assessed across all four courses. The primary course where this is introduced and assessed is in Course 1, *SPED 301*. Intern's ability to understand the field of special education including evidenced-based practices, mandates, and historical points of view are assessed. Issues about human diversity are explored and assessed in related to content in instruction, assessment, and transition planning. Students are asked to read and prepare information about mandates in special education (state and federal) and learn about various models, theories, and practices in instruction, assessment, and transition planning. Additionally, the relationship between special education and organizations within school and outside of school is assessed.

Standard 2: Development and Characteristics of Learners

Aspects of a candidate's content knowledge related to Standard 2 *Development and Characteristics of Learners* is assess across all four courses. In each course candidates learn about development issues in the context of instruction, assessment, and transition planning. Course 1, *SPED 301* is where this is introduced and is primarily reinforced and assessed in Course 3, *SPED 520*. An Intern's understanding of similarities and differences in human development and the impact of disability on learning is assessed through their reading about lives of individual's with disabilities and in case studies with actual students with disabilities (*SPED 520, 525*). Intern's also learn and are assessed about foundational knowledge about how to respond to the varying abilities and behaviors of individual's with disabilities.

Standard 3: Individual Learning Differences

Aspects of a candidate's content knowledge related to Standard 3, *Individual Learning Differences* is assess across all four courses. The understanding of learning differences is primary to the understanding of issues and content in each of the four core courses. This is evident in reflection assignments and readings in courses. For example, in Course 1, *SPED 301* candidates are asked to read and reflect on a life story of an individual with learning differences which help candidates to understand the effects that an exceptional condition can have on an individual's learning. Candidates also gain understanding about how primary language, culture, and family background interact with an individual's disability. A connection between

knowledge about learning difference and the connection to instruction is introduced and assessed in Course 2, *SPED 401* in various instruction design and curriculum materials assignments.

Standard 4: *Instructional Strategies*

Foundational content knowledge about Standard 4, *Instructional Strategies* is introduced in *SPED 301* and targeted in Course 2: *SPED 401* where interns learn and are assessed about their understanding of evidence-based instructional strategies and curricula. The atmosphere in each course for learning about instructional strategies to support individuals with disabilities is to promote positive learning results individuals with disabilities. Intern's knowledge about specific instructional strategies for secondary students is assessed in *SPED 525*. Knowledge about the instructional strategies to enhance learning of critical thinking, problem solving, and performance skills is assessed in Course 1, *SPED 301*; Course 2, *SPED 401*, and *SPED 525*.

Standard 5: *Learning Environments and Social Interactions*

A basic understanding and assessment of Standard 5, *Learning Environments and Social Interactions* is assessed across all four courses. Interns learn about reflect on the impact of learning environments on learning both social and academic through readings, case studies, and a range of assignments that take into account foundational knowledge in this area. In the design of instruction, Course 2, *SPED 401* and Course 4, *SPED 525*, candidates seek out resources and design instruction that encourages independence, self-direction, and personal empowerment. Standards in this area are primarily assessed through work samples and activities during the Internship I and II experiences where candidates are immersed into a learning environment.

Standard 6 *Language*

Aspects of a candidate's content knowledge related to Standard 6 *Language* is assess across all four courses. Knowledge and skills in this area although introduced in the core courses is emphasized during the internship where candidates have to consider issues of language, communication, and culture in the work as a Special Education Intern. Interns area assessed in the core courses about their understanding of typical and atypical language development (Course 1, *SPED 301*; Course 3, *SPED 520*) and become familiar with various alternative and assistive technologies (Course 1, *SPED 301*; Course 2, *SPED 401*; Course 4, *SPED 525*).

Standard 7: *Instructional Planning*

Aspects of a candidate's content knowledge related to Standard 7 *Instructional Planning* are assessed in Course 1, *SPED 301*; Course 2, *SPED 401*; and *SPED 525* (transition related issues about instructional planning). *SPED 401* course activities and assignments target foundational knowledge related to instructional planning and assess intern's ability to demonstrate knowledge about developing plans that articulate short-range goals, connect to IEP goals, emphasize explicit modeling and guided practice, consider collaborative contexts. In the *SPED 525* case study assignment interns are specifically assessed on their ability to develop transition planning aspects of an IEP and consider transition curricula to support development of transition skills. Instructional Planning is a primary component of skill development in the year-long Internship I and II.

Standard 8 *Assessment*

Aspects of a candidate are content knowledge related to Standard 8: *Assessment* are introduced and assessed in Course 1, *SPED 301* and are targeted in *SPED 520*. In *SPED 520* assignments candidates learn about the multiple types of assessment information necessary for making instructional decisions as well as legal and ethical principles in assessment. Measurement theory and practices are emphasized in readings and during the actual conducting of informal and formal assessments. Candidates are assessed on their ability to review formal tests and articulate limitations as well as examine tests for bias. Specific assessment concepts and issues in the context of age-appropriate transition assessments are introduced and assessed in Course 4, *SPED 525* where a candidate's ability to conduct formal and informal transition assessments is assessed. Continued assessment of knowledge and the application of an intern's skills in this area are stressed in Internship I and II.

Standard 9 *Professional and Ethical Practice*

Aspects of a candidate's content knowledge related to Standard 9: *Professional and Ethical Practice* is assessed across all four courses. In Course 1, *SPED 301*, candidates are introduced to the *CEC Code of Ethics* and legal

special education mandates including the NH standards for special education. Reflection is a key component in all four courses and candidates are consistently assessed about their ability to deeply reflect on their work. This is an important foundational skill, as the Internship relies on reflection as a tool for professional growth. Diversity and issues of culture are also addressed in the coursework and assessed as candidates learn and design instruction, *SPED 401*, and conduct assessments, *SPED 520*. During the Transition Case Study assignment in *SPED 525* candidates are asked to explore deeply the cultural background of the student they are working with and challenge their own cultural bias. Candidates are also assessed on their ability to explore the professional literature and base their work on evidence-based practices in all four courses. Continued assessment of knowledge and the application of an intern's skills in this area are stressed in Internship I and II.

Standard 10 *Collaboration*

Aspects of a candidate's content knowledge related to Standard 10: *Collaboration* is assessed across all four courses. Collaborative practices are the key to any aspect of special education and the importance of collaborating with all special education stakeholders is part of the training provided in each course. In *SPED 301*, candidates are introduced to the various roles of those involved in special education and learn about the importance of the families in the special education process. Designing instruction and exploring curriculum in *SPED 401* is done within the context of being collaborative. In order to conduct assessments, *SPED 520*, or develop transition plans, *SPED 525*, candidates are challenged and assessed in relation to their collaborative skills. The real assessment of collaboration is when students are observed and assessed in the field.

3. A brief analysis of data findings

Grade data from the 2005-2006 academic year for the four core courses in the PB SPED program are reported below. Data show that 100% of our candidates received a "B" or better in all core courses. In fact, for each course, a majority of candidates received "A".

4. Interpretation of how data provide evidence for meeting standards

Because courses have been carefully designed to provide in-depth coverage of the areas of special education that are incorporated in the CEC core standards, these findings demonstrate that candidates successfully meet content knowledge expectations as outlined in the CEC Content Standards. This core foundational knowledge is applied during the Internship I and II components of the program. Ongoing application of knowledge continues to be assessed as candidates participate in the Internship and concurrent coursework. Data are provided for 2005-2006 and will be reported again in 2006-2007. A major curriculum revision of the core courses is underway and will be implemented in the near future.

5. Assessment Documentation

5b. Assessment Tool or Description of the Assignment

Grades for Core Courses

Instructions for Candidates

INTRODUCTION

The following four courses collectively provide clear evidence of meeting content knowledge as articulated in the *CEC Knowledge and Skills Base for All Entry-Level Special Education Teachers of Students with Exceptionalities in Individualized General Curriculums*. Below is information for each course describing the alignment to *CEC Knowledge and Skills Standards* and a brief course description including learning outcomes, required readings, and major course assignments.

COURSE 1

SPED 301: *Context for Teaching Students with Special Needs* (Summer Session I, Fall/Spring Semesters)

ALIGNMENT TO CEC CONTENT STANDARDS AND KNOWLEDGE AND SKILLS

See "Learning Outcomes" as this course uses CEC Common Core Knowledge and Skills directly as learning outcomes.

DESCRIPTION OF THE COURSE

This course is the first course in the sequences of course for student in the Post-Bac Special Education Program and emphasizes foundational content knowledge that special educators require for later application in the year-long internship. This survey course covers a range of topics including an emphasis at a way of looking at learning difference through Mel Levine's model. Students are asked to explore ethics, special education process and laws, are introduced to CEC Standards, curriculum and instruction, and are asked to read life stories of individuals with disabilities to understand the construct of disability.

Catalog Description

An examination of the special education process, characteristics of students with learning differences, and implications for assessment, instruction, and curriculum development.

LEARNING OUTCOMES (Note: Outcomes for this course are articulated directly from the CEC Common Core Knowledge and Skills):

1. Foundations
 - ✓ Understand the models, theories, and philosophies that form the basis for special education practice.
 - ✓ Explore issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
 - ✓ Have an introduction of the issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.
 - ✓ Understand family systems and the role of families in the educational process
 - ✓ Understand definitions and issues related to the identification of individuals with disabilities.
 - ✓ Historical points of view and contribution of culturally diverse groups.
 - ✓ Understand the relationship of special education to the organization and function of educational agencies.
 - ✓ Understand the rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
 - ✓ Begin to articulate a personal philosophy of special education
2. Development and Characteristics of Learners
 - ✓ Be able to explain the educational implications of characteristics of various exceptionalities
 - ✓ Understand a learning model that explains the similarities and differences among individuals with exceptional learning needs
 - ✓ Be able to describe the effects of various medications on individuals with ADHD
3. Individual Learning Differences

- ✓ Understand the effects an exceptional condition(s) can have on an individual's life
- ✓ Be able to describe and apply a model of understanding differing ways of learning by individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences
- ✓ Understand the impact of disabilities on auditory and information processing skills
- 4. Instructional Strategies
 - ✓ Research strategies to facilitate integration into various settings
 - ✓ Understand how to teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs
 - ✓ Research ways to select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs
- 5. Learning Environments and Social Interactions
 - ✓ Understand the social and emotional demands of learning environments and their impact on a student's self-concept, interactions with others, and approach to learning
 - ✓ Barriers to accessibility and acceptance of individuals with disabilities
- 6. Language
 - ✓ Understand the complex relationship between receptive and expressive language and the impact on reading, writing, and mathematics
 - ✓ Be familiar with assistive technology for reading and writing
 - ✓ Be familiar with augmentative and assistive communication strategies
- 7. Instructional Planning
 - ✓ Understand theories and research that form the basis of curriculum development and instructional practice
 - ✓ Explore the scope and sequences of general and special curricula
 - ✓ Know how to use state and local curricula standards in curriculum planning for student with special needs
- 8. Assessment
 - ✓ Be able to use the use the basic terminology used in assessment
 - ✓ Understand the assessment process including screening, pre-referral, referral, and classification procedures
- 9. Professional and Ethical Practice
 - ✓ Become aware of how personal cultural biases and differences that affect one's teaching.
 - ✓ Explore issues about the importance of the teacher serving as a model for individuals with exceptional learning needs.
 - ✓ Develop awareness of Methods to remain current regarding research-validated practice.
 - ✓ Develop an understanding of the CEC Code of Ethics and other standards of the profession.
 - ✓ Develop research skills that set the stage for a continuum of lifelong professional development
 - ✓ Explore professional journals and website that have current research-validated methods and practice.
- 10. Collaboration
 - ✓ Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program
 - ✓ Maintain confidential communication about individuals with exceptional learning needs
 - ✓ Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns

REQUIRED READINGS

1. Levine, Melvin D. (1994). Educational Care: A System for Understanding and Helping Children with Learning Problems at Home and in School. Cambridge: Educators Publishing Service, Inc.
 2. New Hampshire Standards for the Education of Students with Disabilities, online
 3. Lee, Christopher & Jackson, Rosemary. (1992). Faking It. Portsmouth, NH: Heinemann.
 4. Kauffman, J., Hallahan, D. (2005). Special education: What it is and why we need it. Pearson
 5. Lee, Christopher & Jackson, Rosemary. (2001). What about Me? Portsmouth, NH: Heinemann.
- On-Line – Links available on Blackboard
1. Sign up for CEC Smart Brief. See the link on our course Bb website.
 2. Council for Exceptional Children: Professional Standards. CEC Code of Ethics and Standards of Practice.
 3. Council for Exceptional Children: Professional Standards and Practice Throughout the Career.
 4. Office of Special Education and Rehabilitation Services U.S. Department of Education, July 2000 Retrieve from: Retrieve from:
 5. New Hampshire Curriculum Frameworks for Language Arts and Mathematics.
 6. All Kinds of Minds – Companion Website to Levine's Educational Care

MAJOR ASSIGNMENTS

1. Readings

See course schedule for page assignments for each of the readings. You are expected to read the chapters and be ready to discuss them in class.

2. Class preparation

To demonstrate your preparation for class, you will submit class prep assignments that will be collected on the due date. Late assignments will be marked down.

1. Class Prep: What is the Role of the Special Educator
2. Class Prep: NH rules for the Education of Children with Disabilities
3. Class Prep: My Child's Special Needs: A Guide to the Individualized Education Program
4. Class Prep: *Faking It*
5. Class Prep: *Faking It*
6. Class Prep: *What About Me?* Preface-Chapter 2
7. Class Prep: *What About Me?* Chapter 3-5
8. Class Prep: *What About Me?* Chapter 6-8

3. Learning about learning portfolios

To document your learning for the second unit of the course you will develop a LEARNING ABOUT LEARNING PORTFOLIO for each of the four chapters. Details of the assignment will be given to you.

4. Field experience

You will have the opportunity to visit a special education classroom. Details of the assignment will be given to you.

5. Curriculum resource file

You will develop curriculum resource file that documents your foundation knowledge of reading, written language, and mathematics, the challenges for students with special needs, and accommodations/modifications that can be used in the general curriculum. Details will be given to you.

COURSE 2

SPED 401: Instruction and Curriculum Design in Special Education (Summer Session II, Fall/Spring Semesters)

ALIGNMENT TO CEC CONTENT STANDARDS AND KNOWLEDGE AND SKILLS

1. Foundations

- ✓ Models, theories, and philosophies that form the basis for special education practice
- ✓ Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs
- ✓ Articulate a philosophy of special education

2. Development and Characteristics of Learners

- ✓ Educational implications of characteristics of various exceptionalities
- ✓ Similarities and differences of individuals with and without exceptional learning needs
- ✓ Similarities and differences among individuals with exceptional learning needs

3. Individual Learning Differences

- ✓ Effects an exceptional condition(s) can have on an individual's life
- ✓ Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development
- ✓ Cultural perspectives influencing the relationships among families, schools and communities as related to instruction
- ✓ Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences

4. Instructional Strategies

- ✓ Sources of specialized materials, curricula, and resources for individuals with disabilities
- ✓ Strategies to prepare for and take tests
- ✓ Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities
- ✓ Prevention and intervention strategies for individuals at-risk for a disability
- ✓ Strategies for integrating student initiated learning experiences into ongoing instruction
- ✓ Methods for increasing accuracy and proficiency in math calculations and applications
- ✓ Methods for guiding individuals in identifying and organizing critical content
- ✓ Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs

- ✓ Research Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs
- 5. Learning Environments and Social Interactions
 - ✓ Demands of learning environments
 - ✓ Effective management of teaching and learning
 - ✓ Ways to create learning environments that allow individuals to retain and appreciate their own and each others
 - ✓ Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities
 - ✓ Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings
- 6. Language
 - ✓ Augmentative and assistive communication strategies
 - ✓ Typical language development and how that may differ for individuals with learning disabilities
 - ✓ Impact of language development on listening comprehension on academic and nonacademic learning of individuals with disabilities
- 7. Instructional Planning
 - ✓ Theories and research that form the basis of curriculum development and instructional practice
 - ✓ Scope and sequences of general and special curricula
 - ✓ Technology for planning and managing the teaching and learning environment
 - ✓ Integrate academic instruction and behavior management for individuals and groups with disabilities
 - ✓ Interventions and services for children who may be at risk for learning disabilities
 - ✓ Relationships among disabilities and reading instruction
- 8. Professional and Ethical Practice
 - ✓ Personal cultural biases and differences that affect one's teaching
 - ✓ Methods to remain current regarding research-validated practice
 - ✓ Organizations and publications relevant to individuals with disabilities
 - ✓ Use verbal, nonverbal, and written language effectively
 - ✓ Conduct self-evaluation of instruction
- 9. Collaboration
 - ✓ Models and strategies for consultation and collaboration
 - ✓ Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities

DESCRIPTION OF THE COURSE

This course is the second course in the sequences of course for student in the Post-Bac Special Education Program and emphasizes foundational content knowledge that special educators require for later application in the year-long internship. This course focuses primarily on developing knowledge related to instructional strategies and instruction planning.

Catalog Description

Focus on designing curriculum and selecting instructional strategies to address student learning profiles and transition needs. Both adaptations to the general education curriculum and alternative teaching approaches in K-12 settings will be addressed. The course is segmented into reading, writing and math instructional units.

LEARNING OUTCOMES

1. Develop an instructional/curriculum resource notebook that takes into account a range of options including assistive technology and transition-related curriculum.
2. Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
3. Critically examine curricular materials and approaches as they relate to skill acquisition of reading, written language, transition, and mathematics.
4. Match characteristics of described learners with the selection of instructional approaches and justify choices.
5. Develop and implement lesson plans based on IEP student profile, goals, and objectives.
6. Inventory the materials of an existing special education program at your level of interest.
7. Interview a special educator in regards to the materials and approaches used with students in his/her program and reflect on the responses to your interview questions.
8. Complete a budget (including rationale for instructional materials given a set dollar amount).
9. Become familiar with basic skills evidence-based interventions through review of professional literature (e.g., *Teaching Exceptional Children*, *Exceptional Children*, *Journal of Special Education*).
10. Develop knowledge and skills in the area of providing focused academic instruction for students with diverse cultural backgrounds and learning needs.
11. Demonstrate knowledge of adapting curriculum and instruction in inclusive settings at both the elementary and secondary

levels.

12. Apply task analysis as a blueprint for structuring and sequencing instruction and learning activities through lesson plan development.
13. Identify independence-oriented study skills and learning strategies as they relate to acquiring and mastering reading, written language, math, transition-related skills, and other content area skills.
14. Identify ways to monitor student progress to make instructional decisions as lesson plans are designed.
15. Describe the benefits of using technology as an aid in working with students with learning problems.
16. Examine curricular materials and approaches as they relate to cultural bias; skill acquisition; transition; and mastery of reading, written language, math, and content areas.

REQUIRED READINGS

1. Rasinski, T., & Padak, N. (2003). *Effective reading strategies: Teaching children who find reading difficult*. Upper Saddle River, NJ: Prentice Hall.
2. Spandel, V. (2004). *Creating writers through 6-trait writing assessment and instruction*. Boston, MA: Pearson.
3. Tucker, B., Singleton, A., & Weaver, T. (2005). *Teaching mathematics to all children*. Upper Saddle River, NJ: Merrill Prentice Hall.

MAJOR ASSIGNMENTS

1. **Attendance, Class Participation, and Preparation**
2. **Instructional Resource Notebook (organization and Presentation)**
 - Journal article Reviews
 - Program Material Review
3. **IEP focused Lesson Plans and Lesson Demonstration**
 - Lesson plan literacy focus
 - Lesson plan math focus
4. **Special Education program project**
 - Teacher Interview and Classroom Inventory
 - Instructional Materials Budget (submit all components of this project as part of your instructional resource notebook)

COURSE 3

SPED 520: Assessment and Evaluation for Special Educators (Fall Semester)

ALIGNMENT TO CEC CONTENT STANDARDS AND KNOWLEDGE AND SKILLS

Foundations

- ✓ Models, theories, and philosophies that form the basis for special education practice
- ✓ Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs
- ✓ Issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services
- ✓ Definitions and issues related to the identification of individuals with disabilities
- ✓ Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds
- ✓ Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services

Development and Characteristics of Learners

- ✓ Typical and atypical human growth and development
- ✓ Educational implications of characteristics of various exceptionalities
- ✓ Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family
- ✓ Similarities and differences of individuals with and without exceptional learning needs
- ✓ Similarities and differences among individuals with exceptional learning needs
- ✓ Etiology and diagnosis related to various theoretical approaches
- ✓ Impact of sensory impairments, physical and health disabilities on individuals, families, and society
- ✓ Psychological and social-emotional characteristics of individuals with disabilities
- ✓ Common etiologies and the impact of sensory disabilities on learning and experience

Individual Learning Differences

- ✓ Effects an exceptional condition can have on an individual's life
- ✓ Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development
- ✓ Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling
- ✓ Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences
- ✓ Impact of disabilities on auditory and information processing skills

Instructional Strategies

- ✓ Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
- ✓ Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs

Learning Environment and Social Interactions

- ✓ Demands of learning environments
- ✓ Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs
- ✓ Strategies for crisis prevention and intervention
- ✓ Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities

Language

- ✓ Effects of culture and linguistic differences on growth and development
- ✓ Impact of language development and listening comprehension on academic and nonacademic learning of individuals with disabilities
- ✓ Typical language development and how that may differ for individuals with learning disabilities.

Instructional Planning

- ✓ Make responsive adjustments to instruction based on continual observations.
- ✓ Use task analysis

Assessment

- ✓ Basic terminology used in assessment
- ✓ Legal provisions and ethical principles regarding assessment of individuals
- ✓ Screening, pre-referral, referral, and classification procedures
- ✓ Use and limitations of assessment instruments
- ✓ National, state or provincial, and local accommodations and modifications.
- ✓ Gather relevant background information.
- ✓ Administer nonbiased formal and informal assessments
- ✓ Use technology to conduct assessments
- ✓ Develop or modify individualized assessment strategies
- ✓ Interpret information from formal and informal assessments
- ✓ Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds
- ✓ Report assessment results to all stakeholders using effective communication skills
- ✓ Evaluate instruction and monitor progress of individuals with exceptional learning needs
- ✓ Create and maintain records

Professional and Ethical Practice

- ✓ Methods to remain current regarding research-validated practice
- ✓ Practice within the CEC Code of Ethics and other standards of the profession
- ✓ Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession
- ✓ Access information on exceptionalities
- ✓ Act ethically in advocating for appropriate services

Collaboration

- ✓ Maintain confidential communication about individuals with exceptional learning needs
- ✓ Collaborate with families and others in assessment of individuals with exceptional learning needs
- ✓ Foster respectful and beneficial relationships between families and professionals

DESCRIPTION OF THE COURSE

This course emphasizes the foundational knowledge of assessment through the investigation of current practice, exposure to various types of assessment tools, and assessment approaches. Since this course is taken concurrently with SPED 560, *Internship in Special Education I*, the information discussed and developed in the course will be applied during the internship. For example, this course will emphasize a structure for assessment planning and the importance of an appropriate plan. The actual application of a plan with a case study student will take place during the internship. Similarly, analysis of assessment findings and report writing skills will be connected with the case study student for the Internship I. Also, some of the assessment concepts will be applied during the SPED 565 *Internship*

in *Special Education II* (i.e., functional behavioral assessment).

Since many of the students in this post-baccalaureate program are Alternative IV special education teachers, they will be able to build upon the skills they have already developed in their employment situation. They will also be able to incorporate their own work responsibilities related to assessment into this course. For example, problem solving and case studies from their real-life internship sites can be used to demonstrate competence in the context of course requirements. Individualized projects will be encouraged based on students' level of knowledge and experience in assessment.

Catalog Description

Focuses on the theory and practice of assessment for general special educators at the post-baccalaureate level. Includes procedures to identify and assess student learning and behavior needs and outcomes. Informal and formal strategies including standardized tests, observational tools, and curriculum/criterion referenced tests. Prerequisites: SPED 301, SPED 401, or permission of instructor; taken concurrently with SPED 560.

LEARNING OUTCOMES

1. Understand the definition, purposes and process of assessment (e.g., eligibility, monitoring progress, individual program and curricular planning) including the legal and ethical implications of assessing students with learning differences.
2. Complete a project about assessment issues and practices and present results to class.
3. Demonstrate your understanding of the vocabulary associated with the process of assessment.
4. Identify formal and informal assessment tools for use in academic skill areas including career assessment tools. (application in the Internship)
5. Create informal assessment tools to assist with performance based assessment in academic skill areas. (application in the Internship)
6. Learn about ways to assess classroom behavior in the context of a functional behavioral assessment approach. (application in the Internship)
7. Administer, score, and interpret formal assessment tests with a student who does not experience learning difficulties. (application in the Internship)
8. Understand the role of the special educator in the context of providing assessment and evaluation planning utilizing a team approach with the parents and student at the center of the process.
9. Use assessment information in the development of IEP components and access to general education. (application in the Internship)
10. Develop a plan to provide ongoing monitoring and evaluation of special education instruction. (application in the Internship)
11. Describe accommodations and modifications to test-taking situations including statewide assessments for students in special education. (application in the Internship)
12. Develop a knowledge base of standardized tests used to measure learning aptitude and learn about the subtests for a frequently used test by school psychologists.

REQUIRED READINGS

Required texts

1. Burns, P., & Roe, B. (2002). *Informal reading inventory*. Boston, MA: Houghton Mifflin Co.
2. Glickel, E., & Koretz, E. (2002). *Responsive steps, voices, and practices: Participating in the special education process (RSVP)*.
3. McLoughlin, J.A., & Lewis, R.B. (1994). *Assessing special students* (4th ed.). New York, NY: Macmillan.

Primary Texts Referenced in Class (on reserve in the library)

- Bullis, M., & Davis, C. (1999). *Functional assessment in transition and rehabilitation for adolescents and adults with learning disorders*. Austin, TX: Pro-Ed.
- Mercer, C. D., & Mercer, A. R. (1998). *Teaching students with learning problems* (5th ed.). Englewood Cliff, NJ: Merrill
- Pierangelo, R., & Giuliani, G. (1998). *Special Educator's Complete Guide to 109 Diagnostic Tests*. West Nyack, NY: The Center for Applied research in Education.
- Salvia, J., & Ysseldyke, J. (2004). *Assessment in Special Education and Inclusive Education*. Boston, MA: Houghton Mifflin Co.
- Spinelli, C. (2002). *Classroom Assessment for Students with Special Needs in Inclusive Settings*. Merrill Prentice Hall.
- Oregon Department of Education (2001). *Special education assessment process for culturally and linguistically diverse students*.

Monmouth, OR: Education Evaluation Center, Teaching Research Division, Western Oregon University. Available at: <http://www.tr.wou.edu/eec/AssessmentProcess2001.pdf>

MAJOR ASSIGNMENTS

1. Class Participation

Readings and/or handouts will accompany each topic. These will facilitate group discussions during class sessions. Students are expected to participate in class discussions and read the assigned materials.

2. Test Review

Students will be assigned to read a standardized assessment test instruction manual prior to reviewing the test in class. Students will work individually or in pairs to critically examine elements of the test's construction and development including test reliability and validity (content and construct). The structure for the test review and evaluation will be the *Guide for Evaluation of Assessment Tools* (p. 83 M & L textbook).

3. Project: Assessment Practices in Special Education

Students will be "given the opportunity" to design a project to investigate assessment practices in special education. A written project followed up by a presentation to the class is required for each project. Students can choose to work in pairs. Possible ideas: conduct interviews of school personnel responsible for special education assessments; create a workshop on assessment practices; write a paper that reviews an aspect of special education assessment; compile an annotative bibliography of assessment resources; investigate concepts such as "adequate educational progress" or "definitions of eligibility for categories like LD and Emotional Disturbance..

4. Informal Test Design

Design three informal teacher made assessment tools to evaluate a student's present performance in an academic or transition skill area. Each informal test will include documentation of an approach to analyze data from the tests (e.g., rubric, checklist, scoring guide). These tests will be connected to the assessment plan and case study requirements in the *Internship*.

5. Standardized and Diagnostic Test Practice

Students will give one large scale standardized achievement test (WJ-R III, WIAT, etc.) and one diagnostic test (Brigance Basic Skills [at least 3 subtests], TOWL III, Burns & Roe IRI, Key Math-R Diagnostic, etc.) to a student who does not experience learning difficulties. After practicing these tests, students under the direct supervision of the mentor may choose to use one of these tests with a case study student in the *Internship* (appropriate district evaluation procedures will be followed).

COURSE 4

SPED 525: Transition Planning and Programming

ALIGNMENT TO CEC CONTENT STANDARDS AND KNOWLEDGE AND SKILLS

Foundations

- ✓ Models, theories, and philosophies that form the basis for special education practice
- ✓ Relationship of special education to the organization and function of educational agencies
- ✓ Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs
- ✓ Family systems and the role of families in the educational process
- ✓ Impact of the dominant culture on shaping schools and individuals who study and work in them
- ✓ The legal, judicial, and educational systems to assist individuals with disabilities

Development and Characteristics of Learners

- ✓ Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family
- ✓ Similarities and differences among individuals with exceptional learning needs
- ✓ Impact of sensory impairments, physical and health disabilities on individuals, families, and society

Individual Learning Differences

- ✓ Effects an exceptional condition can have on an individual's life
- ✓ Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development
- ✓ Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling
- ✓ Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences

Instructional Strategies

- ✓ Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs

- ✓ Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs (transition-related)
- ✓ Advantages and limitations of instructional strategies and practice for teaching individuals with disabilities
- ✓ Strategies of integrating student-initiated learning experiences into ongoing instruction
- ✓ Using strategies to facilitate integration into various settings
- ✓ Use procedures to increase the individuals' self-awareness, self-management, self-control, self-reliance, and self-esteem.
- ✓ Use strategies to promote successful transitions for individuals with exceptional learning needs
- ✓ Use research supported methods for academic and nonacademic instruction of individuals with disabilities
- ✓ Use appropriate adaptations and technology for all individuals with disabilities
- ✓ Resources and techniques used to transition individuals with disabilities into and out of school and post-school environments

Learning Environments and Social Interactions

- ✓ Demands of learning environments (transition-related settings)
- ✓ Social skills needed for educational and other environments (employment, independent living)
- ✓ Barriers to accessibility and acceptance of individuals with disabilities
- ✓ Teach self-advocacy
- ✓ Create an environment that encourages self-advocacy and increased independence
- ✓ Provide instruction in community based settings

Language

- ✓ Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding

Instructional Planning

- ✓ Theories and research that form the basis of curriculum development and instructional practice
- ✓ Model career, vocational, and transition programs for individuals with disabilities
- ✓ Involve the individual and family in setting instructional goals and monitoring progress
- ✓ Design and implement programs that address independent living and career education for individuals

Assessment

- ✓ Basic terminology used in assessment (vocational and transition-related)
- ✓ Legal provisions and ethical principles regarding assessment of individuals (IDEA Transition mandates).
- ✓ Use and limitations of assessment instruments (transition-related)
- ✓ Gather relevant background information
- ✓ Administer nonbiased formal and informal assessments (transition-related)
- ✓ Use technology to conduct assessments (career and vocational)
- ✓ Develop or modify individualized assessment strategies
- ✓ Interpret information from formal and informal assessments
- ✓ Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds
- ✓ Report assessment results to all stakeholders using effective communication skills

Professional and Ethical Practice

- ✓ Methods to remain current regarding research-validated practice
- ✓ Practice within the CEC Code of Ethics and other standards of the profession
- ✓ Sources of unique services, networks, and organizations for individuals with disabilities
- ✓ Conduct professional activities in compliance with applicable laws and policies (transition-related mandates)
- ✓ Use verbal, nonverbal, and written language effectively
- ✓ Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession.
- ✓ Act ethically in advocating for appropriate services
- ✓ Reflect on one's own practice to improve instruction and guide professional growth
- ✓ Ethical responsibility to advocate for appropriate services for individuals with disabilities

Collaboration

- ✓ Maintain confidential communication about individuals with exceptional learning needs
- ✓ Roles of individuals with exceptional learning needs, families, and school and community personnel in planning an individualized program (transition-driven IEP)
- ✓ Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members
- ✓ Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities
- ✓ Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families
- ✓ Assist individuals with learning needs and their families to become active participants in the educational team
- ✓ Collaborate with families and others in assessment of individuals with exceptional learning needs
- ✓ Foster respectful and beneficial relationships between families and professionals

DESCRIPTION OF THE COURSE

This course emphasizes the foundational knowledge and the introduction of skill development in transition planning and programming. Through investigation of evidence-based transition practices in curriculum, age appropriate transition assessment, and curriculum students will learn about the transition planning process. Since this course is taken concurrently with SPED 565, *Internship in Special Education II*, the information discussed and developed in the course will be applied during the internship. For example, this course emphasizes a transition case study approach and interns can use their sites for a resource and build information into their work for the internship.

Since many of the students in this post-baccalaureate program are Alternative IV special education teachers, they will be able to build upon the skills they have already developed in their employment situation. They will also be able to incorporate their own work responsibilities related to transition planning into this course. This course also provides program participants with knowledge and information about the secondary special educators role in the schools and give every student an opportunity to do field based work in the secondary environment.

Catalog Description

Examination of the transition from secondary school environments to post-school activities for youth with disabilities relative to career development and self-determination. Critical components include legal foundations; functional assessment; access to career and technical education, employment, postsecondary training, and independent living. Prerequisite: Admission to Teacher Education or permission of instructor.

LEARNING OUTCOMES

1. Discuss the major transition planning components and address each of them in an Individual Transition Plan for a student with a disability at the secondary level.
2. Define transition and self-determination as a K-12 approach.
3. Develop an awareness of legal mandates that impact transition planning.
4. Discuss the significance of post school follow-up outcomes of former special education students.
5. Develop a model individual transition plan for a student that could be used in the development of the IEP.
6. Describe the role of the family in transition planning.
7. Identify life skills and social skills necessary to support a career.
8. Identify the characteristics and major components of career education and school-to-work programs.
9. Develop an awareness of transition planning needs in the areas of postsecondary education, independent living, and recreation and leisure.
10. Develop an awareness of strategies and curriculum used in the transition planning process both in special education and regular/vocational education.
11. Identify high school programs that interface with secondary special education to support the transition planning process.
12. Describe measurement tools and methods for informal assessment including vocational/functional assessment and person-centered approaches.
13. Demonstrate an understanding of the transition components on an IEP.
14. Identify ways to promote interagency collaboration in transition planning.
15. Articulate the various rules and regulations that transition related agencies frame their support.
16. Develop a comprehensive awareness and understanding of best practices in transition planning and programming.
17. Develop skills as a reflective practitioner through written reflections on transition issues.

REQUIRED READINGS

Required texts

1. Flannery, K.B., Slovic, R., Dalmau, M.C., Bigaj, S., & Hart, N. (2000). *Preparation for postsecondary education and training: Overview, information and strategies*. Eugene, OR: Specialized Training, University of Oregon. (available from the KSC Bookstore).
2. McGahee, M., Mason, C., Wallace, T., & Jones, B. (2001). *Student led IEPs*. Arlington, VA: Council on Exceptional Children (CEC) (provided in class)
3. NICHCY. (2002). Transition planning: A team effort. Washington, DC: NICHCY. (provided in class and available to download from the Internet: www.nichcy.org/pubs)
4. O'Leary, E., & Collison, W. (2002). Transition services (provided in class and available to download from the Internet: <http://www1.usu.edu/mprrc/cuproj/sectrans/materials/transitionservices.cfm>)
5. Slovic, R., Flannery, K.B., & Islascox, S. (2000). *Person centered assessment and planning: A guide to new tools*. Eugene, OR: University of Oregon, Specialized Training Program.

6. Stormes, J., O'leary, E., & Williams, J. (1999). *The Individuals with Disabilities Education Act of 1997 transition service requirements: A guide for districts, schools, and families (Pages 1-35)*. Western Regional Resource Center. (available to download from the Internet: <http://www1.usu.edu/mprc/curproj/sectrans/materials/PDFs/TransitionRequirements.pdf>)
7. Trainor, A.A., Patton, J.R., & Clark, G.M. (2005). *Case studies in assessment for transition planning*. Austin, TX: Pro-Ed. (available in the KSC Bookstore)

Other Resources (not required but available on reserve in library)

Transition Coalition Website Modules at the University of Kansas: www.transitioncoalition.org

Wehman, P. (2002). *Individual transition plans: The teacher's curriculum guide for helping youth with special needs*. Austin, TX: Pro-ed.

My Future, My Plan. (2003). State of the Art Inc and the National Center on Secondary Education and Transition at the Institute on Community Integration, University of Minnesota. To order: <http://myfuturemyplan.com>

Clark, G.M., & Patton, J.R. (1997). *Transition Planning Inventory*. Austin, TX: Pro-Ed.

Clark, G.M., Patton, J.R., & Moulton, L.R. (2000). *Informal assessments for transition planning*. Austin, TX: Pro-Ed.

Martin, J.E., Marshall, L.H., Maxson, L., & Jerman, P. (1997). *Self-directed IEP*. Longmont, CO: Sopris West.

MAJOR ASSIGNMENTS

1. **Reaction Log** (20%)
The purpose of the reaction log is to provide you with an opportunity to reflect about the course from a personal and/or professional perspective. Each weekly reaction will include two headings: (1) Description of Issue; and (2) Professional Practice.
2. **Transition Program or Individual Action Plan** (15%)
After a review of reaction logs and based on the transition practices discussed in class, create a proposal that prioritizes the transition planning and programming needs for a specific special education program that you are affiliated with or a proposal that identifies individual professional development needs in transition.
3. **Transition and Self-Determination Case Study Project and Presentation** (Total: 60%):
You will gather information about a student's secondary special education/transition experience as well as the program the he/she is engaged in through observations, informal interactions, interviewing (student, employers, agency case managers, parents, and teachers), and informal assessments.
 - (a) Complete a **file review** of the student and list all relevant transition information about the student that was completed in the past (e.g., post school goals, interests, transition needs, key transition assessment results). Complete the Transition Checklist during the file review. (5%)
 - (b) Attach appropriate school permission documentation to your file review as well as **informed consent information** related to your case study project (you will be given an informed consent template to use for this project).
 - (c) Conduct a **person-centered assessment** meeting (e.g., MAPS, GAP, I have a Dream, Good Experiences, Dream Cards, etc.). (10%)
 - (d) Conduct three **informal/formal transition/self-determination assessments** with a student and do a summary of major results. (15%)
 - (e) One review of a **transition material** that could assist the student in transition planning. (5%)
 - (f) One **article or chapter summary** related to evidence-based transition practices that peaked your interest in relation to your case study. (5%)
 - (g) Formal written draft of components for a **transition IEP** ([post-school goals/vision](#), [course of study](#), [coordinated set of activities](#)) (10%)
 - (h) A written **summary** of your case study (descriptive/demographic information; general themes and results worth noting). (5%)
 - (i) A **presentation** of your case to the class. (5%)
4. **Participation in Class Discussions**
Readings and/or handouts will accompany each topic. These will facilitate group discussions during class sessions. Students are expected to participate in class discussions and read the assigned materials.

5b. Scoring Guide for the Assessment***Grades for Core Courses*****GRADING SYSTEM AT KEENE STATE COLLEGE** (from the KSC 2006-2007 Course Catalog)

Students who wish to change from credit-to-audit, audit-to-credit, or undergraduate-to-graduate status in a course must do so during the first two weeks of the semester. An Incomplete ("I") may be given when there have been extenuating circumstances or illness. An "I" is not calculated into a student's quality point average, but becomes an "XF" if the course requirements are not completed by the end of the seventh week of the following semester, or, for students granted an academic leave of absence, by the end of the seventh week of the semester following the leave. The "XF" grade is calculated as an "F" in the student's cumulative G.P.A. Exceptions to the above stated procedure require approval of the appropriate divisional dean. The grade In Progress ("IP") is given only for courses requiring more than one semester to complete. The Divisional Deans submit to the Registrar a list of courses in their divisions for which an "IP" grade is appropriate. Any course for which an "IP" is awarded must be completed within one semester after the "IP" is given, at which time the "IP" will change to an "XF" if the work is not finished. Exceptions to the above stated procedure require approval of the appropriate divisional dean.

Grades at Keene State College are recorded as A (4.0), AB (3.5), B (3.0), BC (2.5), C (2.0), CD (1.5), D (1.0), and F (0.0).

GRADING SYSTEM FOR INDIVIDUAL COURSES

STUDENTS WHO RECEIVE A "C" OR BELOW IN A COURSE NEED TO RETAKE COURSE AND CANNOT PROCEED IN THE PROGRAM.

Course 1: SPED 301

ASSIGNMENT	PERCENTAGE
Attendance/Participation	5%
Class Preps	25%
Learning about Learning Portfolios Attention Memory Misunderstanding Output	40% [10% each]
Field Experience	10%
Curriculum Resource Notebook	20%
TOTAL	100%

Grades at Keene State College are recorded as A (4.0), AB (3.5), B (3.0), BC (2.5), C (2.0), CD (1.5), D (1.0), and F (0.0).

Course 2: SPED 401

ASSIGNMENT	PERCENTAGE
Attendance, Class Participation and Preparation	15%
Instructional Resource Notebook (Organization & Presentation)	5%
Journal Article Reviews (2 @ 10 pts)	20%
Program material Review	10%
IEP Focused Lesson Plans and Lesosn Demonstration	
Literacy	10%
Math	10%
Special Education Program Project	
Teacher Interview & Classroom Inventory	15%
Instructional Materials Budget	15%
TOTAL	100%

Grades at Keene State College are recorded as A (4.0), AB (3.5), B (3.0), BC (2.5), C (2.0), CD (1.5), D (1.0), and F (0.0).

Course 3: SPED 520

ASSIGNMENT	PERCENTAGE
Class Participation	25%
Test Review	25%
Assessment practices in Special Education	25%
Informal Test Design	20%
Standardized and Diagnostic Test Practice	5%
Total	100%

Grades at Keene State College are recorded as A (4.0), AB (3.5), B (3.0), BC (2.5), C (2.0), CD (1.5), D (1.0), and F (0.0).

Course 4: SPED 525

ASSIGNMENT	PERCENTAGE
Reaction Log	20%
Transition Program Action Plan	15%
Transition Case Study (total)	60%
File review and informed consent information (5%)	
Person-centered assessment (10%)	
Informal/formal transition/self-determination assessments (15%)	
Transition material review (5%)	
Transition IEP (10%)	
Summary (5%)	
Presentation (5%)	
Participation in Class	5%
Total	100%

Grades at Keene State College are recorded as A (4.0), AB (3.5), B (3.0), BC (2.5), C (2.0), CD (1.5), D (1.0), and F (0.0).

5c. Data Derived from Assessment***Grades for Core Courses***

Data Tables for 2005-2006:

The number of candidates is reported for each grade category.

Academic Year 2005-2006

COURSE N= 8	Grade Categories				
	C or Below	B/C	B	A/B	A
SPED 301*			1	2	4
SPED 401			1		7
SPED 520* N = 7				1**	5
SPED 525				3	5

* One student transferred course for credits

** SPED 420 (undergraduate version of SPED 520) was taken during curricular transition for one student