

NCATE Report

THE SPECIAL EDUCATION OPTION

Context Statement

The special education certification option prepares candidates to engage in the range of tasks and responsibilities involved in serving students with mild to moderate special needs. The special education program option builds on and extends the course work, field experiences, and competencies that comprise elementary and/ or secondary teacher preparation, which is referenced to the Charlotte Danielson framework. Keene State College's special education certification program option, extending the preparation of general education teachers, infuses the expectations set by the Standards defined by the Council for Exceptional Children and incorporates the expectations set by IDEA; thus, creating more intensive treatment of the areas of: understanding the diverse academic, social, language, cultural, and emotional needs of students as the bases for:

- conducting evaluations and ongoing assessments;
- planning and implementing direct and modified instruction and interventions;
- adopting and designing strategies for addressing individual learning and behavior needs and challenges;
- creating tools for documenting student progress and evaluating responsiveness to individual lessons and interventions;
- writing Individualized Education Plans and Programs (IEP);
- designing programming to complement, supplement, or replace services in general education; and
- collaborating with members of multidisciplinary teams (emphasizing the importance of classroom teacher and parent/ caregiver voices) to assess student needs, design and deliver instruction and interventions, maintain records of student progress, and evaluate the effectiveness of individualized approaches and programming in supporting student growth

Program Design

The in-class and field-based learning experiences that comprise the program are designed to support pre-service teachers' developing ways of thinking, problem solving strategies, and related sets of competencies for taking on the role of special educator regardless of the model of service delivery. The courses and corresponding field work and requirements are sequenced to build *foundations* in viewing the field of special education and its role in schools as evolving and changing; immersing students in the expectations and messages of legislation and providing lenses for understanding *development and characteristics of learners* and factors that contribute to *individual learning and language differences*.

Pre-service teachers also learn about *instructional strategies*, pro-active and intervention approaches for designing *learning environments and social interactions*. The combination of understanding learning and factors impacting progress and curriculum and instructional environments and strategies are fundamental in supporting pre-service teachers acquiring decision making skills to choose practices and approaches for identifying and assessing students' needs, planning and providing direct instruction to identified students to address needs in the area(s) of concern, designing and/ or implementing modifications and interventions to support access to the general education curriculum and classroom, monitoring student progress and evaluating lesson and program effectiveness, and examining the multiple forms special education programs take.

In addition to the sets of standards defined by CEC, the Danielson Framework (1996), and the Role Model (Gleckel & Koretz, 2002); the special education program option is designed to prepare candidates for the ever-changing world of the field. Issues that are prevalent in the field (for example: those that surround identification and eligibility, service delivery and inclusion, values of evaluation instruments, tiered approaches to intervention and services, research-based instruction) are addressed throughout the program. Students use case studies and field experiences to examine those issues that have pervaded the literature alongside identified promising and effective practices designed to promote outcomes for students and interface general education and special education curriculum, services, and programs. Throughout their course work, readings, and field experiences discussions and assignments are designed to enhance pre-service teachers' depth of knowledge, understanding, and preparation for the realities of the swinging pendulum, controversies, ideals, and flaws that are so much a part of the field of special education. The content of courses includes both current and historic literature relevant to the topics covered and the expected outcomes. Students are given opportunities to compare and contrast existing practices, identify assets and drawbacks of approaches, and examine ways to incorporate ideas and ideals into their own repertoires.

The CEC Standards are threads woven throughout the program, introducing pre-service teachers to fundamental ideas, providing experience to prompt questions and exploration, presenting experiences to build understanding of concepts, familiarity with techniques and materials, and requiring applications at various levels. Opportunities are given to create understanding, examine options, build competence, and apply the different aspects of the role to the *real world*. The program is designed to prepare students to enter situations and take responsibility after acquiring background information with regard to students, interactions, designing instructional strategies, when they are ready and ethically can do so

The program is structured to provide students with *foundations* regarding historical perspectives of the field, impact and expectations of IDEA, and ways special educators engage colleagues, families, students, and community agencies to work collaboratively on behalf of the student. Throughout the

program, students wrestle with questions, issues, and differences of opinion that surround assessment, instructional strategies, determination of eligibility to prepare them for the realities of the field and importance of exploring evidence-based practices and justifying those they adopt as professionals.

Development and characteristics of learners and the impact of disabilities, cultural factors on *individual learning differences* are treated as background information in initial coursework and assignments and then woven into their exposure to practices for working with students. Students examine expectations set for typical learners alongside factors contributing to learning and behavior challenges, giving them tools to evaluate the values and possibilities of the general education curriculum and classrooms first and weighing tiers of options and alternatives. They develop an understanding of the types of services offered under the auspices of special education, the roles special educators take, and assessment and instructional approaches (from pro-active/ preventive to intervention) that lead to addressing individual needs and promoting outcomes for learners. Pre-service teachers' understanding of *development and characteristics of learners* and the impact of disabilities, cultural factors on *individual learning differences* is continuously enhanced and applied as they develop competence with *assessment, instructional planning, design of learning environments, and social interactions and instruction*.

The subsequent courses focus attention on pre-service teachers' developing the thinking, problem solving, and decision making involved in selecting assessment, instruction, and intervention methods, materials, and strategies to promote academic and behavior outcomes for individual students. Their competence is based on gaining familiarity with tools that support comprehensive *assessment*, structures for creating *learning environments*, factors that guide *social interactions*, considerations that constitute to substantive *instructional planning*, and combinations of elements that contribute to effective *instruction*. The learning experiences included in the program are designed to support pre-service teachers' developing competencies in identifying and assessing students' needs, planning and providing direct instruction to individual students to address their area(s) of concern, designing and/ or implementing modifications and interventions to support access to the general education curriculum and classroom, monitoring student progress and evaluating lesson and program effectiveness, and examining the multiple forms special education programs take and range of demands placed on special educators.

Program Goals:

The program goals represent the ways in which Keene State College faculty captures the demands placed on special educators as contributors to school communities and organizations, as a result of legislation, and regardless of the setting in which services are delivered. These goals embrace the Standards defined by the Council for Exceptional Children, which are systematically threaded through course experiences and expectations. The faculty has chosen to use six headings to support pre-service

teachers as they work to integrate knowledge, make connections among course and field work, and strive to manage the daunting nature of the demands placed on special educators. The six headings offer a manageable way to communicate key components of the role of the special educator and infuse the desired professionalism, ethics, and commitment to collaboration that lead to making a constructive place for special education in schools and communities. Further, the content and values of *development and characteristics of learners*, *individual learning differences*, and *language* are treated as central to assessing student needs, selecting instructional strategies, and instituting instruction.

The goals of the program are addressed through course work and defined explicitly by course assignments and grading rubrics. These goals are evaluated throughout the program and more holistically through the culminating evaluation tools used during methods/ practicum and student teaching experiences.

EVALUATOR:

- Cooperatively works to describe the current status and challenges the student experiences by collecting informal and formal assessment data, charting the evidence, and hypothesizing what interferes with and supports participation, performance, and progress;
- Uses data to examine factors that impact who the student is as a reader, writer, mathematician, participant in the learning environment, and member of the classroom community while simultaneously examining curriculum frameworks and standards defined for the general education curriculum.
- Conducts assessments to determine student status in the area(s) of concern, account for student challenges, using authentic assessment strategies (survey level tasks, observations, probe-level tasks) to ensure data are instructionally relevant, valuable, and constructive in informing instructional and intervention decisions.
- Integrates assessment data to create a student profile and description of present levels of performance of the student in response to Individualized Educational Plan/ Program; establishing justification for tailored curriculum frameworks, teaching approaches and methodologies, and service delivery plans.
- Commits to ongoing assessment and collection of data to evaluate student progress and program effectiveness; treating assessment as opportunities to further understanding of the challenges the student faces and increase understanding of individual performance, participation, progress.
- Collects assessment data to examine impact of instructional strategies and interventions on student outcomes, rethink steps for achieving identified goals, make decisions about instructional planning, and determine programs and settings for appropriate service delivery

INSTRUCTIONAL PLANNER:

- Collaboratively designs direct instruction lessons, activities, materials to address student needs and cooperatively creates adaptations and modifications to provide student access to general education curriculum.

- Develops comprehensive instructional plans; systematically matching who the student is as a learner with appropriate academic/social instructional experiences in inclusive settings; justifying when and what the student requires for alternative services to best meet her/his needs.
- Draws on the integration of assessment data in a student profile and description of present levels of performance of the Individualized Educational Plan/ Program as the basis for designing: curriculum frameworks – goals, objectives/ benchmarks, and evaluation/ documentation tools; instructional approaches – teaching approaches and methodologies and modifications and adaptations to the general education curriculum, and service delivery plans.
- Translates IEP into *action*, creating daily lessons and learning experiences to promote student growth as a reader, writer, speaker, listener, mathematician, participant in the learning environment, and member of the classroom community
- Designs lesson plans that center on skill or concept development; incorporating instructional materials and resources, direct instruction, modeling/ demonstration, guided practice, and independent work.
- Analyzes the focus for instruction and selects corresponding teaching approaches, instructional materials to

INSTRUCTOR:

- Collaboratively implements organized, sequenced lessons; builds relationships with students; manages specified direct instruction and access to the general education curriculum, coordinating curriculum, teaching modifications;
- Uses pro-active classroom management systems, establishing and teaching expectations for behavior; identifying specific structures to support appropriate behavior and choices; adopting strategies for responding to desirable behavior and *misbehavior*; building relationships with students; using reminders, redirection, intentional transitions, and logical consequences according to situations; and recording *when, where, and conditions* for misbehavior.
- organizes ongoing record keeping; responds to the demands of situations as they arise; coordinates efforts with those of classroom teacher, other support staff, and paraprofessionals.
- implements lesson plans, setting clear academic and social expectations, involving students in learning through varied types of questions and meaningful activity, proceeding through instructional experiences sequentially and responding to students to support her/ his understanding and interactions.
- revises lessons according to responses of students, demonstrating flexibility and responsiveness with regard to student readiness to participate effectively in planned activities, preparedness to understand skills or concepts, and adeptness to meaningfully gain from materials or activities

COORDINATOR:

- collaborates with colleagues to define and implement special education services; managing paper work, communications, and services of identified students; and developing schedules and environments for services.
- organizes and manages special education programming in the school; overseeing multiple individualized educational plans and programs for students; academic/ social instruction, service delivery, ongoing assessments, communications; re-evaluations, and program changes; and schedules and service options for students that reflect the school culture, support staff, and paraprofessionals.

COLLABORATOR:

- involves colleagues, parents/ caregivers, students, and administrators in teaming together to create programs, facilitate communication, develop IEPs, and orchestrate instructional efforts.
- works cooperatively with classroom teachers and parents/ caregivers to create and bridge effective educational programs; coordinating learning experiences and expectations, orchestrating efforts to monitor program effectiveness, and maximizing learning opportunities for students.

REFLECTIVE PRACTITIONER:

To commit to being a **reflective practitioner**, holding a mirror up to oneself, evaluating the effectiveness of planned and impromptu lessons

- evaluates the effectiveness of planned and impromptu lessons and interactions with students; examining qualities of instruction, ways engage with and respond to students, and outcomes for students
- participates in supervision activities (conferences, observation responses) to enhance competence in conducting assessment, planning and implementing lessons, interacting with students, evaluating student performance
- documents evidence of professional competence, justifying how artifacts are representative of skills

As pre-service teachers proceed through the program option, they are encouraged to think about their own progress and to process their understanding of the roles and competencies of being a special educator. They are assigned in-class writing, invited onto blackboard discussions, and involved in seminar-style conversations as opportunities to engage in self-reflection. In addition, they are asked to use CEC standards, a modified Danielson framework, and the Role Model as points of reference to support their self-examination, self-evaluation, and goal setting. Students are asked to maintain journals and present different types of portfolios as evidence of their reflections and documentation of their own growth. Formal assignments in different courses and particularly those with field-based components, methods/ practicum experience and student teaching, are completed to support reflective practice. In addition, each student teacher identifies a specific aspect of teaching s/ he would like to improve and designs a personalized action research project oriented to professional development. As a part of this project, student teachers draw on self-reflection to identify the topic, raise questions, conduct a literature review, identify resources for ideas and support for growth, design strategies to collect data and document growth, and reach conclusions about self and related experiences. This project is designed to keep KSC graduates on a trajectory of ongoing professional growth and lifelong learning.

Course Work:

Courses in this program option are organized sequentially to support candidates as they:

- acquire background knowledge and historical perspectives about the laws impacting special education; potential factors interfering with student academic and social performance, participation, and progress in learning environments; and roles and services of special educators.
- develop understanding of factors that support and interfere with learning and behaving
- learn the values and uses of assessment, instruction, prevention, and intervention tools, strategies, and choices relative to student academic and social competence, development, and challenges;
- develop practical competence in problem solving and decision making related to planning assessment, instruction and intervention, delivery of direct services, teaming, and program coordination;
- apply understanding and competence to address the demands placed on special educators to: develop assessment plans; conduct, analyze, and chart assessment data; integrate and report assessment to profile students in the area(s) of concern; develop, articulate, and construct individualized education plans (IEP); conduct functional behavior assessment; and develop behavior intervention plans; provide instruction and direct services to students in and out of the general education and monitor their progress;
- apply understanding of learners and curriculum to plan and deliver instruction; attending to setting behavioral and academic expectations and arrangements of the learning environment (ex. space, grouping, use of time), preparing a systematic progression of the lesson activities (introduction and modeling, guided and independent practice, and application), connecting objectives with assessment throughout the lesson, and engaging with students in constructive and supportive ways to encourage participation and success.

This progression of learning is incorporated in the following sequence of courses that comprise the certification option:

SPED 301 Context for Teaching Students with Special Needs
 ESEC 387 Creating Social Contexts
 SPED 401 Instruction and Curriculum Design in Special Education
 SPED 420 Assessment and Evaluation for Special Education
 SPED 430 Methods and Practicum in Special Education
 ESEC 450 and Supplemental Seminars
 SPED 460/ 465 Student Teaching
 SPED 525 Transition Planning *

* Students meeting program competencies receive K-12 certification. Those seeking to work in secondary settings build on their understanding of the problem solving, assessment, and futures planning that is part of IEP development; extending applications to designing experiences and programs to support efforts around school to work, self-advocacy, and self-determination for the older population; taking the Transition Planning course.

Response to Clinical Practice Standards

Field experiences are tied to course work for pre-service teachers and provide for systematic entry into schools, gaining familiarity with structures different service delivery options take and learning to connect with professionals collegially and students professionally. During the initial course (SPED 301) in the special education certification option, students interview special educators to gain perspectives with regard to the variations of roles professionals take in the schools and attaining an understanding of the responsibilities they have in addressing and supporting the needs of identified students, classroom teachers, parents/ caregivers, and paraprofessionals. In addition, the focus of discussion with practitioners and observation of programs provide pre-service teachers with several views about factors impacting learning and the corresponding instructional materials and resources preferred for use along with the reasoning for developing the inventory they have. As students proceed through course work (SPED 401), their responsibilities are expanded and they enter situations to observe and explore uses, advantages, and drawbacks associated with curriculum, instruction, and interventions. In the latter courses, pre-service teachers develop proficiency across several standards pertinent to fulfilling the role of the special educator. They are required to take on the role of case manager/ program coordinator, prepare for an Evaluation Planning Team meeting by drawing on a case study through which they examine paper work; practice administering, scoring, and reporting results from evaluation instruments (SPED 420); conducting functional behavior assessments and interpreting data to construct behavior intervention plans (ESEC 387), design, implement, reflect and evaluate instruction/ lesson and modification plans; adopt and adapt instructional strategies according to the needs of learners (SPED 401). During the practicum/ methods experience students are more intentionally immersed in a supervised experience in which they conduct instruction, engage in the activity of the special education process and complete corresponding written work, reflect on implementation of different actions, and collaborate with cooperating professionals.

During the methods/ practicum course and student teaching experiences, pre-service teachers are placed with professionals certified as special educators in one of a range of placements, representative of the existing variations of service delivery options, from inclusive settings to pull-out/ alternative programs. They are given opportunities to read student files; conduct academic and behavioral/ social assessments; plan academic and social instruction; develop and deliver lessons to individuals and small and large groups of students across curricular areas; document and evaluate student performance to monitor progress; examine student responsiveness to interventions and instructional programs; and collaborate with cooperating professionals and possibly work with paraprofessionals. Pre-service teachers are observed by college faculty and cooperating professionals while they provide direct services to students and/ or participate in meetings. Supervision plays a critical role during the special education practicum/ methods experience. Informal and formal feedback range from addressing the way the lesson is

presented to the qualities of interactions the pre-service teacher has throughout the instructional situation. Written feedback documents the pre-service teachers' performance throughout each semester and is designed to enhance the level at which they reflect on what they plan, do, and say. Their responses to feedback during conferences and in writing are part of making supervision an ongoing dialogue among pre-service teachers, cooperating teachers, and college faculty.

Candidates are evaluated in terms of taking initiative in the field placement, based on the teaching opportunities they secure as evidenced by journal entries, types of instructional situations observed and supervised, and comments made by cooperating teachers. Feedback pre-service teachers receive highlight the effectiveness of their interactions with students and delivery of planned or impromptu lessons, encourage them to take risks, feel comfortable with mistakes, and consider alternative approaches or teaching strategies for future opportunities.

The student teaching experience builds on methods/ practicum experiences, requiring pre-service teachers to take more responsibilities in order to experience the complex and frenetic nature of the role of the special educator. Cooperating professionals and site supervisors offer support, feedback, and encouragement as student teachers work to juggle the range of demands placed on special educators.

Response to Assessment System Standards

Eight assessment tools have been selected to document the preparation of pre-service teachers and track their acquisition of knowledge, skills, and dispositions that correspond with demands placed on special educators. A core set of rubrics are designed to guide faculty feedback, support pre-service teachers' acquisition of competence, and provide common threads for promoting and evaluating their growth. These same set of assignments/ rubrics represent the ways in which the CEC Standards and Common Core are addressed and operationally defined by the program. As students progress through the program, expectations increase and requirements are adjusted to reflect the additional standards. The common elements required across courses allows for tracking student progress and program effectiveness across the set of courses and field-based experiences. The tasks require students to make applications of their understanding of teaching and learning to authentic tasks that reflect the CEC standards and are parts of the role of the special educator:

1. Assessments address components of each Content Standard.
2. Assessments are relevant and consistent with each Content Standard.
3. Assessments are planned, refined, and implemented by key stakeholders (i.e., professional and local community)
4. Multiple measures (both internal and external) are used and are systematic and ongoing across components of the program (e.g., content, course work, field experiences).
5. The assessment system is clearly delineated and communicated to candidates and to the public.
6. Assessments are credible and rigorous.
7. The assessment system includes critical decision points.
8. The assessment data are regularly and systematically compiled, analyzed, and summarized.
9. Assessment data are used for program improvement.

Standards : Instructional Strategies and Instructional Planning

- 1) **Lesson Plans** (evidence of thoughtful planning, understanding content)
SPED 401 – construct focused lessons for areas of language arts and math
ESEC 387 – construct focused lesson on specific social skill, identifying follow-up activities
SPED 430/ 439 – create lesson for individuals, small group and/ or large group of students targeting specific skills, concepts and addressing needs of learner, and measuring outcomes of instruction and reflecting on its effectiveness
- 2) **Supervision Process**
SPED 430

Standards : Assessment

- 3) **Functional Behavior Assessment** (evidence of observation skills, awareness of impact)
ESEC 387 – conduct assessment of inappropriate behavior through a series of anecdotal records, analysis of setting-antecedent-consequence-situation and task demands, generating hypotheses that indicate goals of misbehavior(s) and account for other factors contributing to and/ or perpetuating

ST - conduct assessment of inappropriate behavior through a series of anecdotal records, analysis of setting-antecedent-consequence-situation and task demands, generating hypotheses that indicate goals of misbehavior(s) and accounting for other factors contributing to and/ or perpetuating

4) Assessment of academic area(s) of concern & Assessment Reports

collect, chart, analyze, and report assessment data

SPED 420 -

SPED 430 – integration of assessment data into profile description of the student in the area(s) of concern and present levels of performance

ST – collect, chart, analyze, and report assessment data integration of assessment data into profile description of the student in the area(s) of concern and present levels of performance

Standards : Learning Environment and Social Interaction

5) Behavior Intervention Plan

ESEC 387 – proposal for modifications of environment, teacher behaviors along with a system of interventions that range from teaching replacement behaviors, use of different types of responses to behavior, to instructing student to self-monitor; designing strategies for monitoring student behavior changes

ST - proposal for modifications of environment, teacher behaviors along with a system of interventions that range from teaching replacement behaviors, use of different types of responses to behavior, to instructing student to self-monitor

6) IEP/ Individualized Education Program

SPED 430 – articulation of goals and corresponding objectives/ benchmarks to define individualized curriculum in the area(s) of concern, identification of strategies for documenting and monitoring student progress, definition of special education services in terms of teaching approaches, description of access to general education in terms of modifications to curriculum, instruction, expectations; specification of adaptations to high stakes testing

ST

7) Portfolio

SPED 430 – includes documentation of student integration of understanding of role of the special educator by the inclusion and organization of information, development of a statement(s) of philosophy, reflections on professional competence demonstrating understanding of the values of different perspectives and actions along with effectiveness in terms of outcomes for students,

ST

Rubrics for evaluating student performance are moving toward being consistent across learning experiences and situations.

1. The assessment, including the instructions to candidates about the assigned task;
2. Scoring guides or criteria used to score candidate responses on the assessment; and
3. A table with the aggregated results of the assessment providing, where possible, data for each of the most recent three years. Data should be organized according to the categories used in the scoring guide/criteria. Provide the percentage of candidates achieving at each category.

- Have candidates mastered the necessary knowledge for the subjects they will teach or the jobs they will perform?

Do candidates meet state licensure requirements?

Do candidates understand teaching and learning and can they plan their teaching or fulfill other professional education responsibilities?

Candidates develop understanding of areas of instruction, principles of social-emotional development,

Can candidates apply their knowledge in classrooms and schools?

Prepares candidates to conduct evaluations, incorporate assessment into daily lessons, document student progress, engage in systematic planning, sequence of lessons, IEPs, and thematic instruction; conduct and manage instruction, responding to students; coordinate activity with colleagues, collaborate

Course requirements as evidenced by the authentic assignments connect practices with opportunities to apply concepts to real situations. Most assignments involve field-based tasks

Are candidates effective in promoting student learning and creating environments to support learning?

Assessment System Standards

10. Assessments address components of each Content Standard.
11. Assessments are relevant and consistent with each Content Standard.
12. Assessments are planned, refined, and implemented by key stakeholders (i.e., professional and local community)
13. Multiple measures (both internal and external) are used and are systematic and ongoing across components of the program (e.g., content, course work, field experiences).
14. The assessment system is clearly delineated and communicated to candidates and to the public.
15. Assessments are credible and rigorous.
16. The assessment system includes critical decision points.
17. The assessment data are regularly and systematically compiled, analyzed, and summarized.
18. Assessment data are used for program improvement.

<p>Courses:</p> <p>CEC Standards:</p>	<p>SPED 301 Context for Teaching Students with Special Needs</p>	<p>ESEC 387 Creating Social Contexts</p>	<p>SPED 401 Instruction and Curriculum Design in Special Education</p>	<p>SPED 420 Assessment and Evaluation for Special Education</p>	<p>SPED 430 Methods and Practicum in Special Education</p>	<p>ESEC 450 and Supplemental Seminars</p>
<p>Standard 1: Foundations</p>	<p>Provides an historical perspective of the field, law, and ways services support students and families. Develop an understanding of the demands placed on special educators, impact of legislation, and varying forms special education programming takes.</p>	<p>Examines the proactive approaches employed to support and promote social competence and avert misbehaviors, highlighting the tiers of prevention to intervention involved in prevention through intervention that parallels the special education process from pre-referral through placement</p>	<p>Evaluate the different approaches taken to literacy, from direct to literature-based instruction; exploring controversies surrounding different ways to address student needs and the values in each</p>	<p>Appraise the values of formal, standardized evaluation instruments and those that informal; assessing the ways in which different approaches give students opportunities to demonstrate skills and struggles and in turn inform instructional planning, student responsiveness to intervention, and decisions surrounding eligibility determinations</p>	<p>Analyze the values of different approaches to service delivery, ways schools implement federal and state mandates (through paperwork, files, procedures); evaluate the tools used to support services and philosophies and justifications made to support selection</p>	
<p>Standard 2: Development and Characteristics of Learners</p>	<p>Examine a wide range of factors affecting student learning, acquisition of skills, and builds the foundation for</p>	<p>Explores the interactions of the student in the context of the learning environment, evaluating student</p>	<p>Evaluate different approaches to reading, written language, mathematics as vehicles for promoting student</p>	<p>Compare expected performance per age/ grade level across formal and informal assessment tools,</p>	<p>Use grade-level expectations, school and state curriculum standards, and understanding of students (as</p>	

	using a range of lenses for observing, evaluating, and analyzing student performance and interactions	behavior in relation to the structures, expectations, and responses that are part of the learning environment	growth, progress, and proficiency	examining the demands of the tasks and qualities of responses and performance	readers, writers, mathematicians, participants in the learning environment/ members of the classroom community) as points of reference for assessing individual needs and designing instructional strategies to accommodate them	
Standard 3: Individual Learning Differences				Analyze student performance on assessments to profile individual in the area(s) of concern, indicating competence and challenges,		
Standard 4: Instructional Strategies		Focuses on tools and curriculum to teach inter and intra personal social competence, practice and instruct replacement behaviors Designs behavior intervention plans				

		to correspond with				
Standard 5: Learning Environments and Social Interactions		Engages pre-service teachers in examining the potential impact of their demeanor and dispositions on the atmosphere of learning settings and invites them to construct techniques for establishing expectations, giving students voice in setting classroom rules, and creating communities of learners				
Standard 6: Language						
Standard 7: Instructional Planning		Creates individual lessons (morning meetings, advisory sessions, warm-ups) to address social skills				
Standard 8: Assessment		Conducts Functional Behavior Assessment and analyses, articulating the misbehaviors	Design strategies for evaluating student outcomes per lesson, during, as a result of, and across series of lessons;			

		objectively and measurably; collecting observation data; evaluating the impact of the context in which behavior occurs; and generating hypotheses to account for the function behavior serves, the needs of the student,	identifying quick checks, documentation strategies, and portfolio development			
Standard 9: Professional and Ethical Practice		Reflects				
Standard 10: Collaboration		Engages professionals in conversations about views of behavior, taking into account their perspectives in the evaluation of misbehaviors				

ASSESSMENT TOOLS USED WITH REFERENCE TO COURSES

Courses: CEC Standards:	SPED 301 Context for Teaching Students with Special Needs	ESEC 387 Creating Social Contexts	SPED 401 Instruction and Curriculum Design in Special Education	SPED 420 Assessment and Evaluation for Special Education	SPED 430 Methods and Practicum in Special Education	ESEC 450 and Supplemental Seminars
Standard 1: Foundations	Items included in Pre-student Teaching/ Practicum Portfolio and their relationship to the pre-service teacher's growing understanding of the role of the special educator, the forms services take, the factors that impact how students perform and behave in schools, and specialized approaches to teaching			SPEDUCATOR	Role and Program Perspectives	Case Study: IEP Case Study: FBA/ BIP
Standard 2: Development and Characteristics of Learners		Structures and Community Building Behavior Intervention Plan		Assessment Report	IEP – <u>Know-Want- How</u> Assessment Plan IEP - Profile and Present Levels of Performance	
Standard 3: Individual Learning Differences				Assessment Report	IEP – <u>Know-Want- How</u> Assessment Plan IEP - Collect, Chart, Analyze Assessment Data IEP - Profile and Present Levels of Performance	
Standard 4: Instructional Strategies		Social Skills Lesson Behavior Intervention Plan	Lesson Plans		Lesson Plans Supervision	Professional Portfolio Effective Teaching Project
Standard 5: Learning Environments and Social Interactions		Functional Behavior Assessment Structures and Community Building			Supervision	

Standard 6: Language				Assessment Report	IEP - Collect, Chart, Analyze Assessment Data IEP – <u>Know-Want- How</u> Assessment Plan	
Standard 7: Instructional Planning		Behavior Intervention Plan	Lesson Plans		Lesson Plans IEP - Goals, Objectives/ Benchmarks, Teaching Approaches, Modifications/ Access to General Education	
Standard 8: Assessment		Sense of Self		Assessment Report	IEP - Collect, Chart, Analyze Assessment Data	
Standard 9: Professional and Ethical Practice					Role and Program Perspective Pre-student Teaching/ Practicum Portfolio	
Standard 10: Collaboration				SPEDUCATOR	Pre-student Teaching/ Practicum Portfolio Role and Program Perspective	

Assessments:	Lesson Plans	Functional Behavior Assessment	Behavior Intervention Plan	SPEDUCATOR	Assessment Planning	Collect, Chart, Analyze, & Report Assessment Data
CEC Standards:						
Standard 1: Foundations						
Standard 2: Development and Characteristics of Learners						
Standard 3: Individual Learning Differences						
Standard 4: Instructional Strategies						
Standard 5: Learning Environments and Social Interactions						
Standard 6: Language						
Standard 7: Instructional Planning						
Standard 8: Assessment						
Standard 9: Professional and Ethical Practice						
Standard 10: Collaboration						

Assessments:	IEP					
CEC Standards:						
Standard 1: Foundations						
Standard 2: Development and Characteristics of Learners						
Standard 3: Individual Learning Differences						
Standard 4: Instructional Strategies						
Standard 5: Learning Environments and Social Interactions						
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Standard 7: Instructional Planning						
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Standard 10: Collaboration						

