

**School of Intervention Services
Summary of Assessment Accomplishments
2006-2007 Academic Year**

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Learning Outcomes:

Upon completion of the baccalaureate degree, candidates in the mild/moderate, moderate/intensive, and deaf/hard of hearing intervention specialist majors are expected to:

- Assess, diagnose, and evaluate learners with special needs;
- Design instructional content for delivery to learners with special needs;
- Plan and manage the behavior, social interactions, and learning environment of learners with special needs;
- Collaborate in the delivery of services to learners with special needs;
- Meet professional expectations for ethical practice in the delivery of services to learners with special needs, given the philosophical, historical, and legal foundations of special education.

Annual Report

1. Learning (or Service) Outcomes assessed this year:

For this past academic year the undergraduate programs in the School of Intervention Specialists reviewed all of the Program Learning Outcomes with regard to how well they correlate with the NCATE Standards, the SPA: Council for Exceptional Children (CEC), and the EDHD Key Assessments. We examined the current structure and content of the Key Assessments to evaluate where and how improvements should and could be made.

- Assess, diagnose, and evaluate learners with special needs;
- Design instructional content for delivery to learners with special needs;
- Plan and manage the behavior, social interactions, and learning environment of learners with special needs;
- Collaborate in the delivery of services to learners with special needs;

Meet professional expectations for ethical practice in the delivery of services to learners with special needs, given the philosophical, historical, and legal foundations of special education.

2. Assessment Methods and Procedures:

The undergraduate coordinator requested review of all five Learning Outcomes in conjunction with work in progress with NCATE and Unit Key Assessments. The Learning Outcomes were matched with the Key Assessments (see below). The Curriculum Committee gathered and reviewed the current practices and information associated with each Program Key Assessment; data for each of the Key Assessments was tabulated and reviewed; then a plan of action for each of the Key Assessments was designed. Each of the Key Assessments (KA) was in place for both semesters of this past academic year, with the exception of KA5: Effective Teaching Case Study, which was only in place for the spring semester. Data from each course section for each of the

courses with embedded KAs is gathered automatically in course Blackboard shells at the end of the term. According to NCATE standards, results for every Key Assessment are categorized on a three-point scale: *Target*, *Acceptable*, or *Unacceptable*.

Learning Outcomes:

Upon completion of the baccalaureate degree, candidates in the mild/moderate, moderate/intensive, and deaf/hard of hearing intervention specialist majors are expected to: (Key Assessments descriptions are attached.)

- Assess, diagnose, and evaluate learners with special needs;
Key Assessments: #2, 5, 6
- Design instructional content for delivery to learners with special needs;
Key Assessments: #3, 5
- Plan and manage the behavior, social interactions, and learning environment of learners with special needs;
Key Assessment: # 4
- Collaborate in the delivery of services to learners with special needs;
Key Assessments: #3, 4, 6
- Meet professional expectations for ethical practice in the delivery of services to learners with special needs, given the philosophical, historical, and legal foundations of special education.
Key Assessments: #1, 2, 5

Name of Assessment	Type or Form of Assessment
KA 1: PRAXIS II	State Licensure test
KA 2: EDIS 231 Special Education	Comprehensive multiple choice test
KA 3: EDIS 440 Teaching Unit	Teaching Unit
KA 4: College Student Teaching Evaluation	Web –based Likert Scale Rating Form for knowledge, skills and dispositions.
KA 5: Effective Teaching Case Study	Case study
KA 6: PRAXIS III	State administered novice year assessment
KA 6: Individual Transition Plan	Formal Planning Document

3. Inferences from Assessments:

KA 1: PRAXIS II

Over the course of the past three years the reported percentage of IS candidates passing has decreased slightly from 100% in 2004-2005. During that same period, the reporting system as altered a little, so we need to take the time to clarify the data. We do believe that the candidates are quite successful on this measure.

KA 2: EDIS 231 Special Education

The Key Assessment IS tests (midterm & final) have been given for two consecutive semesters in the introductory course in special education. The committee is convinced that this measure is effective for these large lecture sections. Candidates have been successful as measured by this

KA, with the majority of the candidates achieving either the *Acceptable* or *Target* rating. There has been a positive correlation between the scores and the grading for the total course. Each semester there has been only one candidate where this correlation did not hold true, as the candidate passed the course but did not pass the KA.

KA 3: EDIS 440 Teaching Unit

The KA where the candidates in intervention services create a teaching unit has been implemented for two semesters. Overall results were very positive, with all candidates passing the KA and the majority receiving an *Acceptable* rating. This assessment is carried out in an eight-week practicum and attempts to encompass the breath of planning for and teaching of content to students with identified disabilities. Candidates cannot pass this methods practicum without successfully completing this KA. So, given the information from this past year's assessment, we can be confident of our candidates' potential success in the next step, student teaching.

KA 4: College Student Teaching Evaluations

Student teachers are evaluated on the four Pathwise Domains along with three others linked to the BGSU Conceptual Framework and specific accreditation competencies via a three-point scale (Target, Acceptable, Unacceptable). This is a college-wide form. For the past three years we have reported in our SAAC report about student teaching. This past academic year we had four candidates who were unsuccessful in student teaching. This produces a 94% pass rate. But the four unsuccessful candidates were distributed across all three of the licensure areas, so there does not seem to be a particular point of concern to address. Two of the candidates are returning in the fall for a semester-long individualized intervention program prior to attempting student teaching again.

KA 5: Effective Teaching Case Study

This KA was used for the first time during spring semester 2007. We are not satisfied with various components of the assessment or the process for implementing it. Of the 70 undergraduate student teachers only 34 KA were completed. These were all successfully completed. This assessment is intended as a culminating activity, which requires candidates to implement the assessment process throughout their student teaching experience. This first round of data has confirmed the general premise of the assessment, requiring candidates to demonstrate that they can pull together all of the necessary components of assessment, planning, instruction, evaluation, and reflection. At this point it is our task to further clarify the KA language and the implementation plan.

KA 6: PRAXIS III

The current data from the PRAXIS III assessment for graduates in the state of Ohio has been at a 100% pass rate.

KA 7: Transition Plan

The KA for EDIS 425 Transition for Students with Special Needs is an individualized transition plan (ITP) assignment. It was implemented for the first time in Fall 2006. Of 57 candidates who took the KA, 39 received *Target*, 16 received *Acceptable*, and 2 received *Unacceptable*. Those who received unacceptable scores received a plan for remediation, which included suggested readings on transition planning. Following Fall 2006, the transition plan form was revised to be

aligned more closely with new federal guidelines for writing transition plans approved by National Secondary Transition Technical Assistance Center. (Indicator 13 Checklist, are designed to help states collect data to meet Indicator 13 of the Part B State Performance Plan and Annual Performance Report as required by the U.S. Department of Education.)

The transition plan KA was implemented for the second time in Spring 2007. Of 51 candidates who took the KA, 35 received *Target*, 14 received *Acceptable*, and 2 received *Unacceptable*. A review of the class attendance of candidates who received unacceptable scores on the KA revealed that these candidates were frequently absent from class. The conclusion is that the KA is an effective measure of the objectives of transition planning.

4. Actions Taken/Program Improvements:

KA 1: PRAXIS II

These tests are required by the State of Ohio. The SIS programs are exceeding the state pass rate. No further action is required.

KA 2: EDIS 231 Special Education

This KA is going to remain the same. New instructors will be informed about the assessment tests and how they fit into the course. Our effort is focused on attempting to keep information and procedures regarding this assessment consistent across all the sections of EDIS 231.

KA 3: EDIS 440 Teaching Unit

The KA itself will stay the same. The assessment committee decided that it does needs to be explained thoroughly early in the semester prior to the candidates going out into their placements and then reviewed again later. Also, the instructors for this course change frequently, so all undergraduate SIS faculty need to become familiar with the content and process for this KA.

KA 4: College Student Teaching Evaluations

The college requires these and we do not have any suggestions for changes. This August, there will be a meeting with all IS student teaching supervisors and the undergraduate coordinator, one of the topics, which will be addressed, will be the mid-term evaluation as well as the final evaluation to clarify the scoring ratings.

KA 5: Effective Teaching Case Study

The information for this KA will be written by fall to provide more specific instructions, the responsibilities of the evaluators, and the scoring process. A bluesheet is being submitted in the fall to institute a Seminar for all SIS undergraduate candidates in student teaching, to begin in the fall of 2008. This seminar will be taught by SIS faculty who will then monitor the Case Studies with the candidates. As a part of this the faculty will be communicating with the cooperating teachers and university supervisors to support the teacher candidates with the Case Study and then to evaluate the KA. This will allow for not only the needed communication but also will institute feedback and review early in the process.

KA 6: PRAXIS III

One question, which needs to be addressed in this next year, is if the Praxis III is a viable Key Assessment of on-the-job performance, since we at BGSU cannot follow through with a remediation plan and the results obtained only apply to teacher candidates who stay in state.

KA 7: Transition Plan

As a consequence of reviewing this year's KA results, two changes are being made to the KA Transition Plan. First, written guidelines based on the Indicator 13 Checklist (Federal Guidelines) are being developed to provide candidates with detailed information for developing their transition plans. Although the guidelines were presented orally in class, candidates who were unable to attend class did not receive this information unless they borrowed notes from a classmate or met with the instructor outside of class to discuss the assignment. Second, the remediation plan will be revised to provide candidates who received unacceptable scores on the transition plan with the opportunity to complete another transition plan. Candidates will receive feedback on their initial transition plans and another case scenario with transition assessment information from which to develop a second transition plan. Candidates' final score on the key assessment will be the average of their performance on the two transition plans.

Key Assessment #1: CONTENT KNOWLEDGE

1. Description of the Assessment:

The Praxis II: Special Education: Knowledge-Based Core Principles (0351) offered by the Educational Testing Service (ETS) is the test required in Ohio for the following state license as a Mild/Moderate, Moderate/Intensive, and Deaf/Hard of Hearing Intervention Specialists. The test includes 60 multiple-choice questions designed to test understanding of basic special education knowledge: exceptionalities, legal and societal issues, and delivery of services to students. This is a one-hour test.

2. Alignment of CEC Standards and Indicators with state licensure exam (Praxis II Knowledge-Based Core Principles):

Topic Area	CEC Standards
Understanding Exceptionalities	
Theories and principles of development across domains and theories and research on learning	1,2,3
Characteristics of students with exceptional learning needs	2,3
Impact of disability on development	2,3
Definitions of types of disabilities and degree of intensity	1,2,3
Etiology and prevention of disability	1,2
Classification of disabilities as cited in IDEA	1,2,3
Legal and Social Issues	
Federal laws related to special education and disability	1,8
Landmark legal cases	1
Issues related to family, school and community	1
Teacher advocacy for students	4,9,10
Teacher advocacy for educational change	9,10
Student self-advocacy	
Attitudes towards individuals with disabilities	1,8,9
Influence of community and culture	5,8,9,10
Delivery of Services to Students with Disabilities	
Conceptual approaches to service delivery	3,4,9
Professional roles and responsibilities of teachers: collaborator, team member	3,9,10
Professional roles and responsibilities in selecting appropriate learning environments and providing appropriate services	4,5,6,7,8,9,10
Knowledge and use of professional literature	4,5,6,7,8,9
Knowledge and use of professional organizations	1,4,10
Reflection of teaching	4,5,6,7,8,9,10
Knowledge of assessment	8,9
Select, construct, modify or administer nondiscriminatory assessment procedures	7,8
Interpret standardized and specialized assessment results	2,3,7,8
Evaluate assessment results	8,9
Use assessment results for variety of purposes: monitor instruction, IEP/ITP	7,8,10

Prepare written reports and communicate findings to others	6,7,8,9,10
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Key Assessment 2: EDIS 231: Intervention Specialist

Course Description

EDIS 231 provides an overview of exceptionalities for teacher education candidates in special education and general education programs. EDIS 231 covers the nature and characteristics of candidates with special needs, legal issues in special education, issues in definitions and identification of disabilities and ways to adapt learning environments to meet the needs of all candidates. All Intervention teacher education candidates are required to take EDIS 231. This course addresses five general CEC Content Standards and focuses on the competencies needed by K-12 education teachers.

CEC Content Standards Addressed in EDIS 231

- Foundations – CEC Content Standard #1
- Development and Characteristics of Learners – CEC Content Standard #2
- Individual Learning Differences – CEC Content Standard # 3
- Instructional Strategies – CEC Content Standard #4
- Collaboration – CEC Content Standard #10

Key Assessment

The key assessment for EDIS 231 is an assessment taken by candidates in all sections of a course. The key assessment is a 100-point assessment given in two parts (midterm & final exam). Question format is multiple choice, true/false, and/or matching. Case study-style questions similar to the PRAXIS are included. Candidate performance on the key assessment reflects the extent to which the candidate has gained the knowledge and skills associated with the five identified CEC Content Standards. A candidate's performance level on the key assessment is identified as *Target*, *Acceptable*, or *Unacceptable*. Performance levels are described below. The key assessment artifact for EDIS 231 is a document describing the key assessment and a box for inserting the candidate's score.

Performance Levels

- | | |
|------------------|---|
| 90-100 Target | Candidate demonstrates extensive knowledge of the nature and characteristics of various exceptionalities, legal issues in special education, issues in definitions and identification of exceptionalities, and ways to adapt learning environments—including methods, materials, and classroom arrangement—to meet the needs of all candidates. |
| 70-89 Acceptable | Candidate demonstrates basic knowledge of the nature and characteristics of various exceptionalities, legal issues in special education, issues in definitions and identification of exceptionalities, and ways to adapt learning environments—including methods, materials, and classroom arrangement—to meet the needs of all candidates. |

0-69 Unacceptable Candidate demonstrates limited knowledge of the nature and characteristics of various exceptionalities, legal issues in special education, issues in definitions and identification of exceptionalities, and ways to adapt learning environments—including methods, materials, and classroom arrangement—to meet the needs of all candidates.

Remediation

A score of 69 or lower indicates unacceptable performance on the key assessment. Candidates who earn a score of 69 or lower will be provided with a guide for remediation (i.e., remediation plan). The guide for remediation identifies the content area(s) for which the candidate received unacceptable subscores (< 70%) and provides a list of suggested readings to assist the candidate strengthen knowledge and skills in each identified area. *It is the candidate's responsibility to remediate any areas of weakness identified on the key assessment.* The candidate is encouraged to contact the instructor to discuss any questions he or she has about the information presented in the readings. The table below contains a list of CEC Content Standards covered in the course along with performance levels for each standard.

CEC CONTENT STANDARD	PERFORMANCE LEVELS		
	Target (90-100%)	Acceptable (70-89%)	Unacceptable (0-69%)
<i>Foundations</i>	The candidate has an exceptional understanding of the field of special education as an evolving discipline based on philosophies, principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have influenced and continue to influence the field.	The candidate has a basic understanding of the field of special education as an evolving discipline based on philosophies, principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have influenced and continue to influence the field.	The candidate has a limited understanding of the field of special education as an evolving discipline based on philosophies, principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have influenced and continue to influence the field.

CEC CONTENT STANDARD	PERFORMANCE LEVELS		
	Target (90-100%)	Acceptable (70-89%)	Unacceptable (0-69%)
<i>Development and Characteristics of Learners</i>	The candidate has an exceptional understanding of the	The candidate has a basic understanding of the similarities and	The candidate has a limited understanding of the similarities and

	similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN), and consistently uses this knowledge to respond appropriately to the varying abilities and behaviors of individuals with ELN.	differences in human development and the characteristics between and among individuals with and without ELN, and generally uses this knowledge to respond appropriately to the varying abilities and behaviors of individuals with ELN.	differences in human development and the characteristics between and among individuals with and without ELN, and rarely responds appropriately to the varying abilities and behaviors of individuals with ELN.
<i>Individual Learning Differences</i>	The candidate has an exceptional understanding of the effects that an exceptional condition can have on an individual's learning, and the candidate consistently uses this knowledge to individualize instruction.	The candidate has a basic understanding of the effects that an exceptional condition can have on an individual's learning, and the candidate generally uses this knowledge to individualize instruction.	The candidate has a limited understanding of the effects that an exceptional condition can have on an individual's learning, and the candidate rarely uses this knowledge to individualize instruction.
<i>Instructional Strategies</i>	The candidate possesses an extensive repertoire of evidence-based instructional strategies to promote positive learning results for individuals with ELN.	The candidate possesses a moderate repertoire of evidence-based instructional strategies to promote positive learning results for individuals with ELN.	The candidate possesses a limited repertoire of evidence-based instructional strategies to promote positive learning results for individuals with ELN.
<i>Collaboration</i>	The candidate demonstrates extensive knowledge for fostering relationships with school colleagues, families, and agencies in the larger community to support the learning and well being of individuals with ELN.	The candidate demonstrates basic knowledge for fostering relationships with school colleagues, families, and agencies in the larger community to support the learning and well being of individuals with ELN.	The candidate demonstrates little knowledge for fostering relationships with school colleagues, families, and agencies in the larger community to support the learning and well being of individuals with ELN.

Key Assessment #3: EDIS 440: Planning/Teaching Unit

Course Descriptions

EDIS 440. Fourth Year Seminar/Field Experience: Application (3). Fall, Spring. Putting into practice the methods taught in previous and concurrent methods classes. Field based activities will be integrated with methods courses. Prerequisites: EDIS 231, EDIS 410, EDIS 411 (or EDTL 300), EDIS 412, concurrent enrollment in EDIS 441, EDIS 442, EDIS 445, EDIS 444 or EDIS 447.

All undergraduate special education teacher candidates take EDIS 440. EDIS 440 focuses on the implementation of knowledge obtained in previous and concurrent courses in the special education program. The course also offers candidates an opportunity to prepare themselves for the expectations of a sixteen-week student teaching placement.

CEC Content Standards Addressed in EDIS 440

Standard 2: Development and Characteristics of Learners

Standard 3: Individual Learning Differences

Standard 4: Instructional Strategies

Standard 5: Learning Environments and Social Interactions

Standard 7: Instructional Planning

Standard 8: Assessment

Standard 9: Professional and Ethical Practices

Learning Unit Assessment

The key assessment for EDIS 440 is the production of a planning/teaching unit while the student is completing their practicum placement. The student will identify a subject area to be taught, produce a minimum of three consecutive lesson plans using the Pathwise lesson plans implementing the teaching methods of direct instruction, structured discovery and informal lesson planning. Grading of the assignment is weighted so that a student cannot pass the course without receiving a grade of Satisfactory "S" on the assignment. A student's performance level on the assessment is identified as *Target*, *Acceptable*, or *Unacceptable*. Performance levels are described below. Students must receive a score in the Acceptable or Target levels to receive an "S" on the assignment; students cannot pass the course without receiving an "S" on the learning unit assessment. The assessment artifact for EDIS 440 is a document describing the assessment and a box for inserting the student's score.

Performance Levels

90-100% Target	Through the development of a planning/teaching unit the student demonstrates extensive knowledge of developmental and characteristics of learners, individual differences, instructional strategies, learning environments and social interactions, language, instructional planning, assessment, professional and ethical practices and collaboration in the planning of a learning unit.
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- 70-89% **Acceptable** Through the development of a planning/teaching unit the student demonstrates basic knowledge of developmental and characteristics of learners, individual differences, instructional strategies, learning environments and social interactions, language, instructional planning, assessment, professional and ethical practices and collaboration in the planning of a learning unit.
- 0-69% **Unacceptable** Through the development of a planning/teaching unit the student demonstrates limited knowledge of developmental and characteristics of learners, individual differences, instructional strategies, learning environments and social interactions, language, instructional planning, assessment, professional and ethical practices and collaboration in the planning of a learning unit.

Remediation

Students must receive a minimum score of 70% on each CEC Content Standard listed below on the planning/teaching unit assessment in order to receive a grade of “S” on the assignment to pass the course. Students who receive an unacceptable score on their first attempt will be given an opportunity for remediation. The remediation will include a meeting with the course instructor, a discussion between student and instructor related to issue(s) of weakness in the learning unit, presentation of materials by the instructor to aid in the student’s understanding of deficit areas, and lastly resubmission of the learning unit for evaluation. The table below contains a list of CEC Content Standards covered in the course. *Target, Acceptable, and Unacceptable* performance levels are described for each standard.

CEC CONTENT STANDARD	PERFORMANCE LEVELS		
	Target (90-100%)	Acceptable (70-89%)	Unacceptable (0-69%)
Standard 2: <i>Development and Characteristics of Learners</i>	The student has an exceptional understanding of the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN), and consistently uses this knowledge to respond appropriately to the varying abilities and behaviors of individuals with ELN.	The student has a basic understanding of the similarities and differences in human development and the characteristics between and among individuals with and without ELN, and generally uses this knowledge to respond appropriately to the varying abilities and behaviors of individuals with ELN.	The student has a limited understanding of the similarities and differences in human development and the characteristics between and among individuals with and without ELN, and rarely responds appropriately to the varying abilities and behaviors of individuals with ELN.

CEC CONTENT STANDARD	PERFORMANCE LEVELS		
	Target (90-100%)	Acceptable (70-89%)	Unacceptable (0-69%)
Standard 3: <i>Individual Learning Differences</i>	The student has an exceptional understanding of the effects that an exceptional condition can have on an individual's learning, and the student consistently uses this knowledge to individualize instruction.	The student has a basic understanding of the effects that an exceptional condition can have on an individual's learning, and the student generally uses this knowledge to individualize instruction.	The student has a limited understanding of the effects that an exceptional condition can have on an individual's learning, and the student rarely uses this knowledge to individualize instruction.
Standard 4: <i>Instructional Strategies</i>	The student possesses an extensive repertoire of evidence-based instructional strategies to promote positive learning results for individuals with ELN.	The student possesses a moderate repertoire of evidence-based instructional strategies to promote positive learning results for individuals with ELN.	The student possesses a limited repertoire of evidence-based instructional strategies to promote positive learning results for individuals with ELN.
Standard 5: <i>Learning Environments and Social Interactions</i>	The student possesses an extensive understanding of creating a learning environment, active engagement of students, fosters an environment that is diverse, develops an environment that encourages independents, helps general education colleagues integrate individuals with ELN, directs motivational and instructional interventions, can intervene with ELN in crisis and can guide paraprofessionals.	The student possesses a basic understanding of creating a learning environment, active engagement of students, fosters an environment that is diverse, develops an environment that encourages independents, helps general education colleagues integrate individuals with ELN, directs motivational and instructional interventions, can intervene with ELN in crisis and can guide paraprofessionals.	The student possesses a limited understanding of creating a learning environment, active engagement of students, fosters an environment that is diverse, develops an environment that encourages independents, helps general education colleagues integrate individuals with ELN, directs motivational and instructional interventions, can intervene with ELN in crisis and can guide paraprofessionals.
Standard 7: <i>Instructional Planning</i>	The student demonstrates extensive knowledge of long-range individualized	The student demonstrates basic knowledge of long-range individualized	The student demonstrates limited knowledge of long-range individualized

	instructional plans, short range goals and objectives, explicit modeling and efficient guided practice, modifies instruction based on individual learning, and integrates appropriate technologies	instructional plans, short range goals and objectives, explicit modeling and efficient guided practice, modifies instruction based on individual learning, and integrates appropriate technologies	instructional plans, short range goals and objectives, explicit modeling and efficient guided practice, modifies instruction based on individual learning, and integrates appropriate technologies
Standard 8: <i>Assessment</i>	The student demonstrates extensive knowledge of multiple types of assessments, legal policies and ethical principles of measurement and assessment, measurement theory and practice, limitations, non-biased, meaningful assessments and decision-making, formal and informal assessments, identification of supports, regularly monitor student progress, and integrate appropriate technologies.	The student demonstrates basic knowledge of multiple types of assessments, legal policies and ethical principles of measurement and assessment, measurement theory and practice, limitations, non-biased, meaningful assessments and decision-making, formal and informal assessments, identification of supports, regularly monitor student progress, and integrate appropriate technologies.	The student demonstrates limited knowledge of multiple types of assessments, legal policies and ethical principles of measurement and assessment, measurement theory and practice, limitations, non-biased, meaningful assessments and decision-making, formal and informal assessments, identification of supports, regularly monitor student progress, and integrate appropriate technologies.
Standard 9: <i>Professional and Ethical Practices</i>	The student demonstrates extensive knowledge of legal matters along with ethical considerations in lesson learning, engages in professional activities, views themselves as lifelong learners, sensitive to the aspects of diversity and is current with evidence-based best practices.	The student demonstrates basic knowledge of legal matters along with ethical considerations in lesson learning, engages in professional activities, views themselves as lifelong learners, sensitive to the aspects of diversity and is current with evidence-based best practices.	The student demonstrates limited knowledge of legal matters along with ethical considerations in lesson learning, engages in professional activities, views themselves as lifelong learners, sensitive to the aspects of diversity and is current with evidence-based best practices.

KEY ASSESSMENT 5: Effective Teaching Assessment

- Step #1 In collaboration with the cooperating teacher the student will identify a target population of students for which instruction will be planned.
- Step #2 In collaboration with the cooperating teacher the student will identify and implement appropriate assessment(s) to establish base-line data on the target population with respect to an agreed upon content or behavioral objective. Existing base-line data can be used if available to the student.
- Step #3 In collaboration with the cooperating teacher the student will develop and implement an appropriate intervention plan for the target population.
- Step #4 After a period of time to be determined by the cooperating teacher, the student will administer appropriate assessment(s) to establish current level of performance for the established objective.
- Step #5 In collaboration with the cooperating teacher the student will evaluate/compare base-line data with current performance data and decide to continue with current performance data and decide to continue with the current intervention plan or make modifications if needed to the current intervention plan.
- Step #6 The student, in consultation with the cooperating teacher will continue to assess and monitor progress throughout the semester until the end of the placement.
- Step #7 Prior to the last week of the placement the student will produce a report that summarizes the following:
- a. the assessments given for evaluation
 - b. the results of the assessment
 - c. decisions made from the evaluations of the assessments
 - d. interventions that were successful, why? Changes that were made to the interventions, why?
 - e. What was learned by the student while completing this assignment
- Step #8 The report will be presented to the cooperating teacher and university supervisor for review and approval.

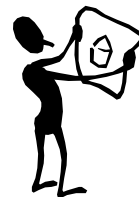
KEY ASSESSMENT 7: EDIS 425 KEY ASSESSMENT REPORT

The key assessment for EDIS 425 *Transition for Students with Special Needs* is an individualized transition plan (ITP) assignment. Candidates develop a transition plan for a secondary student with a disability based on the case scenario and transition assessment information provided by the instructor. The key assessment artifact is the completed transition plan and student reflections. Performance on the key assessment reflects the extent to which the candidate has gained the knowledge and skills associated with two CEC Content Standards covered in the course – Instructional Planning (Standard #7) and Collaboration (Standard #10). Performance levels are identified as *Target* (45-50 points), *Acceptable* (35-44 points), and *Unacceptable* (0-34 points). Candidates who receive an unacceptable score on the key assessment are provided with a plan for remediation. The following presents the assessment criteria for the assignment and a description of performance levels.

PERFORMANCE LEVELS

<u>Target</u> <i>45-50 points</i>	<u>Acceptable</u> <i>35-44 points</i>	<u>Unacceptable</u> <i>0-34 points</i>
<p>Candidate has extensive knowledge of transition services and post-school options within specific outcome areas (education or training, employment, independent living) and demonstrates the skills to effectively collaborate with transition team members to (a) develop post-school goals based on the strengths, interests, needs, and preferences of the individual and (b) arrange instructional activities in relation to post-school goals.</p>	<p>Candidate has basic knowledge of transition services and post-school options within specific outcome areas (education or training, employment, independent living) and demonstrates most of the skills needed to effectively collaborate with transition team members to (a) develop post-school goals based on the strengths, interests, needs, and preferences of the individual and (b) arrange instructional activities in relation to post-school goals.</p>	<p>Candidate has limited knowledge of transition services and post-school options within specific outcome areas (education or training, employment, independent living) and demonstrates few skills needed to effectively collaborate with transition team members to (a) develop post-school goals based on the strengths, interests, needs, and preferences of the individual and (b) arrange instructional activities in relation to post-school goals.</p>

Key Assessment EDIS 425
Individualized Transition Plan



For this assignment, assume you are a member of the IEP team for a transition-age student with a disability. Your task is to develop a transition plan for the student using the case scenario and transition assessment data provided. Points will be awarded based on the *completeness* of responses to the criteria listed below. Performance levels on the key assessment are identified as *target* (45-50), *acceptable* (35-44), or *unacceptable* (0-34).

Assessment Criteria

AREA TO BE ADDRESSED	EVIDENCE	Points Possible	Points Earned
Collaborative transition planning	<ul style="list-style-type: none"> • Lists transition IEP team members who are required by the IDEA and/or who were identified in the case scenario • Includes titles of team members 	5	
Postsecondary goals	Describes the student's postsecondary goals in the areas of education and/or training, employment, and independent living	5	
Present levels of performance	Describes the student's present levels of performance in the three postsecondary goals areas	5	
Transition services and activities	<ul style="list-style-type: none"> • Identifies all needed transition services and activities • Does not list services that are inconsistent with the student's postsecondary goals and/or present levels of performance 	10	
Collaborative service delivery	Identifies the person(s) responsible for providing each transition service or activity.	3	
Backward planning	Start and end dates of transition services demonstrate backward planning	2	
Instructional goals	<ul style="list-style-type: none"> • Develops three annual instructional goals, each corresponding to an identified transition service or activity • References goal numbers to their corresponding transition service or activity 	5	
Preparation for postsecondary environments (<i>Question 1</i>)	Provides information to assist the student and his/her family prepare for the transition from secondary to postsecondary education	5	
Postsecondary challenges (<i>Question 2</i>)	Describes challenges the student is likely to encounter after high school	5	
Postsecondary accommodations and supports (<i>Question 3</i>)	Describes accommodations and supports that would help the student succeed in postsecondary education	5	
TOTAL		50	

Comment

**EDIS 425 Key Assessment
REMEDICATION PLAN**

Candidate Name: _____

Course/Section: _____

Semester: _____

Instructor: _____

Dear Teacher Education Candidate,

You have received this form because you earned an unacceptable score on your EDIS 425 key assessment. The key assessment for EDIS 425 is an individualized transition plan (ITP) assignment. Performance on the key assessment reflects the extent to which the candidate has gained the knowledge and skills associated with two Council for Exceptional Children (CEC) Content Standards covered in the course – Instructional Planning (Standard #7) and Collaboration (Standard #10). Your performance indicates limited knowledge of transition services and post-school options within specific outcome areas (education or training, employment, independent living) and demonstrates few skills needed to effectively collaborate with transition team members to (a) develop post-school goals based on the strengths, interests, needs, and preferences of the individual and (b) arrange instructional activities in relation to post-school goals.

As a preservice professional, it is your responsibility to remediate areas of weakness identified on the key assessment. Below are suggested readings to help you strengthen your skills and knowledge in the identified areas.

Baer, R. M. (2005). Transition Planning. In R. W. Flexer, T. J. Simmons, P. Luft, & R. M. Baer (Eds.), *Transition Planning for Secondary Students with Disabilities* (2nd ed.; pp. 305-335). Upper Saddle River, NJ: Prentice-Hall.

Simmons, T., Flexer, R. W., & Bauder, D. (2005). Transition Services. In R. W. Flexer, T. J. Simmons, P. Luft, & R. M. Baer (Eds.), *Transition Planning for Secondary Students with Disabilities* (2nd ed.; pp. 211-244). Upper Saddle River, NJ: Prentice-Hall.

You are encouraged to contact your instructor to discuss any questions you have about the information presented in the readings.