DOCUMENTING THE SPECIAL EDUCATIO PROCESS
Writing an IEP

This assignment is designed to give student teachers direct experience with the series of tasks that lead to and include writing an effective IEP. Student teachers are required to complete and write up the process, participating in meetings and discussions when it is feasible. By documenting each step, you demonstrate the thinking and problem solving you used to plan and conduct assessments, listen to input from colleagues and parents/ caregivers, and participate in decisions that lead to writing the IEP. As part of this experience, you may have the opportunity to participate in and possibly co-facilitate related meetings. There is a guideline for facilitating meetings that is part of this assignment.

The descriptions particular to each step involved in documenting the special education process are defined <u>Responsive Steps, Voices and Practices</u> (RSVP), which defines the IEP process as a product of a process and a way of thinking. Student teaching gives you the opportunity to examine the realities of schools and how the process looks in terms of paper work and meetings, and through the eyes of your cooperating professional. Refer to RSVP as one resource for specific guidelines when analyzing a student's file, raising assessment questions, selecting assessment strategies, collecting data for the IEP, and writing each component required in the document. Your cooperating teacher may have other resources.

The documentation of the special education process will include:

Stage I: Raise Concern and Evaluate Responsiveness to Interventions
(Depending on whether you are privy to pre-referral efforts or not, you may work through these steps as part of initial assessments of the student)

Stage II: Plan Assessment (construct a systematic approach to assessment/ KWH Plan)

Step 1: Start with What <u>K</u>now - Organize the information you gathered about the student from her/ his file and your interview with your cooperating teacher. Present the description of the learner (strengths, problem/ concern) in the K (know) column of the assessment plan.

Step 2: Determine What <u>W</u>ant to Learn - Generate a list questions to direct assessment. Place them in the W (want to learn) column of the assessment plan.

Step 3: Propose <u>H</u>ow to Find Out - Identify strategies for gathering assessment data. Include the approaches in the H (how find out) column of the assessment plan.

Step 4: Map Out Schedule - Identify times for conducting assessments.

Stage III: Collect, Chart & Analyze Assessment Data

Step 1: Develop assessment tools - Figure out what materials you need to implement your proposed assessment plan. Pull materials together.

Step 2: Prepare to Conduct Assessments - Create and maintain file folder(s) to keep assessment instruments, answer forms, analysis charts, and student work organized.

Step 3: Conduct Assessments - Collect data.

Step 4: Chart & analyze student performance and products - Analyze each data source individually and write up - attach a brief summary of what each assessment strategy indicates.

Stage IV & V: Collate Data, Plan Instruction and Write the IEP
(You may have the opportunity to participate in the IEP meeting, which is what Stage IV describes)

Describe the student in the area(s) of concern.

Step 1: Record integration of assessment data - Integrate the data into narrative descriptions of the student: a) profile/ learning style, the student's approach to learning, participating, responding to the demands of instruction as well as interests and sense of self; and b) present levels of performance, identifying the student's skills in academic and social area(s).

Develop the elements of the educational plan/ program.

Step 2: Present the design of the individualized curriculum - Use assessment data as the basis for constructing an individualized curriculum framework. Write goals and objectives and monitoring and evaluation strategies.

Step 3: Write the plan for instruction - Identify direct instruction approaches to address the area of concern and those modifications that promote access to the general education curriculum.

Step 4: Define the individualized program components - Design the matrix of services.

FACILITATION OF MEETING

It would be nice for student teachers to have the opportunity to observe a number of meetings and eventually lead or co-lead a meeting with colleagues and/ or parents/ guardians. Student teachers may be involved in different types of meetings: prereferral, IEP, parent conferences, inclusion planning. You may choose to provide numerical feedback (0 = omitted but applicable, 1=observed but inadequate, 2=observed as adequate, 3=demonstrated well, NA=not applicable to the situation) **or** narrative comments.

TASKS	COMMENTS or NUMERICAL RATING
Evidence of planning for meeting: ▪ Makes sure participants are notified of time and place ▪ Creates an agenda ▪ Makes necessary information available prior to meeting ▪ Other (please specify): Way Conducts Meeting *INTRODUCTORY SEGMENT* ▪ Makes certain that introductions of those present are made ▪ Sets purpose for meeting ▪ Reviews agenda ▪ Clarifies time available for meeting ▪ Reviews rights of parents (if appropriate) ▪ Other (please specify): *FLOW OF THE MEETING* ▪ Engages participants in discussion ▪ Facilitates brainstorming of ideas ▪ Summarizes key points made ▪ Makes sure participants feel heard ▪ Keeps to the agenda ▪ Keeps pace of meeting moving ▪ Ensures that notes are taken during the meeting ▪ Other (please specify): *CLOSURE* ▪ Makes certain that follow-up responsibilities (tasks, communication) are assigned ▪ Acknowledges contributions of team members ▪ Other (please specify):	

Comments (might include description of tasks accomplished, facility with communication, actively listening to participants, responsiveness to participants, awareness of flow of conversation, etc.):

Recommendations for future meetings:

Student Teacher's Reflections:

RUBRIC FOR Know- Want - How ASSESSMENT PLAN
Self-Assessment and Evaluation Criteria

Criteria for Assessment Plan	1 Needs Further Work	2 Acceptable	3 Highly Effective
Overall *K*now-*W*ant-*H*ow Assessment Plan: • Proposes a set of assessment strategies to gather information about a *referred* student, using existing information and documentation, identified concerns, and corresponding questions to justify selection of assessments • Makes clear connections among *K*now-*W*ant-*H*ow columns so it is apparent <u>why</u> proposed assessment approaches are identified and how they promise to yield instructionally relevant data to eventually guide planning • Is organized to indicate how existing information, questions, and assessment approaches are grounded to enhance understanding the student (skills, strategies, and responsiveness to learning/ social situations) <u>and</u> learning demands, classroom expectations, and instructional materials, arrangements, and environments. • Conveys evidence of a comprehensive approach to collecting assessment data which looks at overall performance in the area(s) of concern along with specific skills and strategies and possible contributing factors	Lists ideas for assessments, based identification of learning and/ or behavioral/ social concerns and general questions	Outlines a set of assessment strategies based on what is known (file information and/ or referral information and documentation) and questions that justify organizing information and ideas generally and giving a sense of potential curriculum factors that may contribute	Establishes a systematic approach to assessment, connecting what is known information to questions to assessment strategies, using a set of categories to organize
What *K*now... • Reads student file or referral documentation and summarizes key issues, looking at student performance, participation, and progress with reference to the demands of (general education) learning experiences and environment • Extracts information about the student as a reader, writer, <u>or</u> mathematician and organizes descriptive information by category (skill clusters, formats for performance, strategic thinking, context for participation, investment)	Organizes information Includes information relevant to the area(s) of concern without using framework to organize it	Includes information relevant to the area(s) of concern, placing it in some of the framework categories, reflecting a general understanding	Includes information relevant to the area(s) of concern, placing it in the appropriate categories
What *W*ant to Learn... • Raises questions that build on what is known <u>and</u> gaps in information to describe the student in the area(s) of concern • Organizes questions according to categories that help to sort through factors that impact learning, participation, and progress (ex. skill clusters, formats for performance, strategic thinking, context for participation, investment) • Uses open-ended questions to guide & justify the selection of assessment strategies	Asks general questions about the area of concern that gives limited direction for assessment	Asks a combination of open-ended and yes-no questions that generally corresponds with categories and provides some direction for assessment	Asks open-ended questions to correspond with the categories of information and provides a clear direction for assessment
How find out • includes identification of observations, informal tasks/ activities (**surveys and probes)** and interviews with teacher and/ or student, indicating understanding of how tools generate	Identifies a limited number of tools to assess the	Identifies a set of assessment strategies that begin to	Identifies a set of assessment strategies that proposes to

different types of data • identifies assessments to directly address each question or set of questions raised • selects assessments that give student opportunity to demonstrate her competence and challenges in the area(s) of concern • diversifies assessment approaches to allow for isolate how student skills, language, responsiveness to tasks, environment, and situations give a view of performance, competence, and challenges	student in the area of concern	expand understanding of the student	systematically sample student performance and skills with reference to the area of concern across categories, settings, materials and in response to the set of questions

RUBRIC FOR Collect, Chart, & Analyze Assessment Data
Self-Assessment and Evaluation Criteria

Criteria for Data Collection, Charting, & Analysis	1 Needs Further Work	2 Acceptable	3 Highly Effective
Develop and access tools to use with the student, given information provided	chooses survey and probe level tools that has minimal connection with *K*now-*W*ant-*H*ow assessment plan and provides pieces of information regarding who the student is in the area(s) of concern	pulls together a set of survey and probe level tools that addresses *some* areas of the KWH chart and provides *some* opportunities to examine who the student is in the area(s) of concern	organizes a set of survey and probe level tools that reflects KWH chart and provides opportunities to examine who the student is in the area(s) of concern
Administer assessment tasks; describing execution of tasks, documenting student responses, and collecting observation data, and recording pertinent interview information/ conversation	Gathers assessment data, collecting student work with scant notes of observations, student comments, variables impacting performance	Collects student responses to assessment tasks, identifying some of what transpired, student responses, variables impacting performance	Collects student responses to assessment tasks, identifying what transpired, student responses, variables impacting performance
Analyze performance and organize results through charting and application of criteria that is relevant to area(s) of concern, figuring out what patterns of competence and errors exist under what conditions	Reviews student work, noting some errors and evidence of competence	Develops criteria for analyzing student responses and incorporates into chart; entering information about student performance	Develops charting devices to correspond with each assessment tool and criteria for evaluating performance
Collate data to describe the student as a learner, cross-referencing what contributes to or interferes with successes and discerning how levels, formats and qualities of tasks optimize and/ or detract from performance and/ or products	Examines student performance per tool, and offers broad generalizations to account for variations in competence and struggles	Examines student performance across tools, using general criteria to account for task and environmental demands	Examines student performance across tools, using common criteria to account for the impact of task and environmental demands
Hypothesize what contributes to student patterns of errors, challenges, and successes using evidence of skills, strategies, and thinking documented through assessment	Makes general statements about student competence and struggles	Provides some ways to account for student competence and struggles, drawing on data collected	Provides ways to account for student competence and struggles, drawing on data collected as examples
Establish the basis for identifying focuses for instruction and potential teaching strategies that will support student progress	Uses student performance on probes and surveys to indicate directions for instruction	Uses student performance on probes and surveys to indicate some areas of instruction that require attention	Uses student performance on probes and surveys to indicate what skills/ skill clusters require attention and what approaches are

		preferable	

RUBRIC FOR IEP

IEP - Integration and Report of Assessment Data	1 Needs Improvement/ Further Work	2 Meets Expected Competence/ Acceptable	3 Exceeds Expected Competence/ Highly Effective
Writes a narrative that responds to: **How does the <u>PROFILE/ LEARNING STYLE</u>** section provide an overview of who the student is as reader, writer, mathematician, participant in the learning environment, and/ or member of the classroom community? How does the narrative describe the quality of student performance and patterns of errors and struggles as a response to different learning conditions? How does the description account for challenges the student experiences? How does the narrative ... ☐ present both the challenges and successes the student has with participating in related reading, math, written language, content area instruction and independent and group activities ☐ elaborate the impact of instructional materials, learning environment, teacher input, and/ or incentives on student performance as a reader, writer, mathematician, participant ☐ identify how language and personal experiences (background knowledge) effect performance and progress ☐ characterize how the student approaches books, writing process, problem solving, and/ or participation in related activities ☐ describe how the student performs when demands change (ex. dictate vs. write story, read silently vs. orally vs. read to, calculate equations by rote vs. using counters vs. in head) ☐ indicate the strategies the student uses when challenged (ex. ways asks for help or relies on teacher prompts, deciphers unfamiliar words, uses prewriting or editing tools, figures out problems or equations) ☐ convey how student attitude or self perception relate to performance in the area(s) of concern	Presents information regarding student in general terms, focusing on areas of difficulty without acknowledging successes, factors impacting learning and behaving	Offers a description of the student in the area of concern, accounting for some of the issues with which s/he struggles and competences s/he demonstrates; calling some attention to qualities of instruction, environment, and qualities the student brings to the learning situation	Conveys a clear description of the student in the area of concern, taking into account what the student does with reference to different features of learning materials, approaches, settings; and recognizing the impact of curriculum demands in conjunction with student language, culture, and processing

IEP - Integration and Report of Assessment Data	1 Needs Improvement/ Further Work	2 Meets Expected Competence/ Acceptable	3 Exceeds Expected Competence/ Highly Effective
Do the PRESENT LEVELS OF PERFORMANCE identify student's repertoires of skills? How are competencies described? In what way are these descriptions ... ☐ organized according to categories/ skill clusters that collectively define what the student does as a reader (ex. fluency, word recognition, retell), writer (ex. prewriting, drafting, spelling), mathematician (ex. addition of single digits, word problems)? ☐ an articulation of specific skills mastered and the corresponding conditions/ task demands (ex. in isolation vs. context, when prompted) under which these are evidenced? ☐ clarifications of how well the student is familiar with the skills, is at an independent level, and/ or applies them to authentic situations (ex. reading a book, writing a story or report, solving a math problem)? ☐ indications of starting point(s) for instruction? ☐ connected with grade level equivalents ONLY when referenced with specific instructional materials and demands?	Provides a broad overview of student skills with regard to the area of concern, offering grade levels as reference points with limited accounting for impact of specific skills on performance	Provides constructive information regarding key skill clusters, with some specifics summarized or omitted so the starting points for instruction are indicated, but could be clearer	Provides constructive information regarding relevant skill clusters, offering details relative to specific skills to substantiate clear starting points for instruction

RUBRIC FOR IEP: Design Curriculum, Plan Instruction, & Identify Program Components
Self-Assessment and Evaluation Criteria

IEP - Design Curriculum, Plan Instruction, & Identify Program Components	1 Needs Improvement/ Further Work	2 Meets Expected Competence/ Acceptable	3 Exceeds Expected Competence/ Highly Effective
GOAL STATEMENTS ...			
☐ directly address the present levels of performance? ☐ convey priorities in the student's program? ☐ set direction(s)/ parameters for instruction? ☐ state the general outcomes of instruction by indicating skill clusters to be addressed or general targets of instruction? ☐ include an expected level of mastery?	Provides an overview for instruction, broadly stated	Sets direction for instruction; giving a broad focus, making some connection to PLOP, making general area(s) of need, and/ or establishing criteria for mastery	Sets focused direction for instruction, making a specific connection with PLOP, honing in on area(s) of need, and establishing criteria for mastery
SPECIFIC OBJECTIVES/ BENCHMARKS ...			
☐ begin at the "next step" that comes after the present levels of performance? ☐ establish skill sequences that progress toward each of the goals? ☐ articulate the skills and actions the student will demonstrate? ☐ identify the conditions (tasks or activities) under which the student will perform/ behave? ☐ define criteria for reaching mastery of the specific skills?	Suggests some steps for attaining goals; missing sequence, specificity of desired outcomes, and criteria for mastery	Provides a set of steps for attaining goals; indicating some of the skills needed, identifying the conditions under which student will perform, and/ or elaborating the criteria for judging mastery	Specifies a sequence of steps for attaining goals; using the PLOP as the starting point and indicating particular skills to be acquired, identifying the conditions under which student will perform, and elaborating the criteria for judging mastery
MONITORING STRATEGIES ...			
☐ reflect the criteria for mastery set in the specific objectives/ benchmarks? ☐ specify the types of evaluative strategies to be used? ☐ identify the frequency of measurement? ☐ directly reflect instruction provided? ☐ document descriptive accounts of performance, error patterns, behaviors? ☐ count number of correct items or appropriate behaviors? ☐ provide substantial data to judge the effectiveness of the educational plan (specific components or overall program)?	Strategies for documenting student progress are omitted, general, or not coordinated with intended outcomes of instruction defined by goals and obejctives	Strategies for documenting student progress are identified and have some relationship with intended outcomes of instruction defined by goals and objectives	Strategies for documenting student progress are specified, correlate directly with intended outcomes defined by goals and objectives and apply criteria set

IEP - Design Curriculum, Plan Instruction, & Identify Program Components	1 Needs Improvement/ Further Work	2 Meets Expected Competence/ Acceptable	3 Exceeds Expected Competence/ Highly Effective
DIRECT INSTRUCTION/ ALTERNATIVE TEACHING APPROACHES & METHODOLOGIES			
☐ designate types of instructional materials? ☐ address direct instruction of the identified goals and objectives? ☐ correspond with the descriptions provided in the profile/ assessment report? ☐ prepare the student to participate in the next Least Restrictive Environment?	Indicate general approaches to instruction	Provide some guidelines for the design of instructional strategies, materials, and/ or approaches related to area(s) of need	Provide guidelines for the design of instructional strategies, materials, and approaches that correspond with stated goals and objectives/ benchmarks and reflect student description
Does the section, which asks about **ACCESS TO GENERAL EDUCATION CURRICULUM, INCLUSION and MODIFICATIONS** to enhance classroom participation describe:			
Ways to modify or adapt instructional strategies and materials so that the student may participate in classroom activities even though specific reading, writing, math, language, or social skills are not sufficient to ☐ gain introductory information from lecture, text, activity? ☐ practice skills or information through assigned readings, writing tasks, calculations? ☐ show what learned through essays, reflections, oral presentations? Types of supportive conditions which help the student to... ☐ organize and manage time (scheduling)? ☐ attend to the pace of lessons? ☐ tolerate frustration? ☐ maintain on-task behavior (support task completion)? ☐ respond to teacher direction? ☐ enhance or engage in peer interaction? ☐ be independent in daily activity? ☐ be an active part of group activities? ☐ find learning spaces in which to work productively? ☐ seek systematic feedback and incentives? ☐ see ties with own interests in the learning context?	Indicates when student will participate in the general education curriculum	Indicates a set of modifications to use to support student involvement in the general education curriculum, identifying ideas for adjusting assignments, materials, and/ or environments	Indicates a specific set of modifications to use to support student active engagement in the general education curriculum, identifying particular ideas for adjusting assignments, instructional materials, and/ or learning environments to accommodate student needs

IEP - Design Curriculum, Plan Instruction, & Identify Program Components	1 Needs Improvement/ Further Work	2 Meets Expected Competence/ Acceptable	3 Exceeds Expected Competence/ Highly Effective
Efforts for **ACCESS TO GENERAL EDUCATION CURRICULUM**/ **"MAINSTREAMING/ INCLUSION"** to include			
☐ alternatives to/ or modification strategies for classroom materials approaches and environmental arrangements? ☐ suggestions for cueing devices, time & task management techniques, study & cognitive strategies that would enhance student performance? ☐ positive behavior supports and strategies for classroom? ☐ design of groupings for instruction that incorporate skills needed?	Indicates when student will participate in the general education curriculum	Indicates a set of modifications to use to support student involvement in the general education curriculum, identifying ideas for adjusting assignments, materials, and/ or environments	Indicates a specific set of modifications to use to support student active engagement in the general education curriculum, identifying particular ideas for adjusting assignments, instructional materials, and/ or learning environments to accommodate student needs
SPECIAL EDUCATION SERVICE DELIVERY PLAN/ CHART:			
☐ relate nature of service (remedial, supportive, integrated, consultative)? ☐ address goals with respect to the concept of LRE? ☐ specify logistics of service delivery (location, hours, frequency and personnel)? ☐ indicate student code or program prototype? ☐ identify consultation activities between classroom and SPED teacher to insure continuity of program, ongoing evaluation of progress and continued mutual support?	Completes the service matrix with times assigned, but no clear avenues for connecting general and special education and reliance on para-professionals to exceed responsibilities	Designs a system for creating times and complement-tary experiences by allocating time, services, location, groupings that serve student and connections between general and special education	Designs a system for creating times and complement-tary experiences by allocating time, services, location, groupings to serve student and make connections among general and special education and related service providers

Functional Behavior Assessment - Collect and Analyze Observational Data/ Make Anecdotal Records and Account for Behaviors

A) Collect data.

Select **one** student who exhibits challenging behaviors. Make a total of **three to four** anecdotal entries describing the student's challenging behavior(s), the conditions under which it/ they occur, and the results of the behavior(s). Enter each incident or situation you observe or experience by date and time period. Use an anecdotal record format. Report each incident **objectively**, describing what you see and hear. Make sure you withhold your opinions about what the student wanted or how the student was being. Each entry should summarize as much factual information as possible:

- definition of student's behavior(s); describing what s/he is doing in clear, observable, nonjudgmental terms (action words that create a picture)
- description of the context - identification of what is happening around the student - instructional demands of the situation (type of tasks, independent vs. group work), expectations for behavior and performance, and the setting of *where* the situation took place and where players were located relative to each other
- the chronology of events - what the student said and did, what other players said and did, the chain of events in terms of what happened first and what action-reactions occurred; including the sequence of what happens prior to and following the student's behavior(s) - teacher response(s), peer response(s).

B) Chart the data for a functional analysis

    Chart the four observations in an ABC framework and illustrate the chain the events for each anecdote.

Obser.	Antecedent	Behavior	Consequence/ Response
#1			
#2			
#3			
#4			

    ***Make sure the chain of events for each anecdote is included -
    A → B → C → B → C → B →C <u>or</u> A → B → C → A → B → C → A → B →C.

C) For each anecdotal record, develop a set of hypotheses about the behavior that offers educated guesses, examines the behavior(s) from multiple perspectives, and identifies

- **How the behavior(s) is inappropriate,**
- **The function the behavior serves**(purpose, goal, intent, outcome student is seeking) – *think in terms of student needs*,
- **Impact of Setting/ context:** description of what is happening in the classroom, types of activity, assignment, materials, topic, expectations of students, seating arrangements, time of day – *think in terms of way behavior is impacted by the surroundings*,
- **Impact of Antecedent:** event or action(s) that directly precede behavior(s), stating what precipitates/ sets off behavior – *think in terms of what might stimulate the behavior*,
- **Impact of Consequence:** accounting for response(s) to student behavior, events and/ or actions that occur directly following student behavior and possibly maintains behavior – *think in terms of what might be perpetuating the behavior or what the student gets*,
- **Evidence of Missing/ Required Social Skills for participation in the situation** more effectively – *think in terms of what skills (see checklist) would serve the student in the situation* and what specific social skill s/he has not mastered in order to participate constructively in the situation (examples: be in touch with what is going on, express feelings, ask for what wants, examine choices for behavior (connect feelings-thoughts-behaviors).

D) Summarize what you learned about the student as a participant in the classroom and member of the classroom community. Highlight the patterns of behavior that exist and key factors that contribute to or seemingly maintain the behavior as well as what missing skills are evident. Make statements about student's behaviors as a product of setting events, antecedents, consequences. Consider the goals of the behaviors by examining what the student gets as a result of the behavior. Think about the qualities of the situation by looking at what triggers or escalates the behavior.

Part II: Design Behavior Intervention Plans and Instructional Experiences for Working with the Student

Reflect on the data you have accumulated and consider how this information will influence the way you plan to work with the student in the future. It is important to make sure your ideas are linked to the data you collected. Describe possible goals, replacement behaviors, strategies, propose how you will implement them and justify your responses, using the data you have collected. Identify ideas and strategies that you find interesting and comfortable for you <u>and</u> can be placed along the continuum of proactive to reactive. Your ideas should include: changes in the environment, problem solving with the student, designing direct instruction, identifying alternative/ replacement behaviors, preparing teacher responses to the student, considering prompts to support the student, using "contracts" with the student, and selecting interventions. Identify the conditions under which you intend to use the approaches. As you consider approaches for working with the student in various situations, it is important to develop a set of strategies for supporting her/ him to become a more effective participant in the classroom and member of the classroom community.

Think about how the data serve as indicators that:
- the student needs to find an alternative way to show or deal with feelings
- it is beneficial to change the types of responses (ex. talk, consequences) the student receives
- it is advantageous to shift the expectations made of the student when in certain circumstances
- it is helpful to modify the environment or instruction to support the student's engagement
- it is constructive to enlist the student in planning behavior changes.

Using the data you collected and analyzed, design a comprehensive plan that is tailored to what you know about the student. Your **behavior intervention plan** should contain a number of options and address:

- **The function of behavior.** Use the purpose, goal, intent, outcome the student is seeking as a reference for working with the student to find "better ways" to get what s/he wants. It is important to figure out possible replacement behaviors. You may consider identifying what you will teach and how you will involve student in rethinking what s/he does; focusing on problem solving with the student, direct social skill instruction, ways you talk and remind the student.

- **Adaptations to classroom demands/ context and antecedent.** Consider how modifications to the use of physical space, academic demands, what is happening in the classroom, types of activity, assignment, materials, topic, expectations of students, seating arrangements, time of day might accommodate the student.

- **Attention to the way you <u>talk</u> with and respond to the student.** Include examples of wording you would use to respond to, redirect, remind the student about expectations. Consider how you would be attuned to communicating caring and support, avoiding power struggles, and holding student accountable and responsible for behavior.

- **Involvement of student in processing situations.** Use individual meetings to problem solve collaboratively, "contract," identify alternative/ replacement behaviors and follow- through on ideas. Offer examples of how you would initiate and engage in such a process.

- **Use of an array of interventions, including "short & sweet" ones, consequences, reinforcements, and time out.**

Remember the plan is more than a list. It ought to include examples of what you might say, do, or design. Offer justification based on the data and readings to support the ways you will use the ideas you suggest.

Rubric for Functional Behavior Assessment

PARTS OF THE ASSIGNMENT	RATING		
Criteria	1 Needs Further Work/ Improvement	2 Acceptable/ Meets Expected Competence	3 Highly Effective/ Exceeds Expected Competence
Collect Data **Anecdotal Records –** brief narrative descriptions of focus student in four situations. Descriptions include: • <u>definition of student's behavior</u>(s); describing what the s/he is doing in clear, observable, nonjudgmental terms (action words that create a picture) • <u>description of the context</u> - identification of what is happening around the student - instructional demands of the situation (type of tasks, independent vs. group work), expectations for behavior and performance, <u>and</u> the setting of *where* the situation takes place and where players are located relative to each other • <u>the chronology of events</u> - what the student says and does, what other players say and do, the chain of events in terms of what happens first and what action-reactions occur; sequence of what happens prior to and following the student's behavior(s) - teacher response(s), peer response(s), actions	Presents four separate situations, identifying misbehavior and its impact on classroom or teacher rather than reporting the description objectively and including the elements of the context	Presents four separate situations with a sense of sequence that describe what the student does (misbehavior), using both objective and subjective language and including key features of the context	Articulates objective descriptions of four distinct situations; conveying a clear sequence of actions and occurrence; and defining the misbehavior through impartial language, identifying the operating expectations and including elements of the context comprehensively
Conduct a Functional Analysis **Chart** each of the observations in an ABC (antecedent-behavior-consequence) framework, representing the sequence, behavior pathway, factors impacting behavior and escalation when it applies (including setting events when known)	Provides charts for each of the anecdotes that collapses data rather than analyzes what transpired, summarizing what took place	Provides charts for each of the anecdotes giving a sense of sequence and separating factors impacting behavior with some confusions	Uses charts for each of the anecdotes to represent the connections among setting events- antecedents- behaviiors- consequences, sequence of events, sort out factors impacting behavior, and track evidence of escalation

Criteria	1 Needs Further Work/ Improvement	2 Acceptable/ Meets Expected Competence	3 Highly Effective/ Exceeds Expected Competence
Develop a set of **Hypotheses** about the behavior that offers educated guesses, examines the behavior from multiple perspectives, and identifies (list below): • **How the behavior(s) is inappropriate** and **what kind(s) of patterns** of behavior exist • **Goals of misbehavior - Function of behavior** (purpose, goal, intent, outcome student is seeking) – *think in terms of student needs* • **Impact of Setting/ context:** description of what is happening in the classroom, types of activity, assignment, materials, topic, expectations of students, seating arrangements, time of day – *think in terms of way behavior is impacted by the surroundings* • **Impact of Antecedent:** event or action(s) that directly precede behavior(s), stating what precipitates/ sets off behavior – *think in terms of what might stimulate the behavior* • **Impact of Consequence:** accounting for response(s) to student behavior, events and/ or actions that occur directly following student behavior and possibly maintains behavior – *think in terms of what might be perpetuating the behavior or what the student gets* • **Evidence of Missing Social Skills Necessary for participation in instruction** to help student – *think in terms of what skills (see checklist) would serve the student in the situation* and what specific social skill s/he has not mastered in order to participate effectively in the situation (examples: be in touch with what is going on, express feelings, ask for what wants, examine choices for behavior (connect feelings-thoughts-behaviors)	States hypotheses about student behavior, focusing primarily on student and impact of behavior on classroom and behavior rather than taking into consideration the relationship of factors within setting, antecedent, consequence, goals/ functions of misbehavior, and missing social skills	Offers hypotheses for each of the anecdotes, that examine some of the following: the impact of setting, antecedent, consequence, goals/ functions of misbehavior, and missing social skills.	Provides sets of hypotheses for each of the anecdotes, accounting for setting, antecedent, consequence, goals/ functions of misbehavior, and missing social skills; reflecting the data collected
Summarizes findings, indicating patterns of behavior, environmental triggers, types of responses student receives, and extent to which student reads social situation and has skills to engage	Provides an overview of student misbehavior, indicating what needs to be changed in the child without examining the function of the behavior or range of contributing factors	Extracts some patterns of behavior, highlighting misbehavior, identifying the function behavior(s) serve, and making some connections with situational factors	Extracts patterns of behavior, linking misbehavior to function behavior serves, environmental triggers, responses, and expectations; accounting for a range of possibilities that contribute to behavior and setting the stage for eventual adjustments to learning/ social situations, instruction and intervention

Rubric for Behavior Intervention Plan

PARTS OF THE ASSIGNMENT	RATING		
Criteria	**1** Needs Further Work/ Improvement	**2** Acceptable/ Meets Expected Competence	**3** Highly Effective/ Exceeds Expected Competence
Design a plan for working with the student. **Begin with an overview that connects information from your data & conclusions to your intervention ideas.**	justifies approach to intervention by honing in on impact of behaviors on others without addressing student needs in terms of social competence &/ or impact of environment	justifies approach to intervention and suggestions for addressing behavior by making some connections among behaviors, social competence &/ or impact of environment	justifies approach to intervention by systematically and directly reflecting on patterns of behaviors, social competence & features of learning/ social environment

Criteria	1 Needs Further Work/ Improvement	2 Acceptable/ Meets Expected Competence	3 Highly Effective/ Exceeds Expected Competence
Formalize a behavior intervention plan that contains a number of options and includes how to: • **Treat the function of behavior** (purpose, goal, intent, outcome student is seeking) as a reference to focus direct social skill instruction - identify what you will teach and how you will involve student(s). • **Modify the situation(s) -** adapt classroom demands/ context: (use of physical space, academic demands, what is happening in the classroom, types of activity, assignment, materials, topic, expectations of students, seating arrangements, time of day). • **Re-examine own/ teacher behavior -** attend to the way you <u>talk</u> with and respond to the student (including examples of the wording you would use to communicate caring and support, avoid power struggles, hold student accountable and responsible for behavior) • **Involve student in processing situations to:** use individual meetings and contracting, collaboratively problem solve, identify alternative/ replacement behaviors, introduce self-regulation, and follow- through on ideas • **Use an array of interventions,** including pro-active and "short & sweet" ones, consequences, reinforcements, time out and contracting	Creates a general behavior intervention plan that mentions some of the following ways to address the function of the behavior, including student in planning alternatives, incorporating direct instruction of social skills, and proposing ways to modify characteristics of the instructional setting, teacher behavior. Suggests strategies that are related to behavior, but ignore some of the data collected.	Creates a behavior intervention plan that offers ideas to address the function of the behavior, includes student in planning alternatives, incorporates direct instruction of social skills, and proposes ways to modify characteristics of the instructional setting, teacher behavior. Identifies a variety of general strategies to use depending on situations.	Creates and organizes a behavior intervention plan that systematically addresses the function of the behavior, includes student in planning alternatives, incorporates direct instruction of social skills, and proposes ways to modify characteristics of the instructional setting, teacher behavior. Articulates a range of pro-active, instructional, and response strategies to use depending on specific situations.

Criteria	1 Needs Further Work/ Improvement	2 Acceptable/ Meets Expected Competence	3 Highly Effective/ Exceeds Expected Competence
Establishes record keeping plan for monitoring student behavior and responsiveness to interventions.	Identifies subjective measures to determine the effectiveness of interventions, focusing on how the teacher feels..	Generates tools for collecting data over time, focusing more on decreasing misbehavior versus combining with use of additional social skills or replacement behaviors.	Generates tools for collecting data over time, focusing on decreasing misbehavior and student use of additional social skills or replacement behaviors. Develops examples of tools.

Plan to Support Student Access to General Education

The intent of the Plan to Support Student Access to General Education is for the student teacher to systematically design strategies that take into account the learning competencies and needs of a student with reference to the demands of classroom instruction or other work/ leisure site. The Plan identifies strategies for how to modify in-class instruction to maximize the student's participation and progress in the classroom.

GUIDELINES	SUGGESTIONS
Understand the **demands of the lesson/ activity** in which the student is included. • Identify the objective (s). • Examine the skill (reading, writing, math, social) required to effectively meet the desired outcome. • Analyze the requirements of the tasks and activities that comprise the session (evaluate what the student is asked to do, how s/he is asked to relate to peers and teacher).	
Offer **modifications of *what is being taught*.** • Identify pre-teaching activities to prepare the student for the skills/ concepts being presented. • Suggest ways that allow the student to "compensate" for missing skills (ex. calculator for math facts, taped or illustrated version of book). • Use IEP goals and objectives as reference for determining how the lesson will address learning needs.	
Design **teaching strategies, *how to teach,*** that promote the student learning of what is targeted by instruction. • Develop supplemental materials to help the student understand skills/ concepts presented. • Suggest use of manipulatives, illustrations, diagrams to supplement teacher explanations of skills/ concepts.	
Develop plans for the *instructional setting* that offers the student ways to be involved and maintain attention**.** • Determine how the student will work during independent, small and large group instruction. Designate whether peer or other adult serves as support and what that support looks like. Place the student with peers with whom s/he can work. • Give the student clear messages about how s/he will access help, share frustrations, take on roles during cooperative activities.	
Be intentional about the placement of the student in the *physical space*. • Attempt to keep the student in proximity to peers, being cognizant of supporting attention to task, sense of competence and independence.	
Ensure the student *feedback* regarding performance**.** • Identify subtle ways to prompt student participation. • Plan strategies to acknowledge student attention to task, performance, independence, and interactions with peers throughout the session.	
Monitor student progress. • Include procedures for determining what the student gets from participating in the modified situation. • Collect samples of student performance and evaluate against her/ his IEP goals and objectives.	

Program/ Professional Portfolio

The purpose of this assignment is to document and evaluate your competence and performance as a special educator. Examine and integrate your thoughts about the role, responsibilities, activities, and services of the special educator. This involves organizing artifacts that provide evidence of your understanding of individual learning needs, instructional strategies,

The portfolio is an opportunity for you to reflect on your preparation for the role of a special educator. It is a time to re-examine a variety of in a meaningful way; Gather work you have completed throughout your course of study in special education, assignments, and what you have accumulated during your practicum-methods semester. You are to consider this portfolio as a showcase your growth as a special education teacher. Draw from the *Council for Exceptional Children Standards* (at the front of this booklet) and/ or the *Role Model* (handout during practicum) to help you represent yourself fully.

Use this assignment to think about what you have learned about yourself as a special educator. Then figure out the ways your portfolio will convey how you want to:
- demonstrate your understanding of learners, assessment, instructional planning, instruction, learning environments, social interactions;
- represent your professional competence, and
- articulate your commitment to reflection, growth, and goal setting.

As you go about sorting through assignments you have completed, teaching experiences you have had, work students have done, feedback you have received, consider what each represents. For the first part of the assignment, gather and organize the artifacts that provide evidence of your understanding practices in the field and your professional competence and growth throughout your program and culminating in practicum. Arrange the documentation into a portfolio to convey who you are becoming as a special educator.   The documentation in the portfolio may include, but not be limited to: projects from previous or concurrent courses, excerpts from your journal, photographs, audio or video tapes of your teaching, observational data or records you have collected, letters from students or cooperating professionals that depict experiences, projects conducted with students, samples of students' work, completed IEP documents, instructional materials designed, text readings which are pertinent, and the role and program perspectives project (see description).

Consider using the Roles of the Special Educator (evaluator, planner, instructor, collaborator/ team member, coordinator) or the Council for Exceptional Children Standards to help you organize your portfolio, create a table of contents, develop an introduction, and guide the reader through your choices of artifacts. Whichever framework you use as a reference and organizational tool, make sure it helps you convey who you are as a special educator and gives a cohesive and coherent presentation of your materials and leads to your reflective pieces.

Reflection is a vital part of the portfolio process. Once you have gathered items and arranged them, it is important to consider how the selected pieces represent who you are what you have or are learning about the field and yourself, and what you understand about your own growth. As part of this assignment, you are to justify the selection of items for your portfolio. This requires you to reflect on how the materials you include provide evidence regarding the extent to which you have developed the knowledge and skills required of a successful special educator. Examine your proficiency in collecting and interpreting assessment data (evaluator); note your effectiveness developing ideas and materials for lessons (planner); key into your direct teaching (instructor); and highlight qualities of your interactions with students and cooperating professional (collaborator).

Introducing your organization and profiling yourself in relation to the portfolio is important. You may choose to write a formal introduction/ guide to your portfolio or an annotated table of contents to give an overview of what is contained. Then, you may include a narrative for each section you have and/ or informally make reflective statements on 3x5 index cards or post-its on specific items. Either approach will allow you to justify the inclusion of materials in your portfolio.

As a final piece, it is important to consider your current professional strengths and perspectives and how you will build on your practicum experience in student teaching. Given the feedback you have received and your own personal reflections (journal and evidence in the portfolio), state a set of goals for student teaching which will represent "next steps" and serve as a basis for adding to your professional portfolio.

Your portfolio will be evaluated based on organization and your including the following:
- table of contents
- justification for selection of "stuff," answering why it was chosen and how it illustrates your professional competence or growth
- items that demonstrate a range of competencies (use CEC Standards, the Role Model, evaluation tools as reference)
- goals for student teaching

RUBRIC FOR Portfolio
Self-Assessment <u>and</u> Evaluation Criteria

Ratings	1 Needs Further Work	2 Acceptable Meets Expected Competence	3 Highly Effective Exceeds Expectations
Annotated **table of contents** and overall organization, using a framework that demonstrates an understanding of the demands of being a special educator	Lists the types of materials included in the portfolio without a structure that represents the demands placed on a special educator	Arranges artifacts in the portfolio to represent the demands placed on the special educator; indicating that key roles, responsibilities, and philosophy guided selection and organization of contents and illustrating awareness of required professional competencies	Arranges artifacts in the portfolio to systematically to represent the demands placed on the special educator; articulating key roles and responsibilities, presenting a philosophy to guide organization of contents and justification for including items and demonstrating understanding of the range of professional competencies
Substantive (number, representation of growth) **items/ products** included to demonstrate a range of competencies	Provides some examples of items that are a part of the role of the special educator	Offers evidence of understanding different demands placed on the special educator by representing key roles and responsibilities through the organization of the table of contents and inclusion of items to demonstrate a range of competencies	Selects a comprehensive set of artifacts to track own professional growth as a developing special educator across the set of courses/ program/ courses on professional growth and competence according to range of demands placed on the special educator; illustrating understanding what is involved in assessing students' need;

Items included in the portfolio will be specifically examined according to:			
Ratings	1 Needs Further Work	2 Acceptable Meets Expected Competence	3 Highly Effective Exceeds Expectations
Documentation of proficiency as an **evaluator** by • reading and critiquing evaluation reports, conducting assessments, and documenting student performance; reflecting an understanding student individual needs, language, and factors impacting progress to account for the challenges the student experiences • collecting and analyzing assessment data regarding one student; using file review, observation, interviews, informal strategies, and work sample analyses as bases for understanding the student as a reader, writer, speaker, listener, mathematician, participant in the learning environment, and/ or member of the classroom community • establishing assessment as an ongoing process, setting up record keeping systems to document student progress and behavior during instruction	Provides evidence of limited assessment planning and uses tools to collect samples of student performance in the area(s) of concern <u>and</u> collects minimal documentation to examine student responsiveness to individual lessons and intervention plans	Provides evidence of general assessment planning that has connection to accessing and designing tools to collect, chart, and analyze student performance, participation, and progress in the area(s) of concern <u>and</u> to document student responsiveness to individual lessons and intervention plans	Provides evidence of assessment planning that leads to accessing and designing tools to collect, chart, and analyze student performance, participation, and progress in the area(s) of concern <u>and</u> to document student responsiveness to individual lessons and intervention plans
	Applies understanding student needs, development, language, potential impact of environment and learning situations based on collating data collected and completing assessment reports, IEP profile and present levels of performance; making connections among data, hypothesizing the relationship of student skills, language, characteristics as a learner	Collates assessment data to articulate assessment reports, IEP profile and present levels of performance; Applies understanding curriculum in conjunction with student needs, development, language, and variables that environment and learning situations to making connections among data, hypothesizing the relationship of student skills, language, and characteristics as a learner	Systematically applies understanding student needs, development, language, potential impact of environment and learning situations based on collating data collected and completing assessment reports, IEP profile and present levels of performance; making connections among data, hypothesizing the relationship of student skills, language, characteristics as a learner

Ratings	1 Needs Further Work	2 Acceptable Meets Expected Competence	3 Highly Effective Exceeds Expectations
Evidence as a **planner**, highlighting: • making decisions about lessons, instructional focuses, approaches, materials, environment, and modifications based on IEP goals and objectives connect with grade level curriculum frameworks • evaluating and selecting instructional approaches and materials to support students as they become readers, writers, speakers, listeners, mathematicians, participants in the learning environments, and members of classroom communities • qualities of lessons in terms of targeting specific skills/ concepts for instruction, articulating rationale, selecting instructional materials, adapting teaching strategies, designing constructive and engaging learning experiences and practice opportunities, and evaluating and monitoring student progress; • identification of components for effective lesson plans that balance active engagement, direct instruction, modeling, guided and independent practice, and contextual applications • articulation of a coherent, constructive IEP; reporting the integration of assessment data and designing instruction and interventions in terms of measurable goals and objectives linked with teaching approaches and intervention plans that promote growth in the area(s) of concern and support access to general education	Creates activities that relate to an area of instruction but require further honing and direct instruction to support student acquisition of skills/ concepts	Create lessons built around what is being taught (clearly defined lesson objectives written in terms of outcomes for students), identifying strategies for presenting, engaging student(s), guiding practice, assigning independent practice, and applying skill/ concept; with ways to track student understanding throughout	Create lessons that systematically build what is being taught (specific measurable lesson objectives written in terms of concrete outcomes for students), identifying strategies for presenting, engaging student(s), guiding practice, assigning independent practice, and applying skill/ concept; with ways to track student understanding throughout
	Designs instructional activity that makes use of small, large and cooperative groups and addresses topic of lesson	Designs instructional activities that make use of independent work, small, large and cooperative groups to address to promote student learning	Designs instructional activities that make use of independent work, small, large and cooperative groups and engages students actively in learning skills/ concepts sequentially
	Identifies general goals, objectives, teaching approaches, modifications to general education curriculum and high stakes testing to correspond with student performance in the area of concern	Articulates goals, objectives, teaching approaches, modifications to general education curriculum and high stakes testing to directly address student assessed needs and challenges	Articulates measurable goals, objectives, teaching approaches, modifications to general education curriculum and high stakes testing to directly address student assessed needs and challenges

Ratings	1 Needs Further Work	2 Acceptable Meets Expected Competence	3 Highly Effective Exceeds Expectations
Showcase of competence as an **instructor**, by: • providing direct and supportive instruction to individuals and small groups of students in special education and/ or classroom settings, promoting student competence and independence • conducting lessons that support students' facility with targeted skill(s)/ concept(s), keep them engaged, and are responsive to their challenges • applying components for effective lesson plans that balance active engagement, direct instruction, modeling, guided and independent practice, and contextual applications • establishing clear expectations for behavior and academic performance • determining the effectiveness of instructions based on what students produce, say or do	Organizes materials for lesson, yet sets expectations as needed and arranges space in the midst of the lesson	Create learning environment by setting behavioral and academic expectations, arranging physical space conducive for the types of activities planned	Create learning environment by setting behavioral and academic expectations, arrange space conducive for the types of activities (independent, cooperative groups)
	Focuses on the topic and skills, often using explanations rather than inviting students to engage or share ideas; relying on lesson plan script	Engages students through questions, presentation, explaining the rationale/ relevance of topic and inviting them to make connections	Engages students through questions, presentation, explaining the rationale/ relevance of topic, using literature or pictures to invite their making connections
	Responds to student behavior, questions, often repeating initial explanations or sharing frustrations	Responds to student behavior, questions, errors; demonstrating listening, observing, and acknowledging	Responds to student behavior, questions, errors; demonstrating listening, observing, and acknowledging and shifts gears as needed, using available resources
Present documentation of growth as **program coordinator** by: • showing how understands overseeing services, managing individual cases, and supervising the activities of paraprofessionals • demonstrating how different forms special education service delivery serve the range of identified students • discussing the demands and changing nature of the role of the special educator, particularly with reference to general education program and professionals and families	Indicates need to be organized to manage cases and different service delivery options as being dependent on student needs, t	Provides evidence of recognizing how to manage cases, different service delivery options as being dependent on student needs, the values of collaboration with professionals and families across the roles of the special educator	Provides evidence of recognizing how to manage cases, different service delivery options as being dependent on student needs, the values of collaboration with professionals and families across the roles of the special educator

Ratings	1 Needs Further Work	2 Acceptable Meets Expected Competence	3 Highly Effective Exceeds Expectations
Offer evidence of developing competence as a **collaborator** by: • acknowledging why ongoing communication is key to the assessment, planning, and program implementation process in order to provide students with continuity, make links among experiences, develop mutual supports for general and special education programs, enhance collective ownership of special education process and IEPs, and sustain monitoring student progress • participating as a team member who cooperatively plans and coordinates classroom and special education placements and activities and maintains comparable communication with families	States the values of collaboration with professionals and families across the roles of the special educator	Represents experiences collaborating with professionals and families, indicating the values for interfacing with general education and home	Represents experiences collaborating with professionals and families, indicating the values for interfacing with general education and home and reflecting on the importance of communication skills and commitment to involve all throughout the process
Representation of **reflective practices**, • to evaluate 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 • to participate in supervision activities (conferences, observation responses) to enhance competence in conducting assessment, planning and implementing lessons, interacting with students, evaluating student performance • to document evidence of professional competence, justifying how artifacts are representative of skills	Summarize the lesson, reiterating what transpired without systematically examining student work or teaching behavior	Hold mirror up to oneself, evaluating the values of planned and impromptu lessons based on student engagement and outcomes; examining observed behaviors, responses to questions, and products as evidence of effectiveness of teaching approaches	Hold mirror up to oneself, evaluating the values of planned and impromptu lessons based on student engagement and outcomes; examining observed behaviors, responses to questions, and products as evidence of effectiveness of teaching approaches; and looking to enhance techniques

Ratings	1 Needs Further Work	2 Acceptable Meets Expected Competence	3 Highly Effective Exceeds Expectations

Justification for selection of "stuff," answering why it was chosen and how it illustrates your professional competence or growth
    *write a formal introduction/ guide to your portfolio **or**
    *write an intro to each section of your portfolio **and/ or**
*make reflective statements on 3x5 index cards or post-its per item
	State why items are included in the portfolio, in terms of specific assignments without clear reference to they are representations	Reflect on professional competence, areas in need of improvement and growth by justifying the selection of items contained in the portfolio; stating why they are chosen and how they represent key aspects of performance in the role	Reflect on professional competence, areas in need of improvement and growth by justifying how items contained in the portfolio are evidence of attributes, skills, and beliefs as an evaluator, planner, instructor, collaborator, program coordinator, reflective practitioner; stating why artifacts are chosen and how they are representative of who the student is across the components of the role

	Trace own growth by including items from early in the program and indicating the sequence of learning about the law, learning, factors impacting student progress; focusing primarily on factual informaiton	Trace own growth and understanding of the role of the special educator, factors impacting student performance	Trace understanding factors impacting student performance, the role of the special educator,

Ratings	1 Needs Further Work	2 Acceptable Meets Expected Competence	3 Highly Effective Exceeds Expectations
▪ Goals for first teaching position	Articulates goals for first teaching position, reflective of feedback received and an awareness of the demands of the role	Uses self-reflection included in the portfolio, supervision feedback, and faculty responses to work to create a professional development plan by articulating goals for first teaching position and a few ideas for accomplishing them	Uses self-reflection related to items included and areas of improvement cited, supervision feedback, and faculty responses to work to create a professional development plan by articulating goals for first teaching position and suggestions for achieving them

| ▪ Goals for student teaching | Articulates goals for student teaching, reflective of feedback received and an awareness of the demands of the role | Uses self-reflection included in the portfolio, supervision feedback, and faculty responses to work to create a professional development plan by articulating goals for student teaching and a few ideas for accomplishing them | Uses self-reflection related to items included and areas of improvement cited, supervision feedback, and faculty responses to work to create a professional development plan by articulating goals for student teaching and suggestions for achieving them |