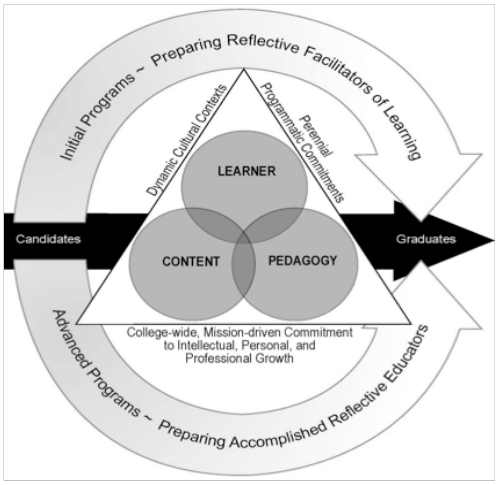
Buffalo State
State University of New York

TEACHER EDUCATION UNIT



Program Assessment Plan

Special Education: Early Childhood

Special Education- Early Childhood: Advanced

Program Assessment Plan

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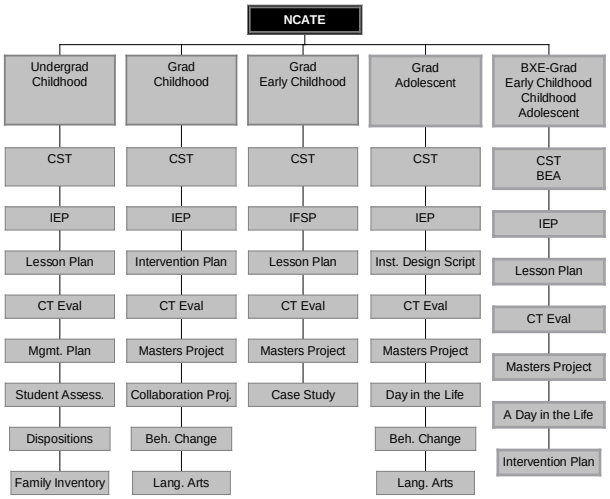
COMPILING DATA

List of Assessments

by Program in Department



NOTE: These do not include some additional <u>unit-wide</u> assessments administered via Dean's office, Academic Affairs, etc. See List of Unit Assessments in this document.

List of Program Assessments

by Course*

(Advanced Graduate Program- Special Education: Early childhood)

	Name of Assessment	Type or Form of Assessment	When the Assessment is Administered
1 Licensure Assessment	New York State Teacher Certification Exam (NYSTCE) Students with Disabilities Content Specialty Tests **(CSTs)**	State licensure test	Prior to Program Completion
2 Assessment of content knowledge	Individualized Education Plan **(IEP)**	Task Stream Portfolio and Independent Product/ Rubric	*EXE 652 Intervention for Young Children with Disabilities*
3 Assessment of candidate ability to plan instruction	**Lesson Plan**	Task Stream Portfolio/ Rubric	*EXE 504 Graduate Practicum in Special Education OR* *EXE 682 Field Experience in Special Education*
4 Assessment of student teaching	**Cooperating Teacher Evaluation form**	Rating checklist	*EXE 504 Graduate Practicum in Special Education OR* *EXE 682 Field Experience in Special Education*
5 Assessment of candidate effect on student learning	**Master's Project**	Task Stream Portfolio and Independent Product/ Rubric	*EXE 690 Master's Project*
6 Additional (required)	**Case Study**	Task Stream Portfolio and Independent Product/ Case Study	*EXE 682 Field Experience in Special Education*
7 Additional (optional)	**n/a**		
8 Additional (optional)	**n/a**		

NOTE: These do not include some additional unit wide assessments administered via Dean's office, Academic Affairs, etc. Additional assessments may include candidate exit survey, alumni survey, course evaluations, etc.

Assessments for Unit Evaluation*

ASSESSMENT	TIMELINE
Survey of Candidate Dispositions	Transition points 2 and 4 (entry into clinical practice & at time of program completion)
Survey of Candidate Knowledge and Skills	Transition points 4 (at time of program completion)
Candidate Exit Survey	Transition point 4 (at program completion)
Employer Survey	Transition point 5 (after program completion)
Alumni Survey	Transition point 5 (after program completion)
Other	TBD

***This list may be modified upon notification by the Teacher Education Unit.**

Additional assessments may be required.

Components Included in Each Artifact/ Assessment:

1. **Assignment description and rationale**
    a. Embed **program standards** (e.g., SPA standards, National Board Professional Teaching Standards, http://www.nbpts.org/ etc.)targeted for evaluation
    b. Embed conceptual framework (CLoP TRoDD)
    c. Assignment **description/summary** that infuses language of targeted CEC standards
    d. **Rationale** for assignment
    e. **Grading criteria** for assignment
    f. May use own scoring criteria but must provide a "**conversion chart**" to illustrate NCATE's ranking of "unacceptable, acceptable, target."

2. **Assignment rubric**
    a. **Corresponds directly** to components of the assignment description
    b. Includes performance descriptions for each component of assignment (description for "**unacceptable, acceptable,** and **target**" performance for each component within assignment; likely to have multiple components/rows).
    c. Program **standards infused** into descriptions within cells on rubric (uses the language and key ideas of the specific standard).
    d. Designed to allow data to be **disaggregated by individual program standard**.
    e. Each component aligns to one or more areas of conceptual framework (**CLoP TRoDD**)
        i. Components are represented using the following format within the rubric:
        CF=content *CF=pedagogy* *CF=technology*
        CF=learner *CF=reflection* *CF=diversity* *CF=dispositions*

3. **Assignment data table**
    a. **Corresponds** and **aligns** directly with assignment rubric
    b. Data reported by program for **total number** and **percent** of candidates demonstrating "unacceptable, acceptable, and target" performance
        i. Met criteria= acceptable or target
        ii. Did not meet criteria= unacceptable
    c. Data reported out on a **separate** data table for each individual program (e.g., initial undergraduate, adolescent special education; early childhood special education, etc.)

NOTE: Beginning **Spring 2009**, all assignment descriptions, rubrics, and data tables will be available via **TaskStream**.

SAMPLE ASSESSMENT COMPONENTS

Sample Assessment- Standards

DEPARTMENT OF EXCEPTIONAL EDUCATION
BUFFALO STATE COLLEGE
Graduate Programs (Early Childhood, Childhood, Adolescent)
Variable 5: Assessment of Candidate's Effect on Student Learning

Artifact: Masters Project- Data Driven Intervention
Course: EXE 690
CEC Standards:

Program Standards

Standard 8 Assessment of Student Lea
CC8S5 Interprets information from formal and informal assessments appropriately
CC8S7 Reports accurate assessment results to all stakeholders using effective communication skills
CC8S8 Evaluates instruction and monitors progress of individuals with exceptional learning needs
CC8S9 Develops or modifies individualized assessment strategies
CC8S10 Creates and maintain accurate records in a timely fashion

Standard 9 Professional and Ethical Practice
CC9S1 Practices within the CEC Code of Ethics
CC9S2 Upholds high standards of competence and integrity and exercise sound judgment in the practice of the profession
CC9S4 Conducts professional activities in compliance with applicable laws and policies
CC9S5 Demonstrates commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs
CC9S6 Demonstrates sensitivity for the culture, language, religion, gender, disability, socio-economic

Sample Assessment- Assignment Rationale & Description

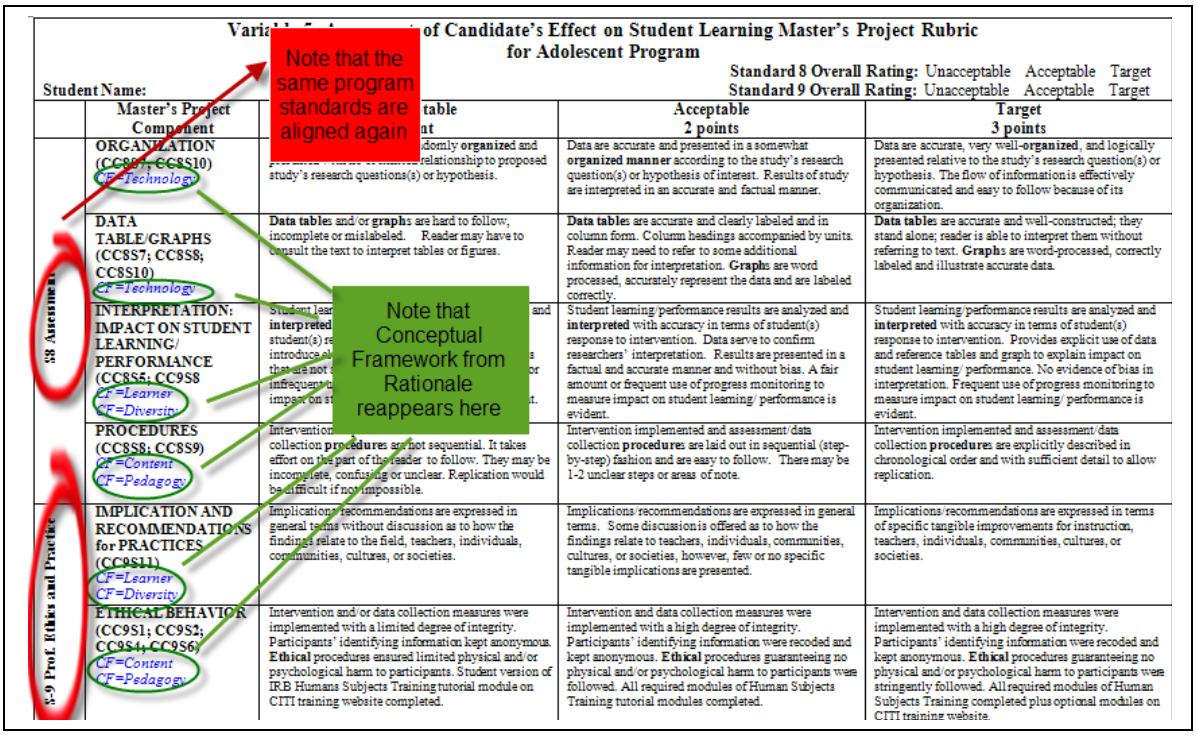
Rationale
The Master's Project is a culminating assignment completed at the end of each teacher candidate's program of study. Several components of the Master's Project serve as the NCATE Variable 5 (Assessment of Candidate's Effect on Student Learning) artifact. These components provide documentation on the teacher candidate's ability to assess student learning/performance and regularly monitor the progress of **learners** with **diverse** and exceptional learning needs. The components of the Master's Project used as the artifact for Variable 5 (Assessment of Candidate's Effect on Student Learning) are identified in the Variable 5: Assessment of Candidate's Effect on Student Learning Master's Project Rubric. These components assess the graduate level teacher certification candidate's ability to develop and implement **pedagogically** sound interventions (i.e., **content** that focuses on a specific learning, teaching, or behavior modification strategy) and to empirically appraise the impact of the intervention on student performance using the assessment **technology** of progress monitoring measures. This provides evidence of a teacher candidate's ability to use and implement principles of measurement theory and practices addressing issues of validity, reliability, bias, interpretation, and implications of data/results. Through this artifact, teacher candidates also demonstrate their ability to regularly monitor and report the progress of students by collecting, analyzing, and interpreting student learning/performance data using various assessment and computer based **technologies** to assist with interpretation. The **content** of each project must align and focus on **learners** within the graduate student's specific program of study (i.e., Early Childhood, Childhood, Adolescent).

Note that the language of the SPA standards 8 and 9 is also embedded into this rationale.

TEU Conceptual Framework embedded into assignment rationale/descripton

Description
The Departme ation requires every graduate leve g a Master's Degree Progra s high quality Master's Project. veloped and implemented ing the first semester teacher can posal for their own classroom The process requires teacher can nally important learning/perform on, or goal. The teacher candidates then develop or find an appropriate educational interven study to examine the impact of their intervention on student learning. During the second semester, teacher candidates conduct the study. As they conduct the study and implement their intervention they are required to monitor the progress of students by collecting, analyzing, and interpreting student performance data. They are required to attend to issues of validity, reliability, and bias. The candidates report, orally and in writing, the results and their interpretation of the findings based on student learning/performance measures collected. During each phase of the project students submit a draft version that is evaluated by the instructor. For each component, teacher candidates are provided the opportunity to revise their documents incorporating instructor

Sample Assessmnet- Rubric



Variable for Assessment of Candidate's Effect on Student Learning Master's Project Rubric for Adolescent Program

Student Name:

Standard 8 Overall Rating: Unacceptable Acceptable Target
Standard 9 Overall Rating: Unacceptable Acceptable Target

	Master's Project Component	Unacceptable 1 point	Acceptable 2 points	Target 3 points
S8 Assessment	ORGANIZATION (CC8S7; CC8S10) CF=Technology	...domly **organized** and ...relationship to proposed study's research questions(s) or hypothesis.	Data are accurate and presented in a somewhat **organized manner** according to the study's research question(s) or hypothesis of interest. Results of study are interpreted in an accurate and factual manner.	Data are accurate, very well-**organized**, and logically presented relative to the study's research question(s) or hypothesis. The flow of information is effectively communicated and easy to follow because of its organization.
	DATA TABLE/GRAPHS (CC8S7; CC8S8; CC8S10) CF=Technology	**Data table**s and/or **graph**s are hard to follow, incomplete or mislabeled. Reader may have to consult the text to interpret tables or figures.	**Data table**s are accurate and clearly labeled and in column form. Column headings accompanied by units. Reader may need to refer to some additional information for interpretation. **Graph**s are word processed, accurately represent the data and are labeled correctly.	**Data table**s are accurate and well-constructed; they stand alone; reader is able to interpret them without referring to text. **Graph**s are word-processed, correctly labeled and illustrate accurate data.
	INTERPRETATION: IMPACT ON STUDENT LEARNING/ PERFORMANCE (CC8S5; CC9S8 CF=Learner CF=Diversity	Student lear... and **interpreted** ... student(s) re... introduce el... that are not ... infrequent ... impact on st...	Student learning/performance results are analyzed and **interpreted** with accuracy in terms of student(s) response to intervention. Data serve to confirm researchers' interpretation. Results are presented in a factual and accurate manner and without bias. A fair amount or frequent use of progress monitoring to measure impact on student learning/ performance is evident.	Student learning/performance results are analyzed and **interpreted** with accuracy in terms of student(s) response to intervention. Provides explicit use of data and reference tables and graph to explain impact on student learning/ performance. No evidence of bias in interpretation. Frequent use of progress monitoring to measure impact on student learning/ performance is evident.
	PROCEDURES (CC8S8; CC8S9) CF=Content CF=Pedagogy	Intervention ... collection **procedures** are not sequential. It takes effort on the part of the reader to follow. They may be incomplete, confusing or unclear. Replication would be difficult if not impossible.	Intervention implemented and assessment/data collection **procedures** are laid out in sequential (step-by-step) fashion and are easy to follow. There may be 1-2 unclear steps or areas of note.	Intervention implemented and assessment/data collection **procedures** are explicitly described in chronological order and with sufficient detail to allow replication.
S9 Prof. Ethics and Practice	IMPLICATION AND RECOMMENDATIONS for PRACTICES (CC9S11) CF=Learner CF=Diversity	Implications/recommendations are expressed in general terms without discussion as to how the findings relate to the field, teachers, individuals, communities, cultures, or societies.	Implications/recommendations are expressed in general terms. Some discussion is offered as to how the findings relate to teachers, individuals, communities, cultures, or societies, however, few or no specific tangible implications are presented.	Implications/recommendations are expressed in terms of specific tangible improvements for instruction, teachers, individuals, communities, cultures, or societies.
	ETHICAL BEHAVIOR (CC9S1; CC9S2; CC9S4; CC9S6) CF=Content CF=Pedagogy	Intervention and/or data collection measures were implemented with a limited degree of integrity. Participants' identifying information kept anonymous. **Ethical** procedures ensured limited physical and/or psychological harm to participants. Student version of IRB Humans Subjects Training tutorial module on CITI training website completed.	Intervention and data collection measures were implemented with a high degree of integrity. Participants' identifying information were recoded and kept anonymous. **Ethical** procedures guaranteeing no physical and/or psychological harm to participants were followed. All required modules of Human Subjects Training tutorial modules completed.	Intervention and data collection measures were implemented with a high degree of integrity. Participants' identifying information were recoded and kept anonymous. **Ethical** procedures guaranteeing no physical and/or psychological harm to participants were stringently followed. All required modules of Human Subjects Training completed plus optional modules on CITI training website.

Note that the same program standards are aligned again

Note that Conceptual Framework from Rationale reappears here

Sample Assessment- Data Reporting table

Buffalo State College
Assessment #5
Assessment of Candidate's Effect on Student Learning Master's Project Rubric
Data Reporting Table

Use separate reporting table for each program major (EC, Child, Adol)

Total Number of Students: ____ (EC ____ Child ____ Adol ____)

	Master's Project Component	Unacceptable 1 point #	Unacceptable 1 point %	Acceptable 2 points #	Acceptable 2 points %	Target 3 points #	Target 3 points %
S8 Assessment	ORGANIZATION (CC8S7; CC8S10) CF=Technology						
	DATA TABLE/GRAPHS (CC8S7; CC8S8; CC8S10) CF=Technology						
	INTERPRETATION: IMPACT ON STUDENT LEARNING/ PERFORMANCE (CC8S5; CC9S8) CF=Learner; CF=Diversity						
	PROCEDURES (CC8S8; CC8S9) CF=Content; CF=Pedagogy						
	STANDARD 8 OVERALL RATING:						
S9 Prof. Ethics and Practice	IMPLICATION AND RECOMMENDATIONS for PRACTICES (CC9S11) CF=Learner; CF=Diversity						
	ETHICAL BEHAVIOR (CC9S1; CC9S2; CC9S4; CC9S6) CF=Content; CF=Pedagogy						
	PROFESSIONAL BEHAVIOR (CC9S1; CC9S2; CC9S5; CC9S12) CF=Learner						
	STANDARD 9 OVERALL RATING:						
	TOTAL RATING:						

Once again, you see the alignment of conceptual framework and program (e.g., SPA) standards!

Note that we report on the program standards "met" and "not met" overall

Artifact housing & collection logistics

Location of artifacts/assessments:

TaskStream: All artifacts/assessments that aligned with specific courses are uploaded to TaskStream (copied/pasted) with the assistance of the Teacher Education Unit TaskStream Coordinator and Local TaskStream Coordinator within the Exceptional Education Department. Rubrics are created using TaskStream's cell format. All candidates and department faculty are provided with a TaskStream account number that allows them to access scoring and grading occurs within the TaskStream cells. TaskStream training is offered each semester or on an as-needed basis as identified by students and faculty.

Department Copies: Each department will have an archival copy of each assessment stored in hard copy and electronic form. These will be replaced as needed based on revisions and updates to the assessments as monitored by the department assessment committee and/or NCATE program point person.

Process and Timing of data collection:

- Assessment data will be collected EVERY semester the target course is offered (including summer sessions).
- Faculty will score assessments posted by candidates on TaskStream at the **end of each semester** (or earlier). *See policy & procedure manual updated November 2008.*
- All assessments must be scored **before final semester grades are due** however scoring assessments at any point in the semester is acceptable.
- NCATE program point person will work with Teacher Education Unit Assessment Coordinator to run data reports **within one week** after final semester grades are due and deliver to department Assessment Committee for analysis the following semester.

*****PLEASE NOTE*****

For accuracy of data reporting, faculty scoring MUST be completed DURING THE SEMESTER it is assigned and submitted. Scoring assessments/artifacts after the close of the semester will result in inaccurate data results and misrepresentation of overall student performance within the program.

TASKSTREAM SYLLABUS STATEMENT

Draft 1/3/09

Each semester faculty will provide students with the TaskStream statement as part of their syllabus. Students are expected to enroll in TaskStream as part of their course requirements.

Exceptional Education Department

USE OF TASKSTREAM

The Teacher Education Unit has adopted the TaskStream instructional design and assessment system. The Exceptional Education Department uses the TaskStream assessment data to ensure that our courses and programs help you achieve or exceed the minimum competencies required of CEC and NCATE accredited teachers. The Department routinely conducts training sessions on how to use TaskStream. Contact your professor or advisor for more information.

PLEASE NOTE: Most classes have at least one TaskStream related assignment. These assignments MUST be submitted to the TaskStream system; submitting them to your professor in hard copy or via email attachment is not acceptable. If you fail to submit a TaskStream-required assignment, you will receive a grade of "I" (Incomplete) in the course. If the assignment is submitted to TaskStream by the middle of the following semester, you will then receive your grade for the course. However, if you fail to submit the assignment by the deadline (see Buffalo State calendar for actual date), the "I" grade will automatically revert to an "E."

The college provides TaskStream free of charge for Exceptional Education students. You do NOT have to pay for your TaskStream account yourself. As a student, you will fall into one of three categories. Read the following carefully and see which one applies to you:

1. You've previously had a TaskStream account, but it has expired. IN THIS CASE, YOU WILL RENEW YOUR ACCOUNT BY INPUTTING THIS CODE **CJSS2H-6Z8TJ4 DO THIS:** Log onto TaskStream (http://www.taskstream.com) and click on the option for "Subscribe/Renew Today" (upper left); you want to click the "radio button" for "Renew my TaskStream subscription." Then, under "Option 2," "Enter Your TaskStream Key Code," which is: **CJSS2H-6Z8TJ4**

2. You signed up for your TaskStream account at the beginning of the Fall 2008 semester, using the code the college gave you. **DO NOT SIGN UP FOR ANOTHER ACCOUNT** AS THE ACCOUNT YOU ALREADY HAVE IS STILL ACTIVE!!

3. This is the first time you've signed up for TaskStream. **DO THIS:** Log onto TaskStream (http://www.taskstream.com) and click on the option for "Subscribe/Renew Today" (upper left); you want to click the "radio button" for "Create a new TaskStream subscription." Then, under "Option

2," "Enter Your TaskStream Key Code," which is: **CJSS2H-6Z8TJ4** . You will then have to provide some personal information. Don't lose your TaskStream username and password!!! For convenience, many students use their **Buff State usernames and passwords**.

IN ADDITION to getting and activating an account, you must "Enroll" in your program. TaskStream is not smart enough to automatically know which Exceptional Education program you're in. You have to tell it by **self-enrolling**. If you do not self-enroll, your current courses will not show up as options when you go to submit work. **Ninety-Nine percent of the problems students have with TaskStream are due to the fact that the students did not self-enroll!!** To enroll, you will need to insert a specific program code. The codes (which ARE case-sensitive) are:

Graduate Early childhood Exceptional Education Program: **ECGradEXE**

These self-enroll codes are applicable ONLY to courses taken in the department of Exceptional Education (i.e., "EXE" course prefix). If you're a dual major ExEd/ElEd student, you will need the Elementary Education and Reading Department self-enroll code for their courses (i.e., "EDU" course prefix).

To enter your code, you first log onto TaskStream. In the larger "middle" screen, near the top, you'll see "If you have a self-enrollment code, click here" followed by a yellow "Self-Enroll" button--click on that. At the resultant screen, enter your code. You'll know you've done this correctly when you click on "My Programs" (at the left) and your respective program shows up in the listing.

If you experience difficulty signing up for your TaskStream account, contact the TaskStream help staff via email at help@TaskStream.com or by phone at 1-800-311-5656. The quality of TaskStream phone support is extraordinary (i.e., you'll get a truly helpful human being on the phone within 30 seconds), so don't be afraid to call. **However, please be aware that TaskStream support is not allowed to provide you with the account key code or your department's enroll codes (the ones provided immediately above)**. They can walk you through the process of entering the codes, but they cannot GIVE you the codes. There is a handout called "Self Enrolling in TaskStream, Spring 2009" that your professor can provide that addresses this process. If, for some other reason, your subscription and/or self-enrollment problem is not resolved, contact the Exceptional Education Department TaskStream Coordinator, Dr. Sharon Raimondi at raimonsl@yahoo.com.

Transition Points for Assessment and Evaluation

In addition to and in conjunction with the specific artifacts/assessments previously listed, the Exceptional Education Department considers several transition points when assessing candidates' progression through the program.

The following table illustrates the transition point assessments for the initial exceptional education program (Special Education: Early childhood).

ADVANCED PROGRAM-GRADUATE (Special Education: Early childhood) TRANSITION POINTS with ASSESSMENTS

	Admission	**Candidacy and Prior to Entry to Clinical Practice**	**Exit from Clinical Practice**	**Program Completion**	**After Program Completion**
Advanced Teacher Education Program: Special Education Early childhood	Early childhood Program Admission Requirements: In addition to prerequisite certification in early childhood general education, candidates must meet the following admission requirements: (1) Bachelor's degree from an accredited college or university with a minimum cumulative GPA of 2.5 (4.0 scale) as verified by an official college transcript (0-5 points) (2) Written personal statement (0-1 point) (3) Graduate GPA between 3.0 and 4.0 for up to 6 hours of relevant coursework (0-2 points) (4) Certification in early childhood special education, or relevant experience (0-5 points) (5) Faculty review of	*UNIT ASSESSMENT-Survey of Candidate Dispositions I Candidacy: Every matriculated graduate student is required to file an application for admission to candidacy after the completion of at least six but not more than twelve credit hours of graduate coursework at Buffalo State College. Candidacy is a written agreement outlining the courses necessary to receive a degree In order for a candidate's application to candidacy to be approved, it may not include any courses with "I" or "E"	Grade of "C" or Better. Acceptable or Target performance on key assessments ***EXE 504 or EXE 682 Cooperating Teacher Evaluation**	*UNIT ASSESSMENT-Survey of Candidate Dispositions II *UNIT PEDAGOGICAL Knowledge & Skills Assessment *UNIT ASSESSMENT-Candidate Exit Survey **Completion of all NCATE Artifacts:** • EXE 652- IEP Assessment • EXE 504 or 682 Lesson Plan & Cooperating Teacher Eval • EXE 690- Master's Project • EXE 682- Case Study Successful completion of all required coursework. In order to graduate from the program and receive a	*UNIT ASSESSMENT-Employer Survey *UNIT ASSESSMENT-Exit Survey

	applicant folder. Each faculty member can add or subtract one point from any applicant's overall total based on any previous experience with the individual or perceptions of the quality of the application (+ or – 1 point) Additional Requirements: Candidates for initial certification in special education must achieve passing scores on the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W), and the ***Students with Disabilities Content Specialty Test of the New York State Teacher Certification Exam (NYSTCE).**	grades or any grade less than a "C" (C=2.0). The application must be approved by the advisor, department chair, Dean of the School of Education, and the Dean of the Graduate School. Grade Requirements: Students must maintain at least a B (3.0) grade point average on all graduate work. No grade lower than a "C": is acceptable in any required course. Students who earn a grade of less than a "C" (C=2.0) in a course listed on the candidacy will need to file a change of candidacy, deleting the original course and adding a reasonable substitute. If no reasonable substitute can be found, then the student may be		recommendation for a early childhood teaching certificate, candidates must satisfactorily complete 30 to 51 hours of coursework (including practica and master's project/ thesis) while maintaining a cumulative GPA of 3.0 or higher. As previously mentioned individuals who hold initial certification in approved areas will complete 30 credit hours; while all others will complete up to 51 credit hours (see listing of courses and descriptions to follow). Upon completion of required coursework, practica, etc. candidates may file for graduation. ***EXE 690- Master's Project**	

		unable to finish his/her Master's degree in Exceptional Education. Graduate students who earn an "E" grade in a course can repeat the course in order to improve his/her grade. Additional Retention Requirements: Students must complete their degree program within six years. A waiver of the six year limit is available through an appeals process. In addition, any student who does not enroll in coursework for four consecutive semesters will be considered retired and must re-apply to be readmitted to the department. Completion of preliminary coursework (EXE 500, 501, 502, 503)			

		as needed.			

***Unit-wide Assessments/Artifacts**

PLAN FOR DISCUSSION AND ANALYSIS

USE OF ASSESSMENT RESULTS TO IMPROVE PROGAM

Figure 1. This figure outlines the use of assessment data to drive curricular changes and to identify key areas for program improvement.

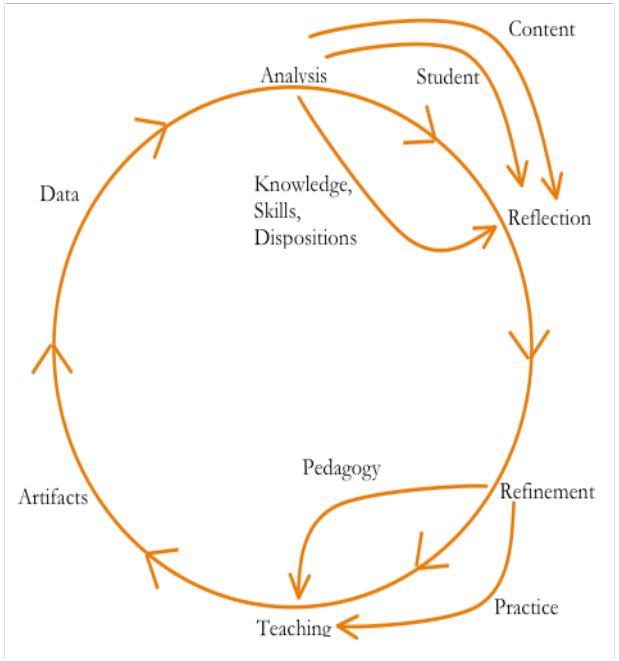
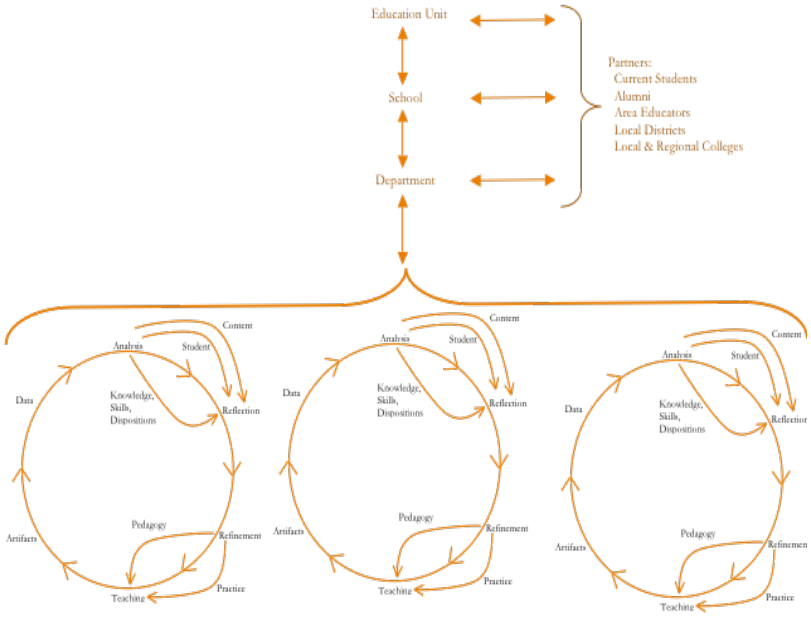


Figure 2. The following diagram outlines the process for articulating assessment data between individual courses and the greater community of educators at Buffalo State College.



This is a graphic representation of our department level assessment process.

This illustrates how each component of our program drives the assessment process.

We begin with "teaching" from which assessments/artifacts have been developed. We collect data based on the artifacts and analyze the data. Following the analysis we reflect on the results and refine our program which ultimately impacts the teaching of our candidates.

Plan for Discussion and Analysis

- Data collected each semester (including summer) and collated by department NCATE point person (see timeline in this document).
- NCATE point person disseminates data to department Assessment Committee for evaluation and analysis.
- Department Assessment Committee disseminates data to Dean's office as well as Teacher Education Unit via Teacher Education Council and/or Teacher Education Unit Assessment Coordinator. This may include specific program assessment data in addition to unit-wide assessment data (e.g., common assessments).
- Program and candidate areas of need are identified based on outcome data.
- We will establish and maintain a department level advisory panel made up of stakeholders (e.g., teacher candidates, alumni, community partners, etc.). Information will be shared and discussed annually.
- Assessment Committee brings areas of need to faculty (via retreats and monthly faculty meetings for discussion and planning). Needs are also discussed via annual report to education program coordinator and department chair.
- Program improvement plan (action steps) created. This involves tasks and timelines for one academic year.
- Program improvement plan (action steps) implemented and revised as needed.

How Data is Shared

The assessment committee and NCATE point person are standing parts of the agenda for the following:

- Biannual department retreats
- Annual committee reports and department reports shared with Dean's office
- Monthly Chair's advisory panel meetings
- Monthly faculty meetings
- Ongoing NCATE assessment training (per semester) for adjunct and community partners (as needed). Participants are given assessments/artifacts and results are shared.
- Annual report electronic newsletter and/or factsheet shared with stakeholders (e.g., teacher candidates, community partners, alumni, etc.) and discussed at annual advisory council meeting.
- Data sharing and candidate/program decision making is evidenced by:
    - Numerous minutes available to all faculty found on the Exceptional Education ANGEL faculty resource repository website. All minutes are disseminated within one month of meetings.
    - Curriculum Committee Actions as evidenced by number of course revisions, new course proposals, program revisions, and new program proposals submitted to College Senate Curriculum Committee.
    - Personnel actions/decisions as evidenced by Professional and Welfare Committee Actions.

Plan to Ensure Fairness, Consistency, Accuracy, and Avoidance of Bias in Assessment

- **The department faculty work to ensure that assessment instruments and administration procedures are implemented with fairness, consistency, accuracy, and avoidance of bias.**

    - **Assessments are designed, developed, reviewed, and refined by two levels of department personnel: Assessment Committee and All Faculty.**
        - Assessment assignment descriptions designed using parallel forms including assignment description, rationale, program standards, and conceptual framework.
        - Assessment rubrics designed to ensure objectivity in scoring while reducing subjective evaluation.
        - Scoring procedures shared with teacher candidates.
        - Assessment administration schedule designed to consider background and experience of teacher candidates given their place in the program (e.g., scope and sequence).
        - Assessments closely evaluated for bias in language and experiential assumptions.
        - Assessments reviewed annually.
            - Assessments revised on as needed basis

    - **Inter-rater reliability training implemented**
        - A minimum of once per year, faculty assemble to review assessment procedures to ensure consistent evaluation across reviewers.
        - Adjunct faculty are trained annually to ensure consistent carryover between full and part-time faculty members.

USING DATA TO IMPROVE PROGRAM

USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE & PROGRAM PERFORMANCE

SUMMARY OF IMPROVEMENTS:

CONTENT KNOWLEDGE: (FOCUSES ON CONTENT, LEARNER, PEDAGOGY, REFLECTION)

- ✓ Evaluated purpose and outcomes for each assessment.
- ✓ Aligned *CEC Common Core* and *Individualized General Core* knowledge & skills to all assessments, rubrics, and data reporting tables.
- ✓ Aligned Buffalo State's Conceptual Framework to CEC Standards and all components of assessments.
- ✓ Establishment of "exemplar" bank of assessments.
- ✓ Developed standard assessments across all programs (i.e., IEP & Lesson Plan).
- ✓ Formal mentoring process between adjunct and tenured, full-time faculty.
- ✓ Developing inter-rater reliability training protocol to ensure fidelity in administration and evaluation across faculty.

USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE & PROGRAM PERFORMANCE

SUMMARY OF IMPROVEMENTS:

STUDENT LEARNING: (FOCUSES ON CONTENT, LEARNER, PEDAGOGY, REFLECTION, DIVERSITY)

- ✓ Revised lesson plan and other assessment artifacts.
- ✓ Formal process for dissemination of program requirements and changes to all faculty and students.
- ✓ Hiring of new faculty with target expertise (e.g., transition, severe disabilities, early childhood, etc.).
- ✓ Practicum requirement revised, disseminated and state-level loophole closed via “fail-safe” planning.
- ✓ Re-institution of formal Student Teaching Supervisor training/procedure manual.
- ✓ Annual research symposium established for sharing effective interventions for increased “student learning outcomes”.

USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE & PROGRAM PERFORMANCE

SUMMARY OF IMPROVEMENTS:

PROFESSIONAL & PEDAGOGICAL KNOWLEDGE, SKILL & DISPOSITIONS: (FOCUSES ON CONTENT, LEARNER, PEDAGOGY, TECHNOLOGY, DISPOSITIONS, DIVERSITY, REFLECTION)

- ✓ Incorporated detailed listing of CEC Standards knowledge and skills into all assessments.
- ✓ Revised Conceptual Framework to make suitable for graduate programs and advanced candidates.
- ✓ Writing requirement instituted across all courses.
- ✓ Professional writing workshop instituted on annual basis.
- ✓ Collaboration with other IHE in nationwide study targeting evaluation of dispositions.
- ✓ Ongoing development of disposition evaluation instrument.
- ✓ Course and program revisions begun: Will update, clarify and enhance current courses and programming.

Exceptional Education Department
Initial Program
Program and Operations Changes Based on NCATE Data
Spring 2007 and Fall 2007

CHANGES	EVIDENCE THAT REQUIRED CHANGE	STATUS OF CHANGES
Candidate writing skills improvement plan: 1) Initiated professional writing requirement across all graduate courses. 2) Designed and offered professional writing workshops/seminars.	NYSTCE writing performance on constructed response was one of weak areas.	• Held two professional writing workshops with additional workshops scheduled for future semesters.
Overt Assessment of CEC Standards Revised rubrics and assignment descriptions: -detailed CEC standard components added to increase sensitivity -matched rubrics to assignment descriptions -increased use of language of standards in rubric guidelines -clarified scoring procedures	Evaluation of assignments and assessments in preparation for reporting NCATE assessment data.	• Revisions complete. • Implemented one to two semesters. • In process of surveying faculty for assessment/artifact feedback.
Disposition evaluation form revision	Faculty and cooperating teacher feedback prompted re-evaluation of form. Reported concerns about extensive nature of piloted disposition forms. Data too broad. Identified need to summarize and focus.	• Assessment committee evaluating various documents for department wide use (as of Fall 2008)
Ongoing program evaluation plan: Developed conceptual model for ongoing program evaluation.	Needed graphic to be able communicate assessment process with entire Exceptional Education faculty.	• Developed graphic and shared with faculty.
Continuation of department level Assessment Committee targeting. Increased meetings from monthly to tri-monthly. Noted that undergraduate programs are **underrepresented** on Assessment Committee.	Preparation of SPA report and reviewer feedback.	• Tri-monthly meetings completed. Back to monthly meetings. • Faculty will nominate new member of Assessment Committee to represent undergraduate program (Spring 2009)

NOTE: Use TAB key to create additional cells for more changes.

Department Assessment Committee

Program Improvement Plan Tasks

Academic Year 2007-2008

Assessment Committee

Program Improvement Plan Tasks

Academic Year 2007-2008

Committee Members: Sharon Raimondi (Chair), Kevin Miller, Sarita Samora, Sharon Cramer, Theresa Janczak, Shannon Gormley Budin, and Colleen Wilkinson (student representative).

The committee met on the following dates: 9/11/07, 9/24/07, 10/16/07, 10/23/07, 11/6/07, 11/20/07, 2/12/08, 2/26/08, 3/18/08, 4/1/08, 4/29/08, and additional meetings to prepare the NCATE report and to prepare for the NCATE visit

Committee Activities

The major emphasis for this committee was to complete the rejoinder for the NCATE report and to prepare for the accreditation review in April. Below are specific activities that helped us prepare for this report. Our action plan for the academic year follows.

Tuesday, September 25

Task 1 (Assessment area 1) – examine CST and Improve Instruction/Preparation

Childhood – undergraduate - Standards 1 and 2

a. Report aggregated licensure data by subtest
b. Report frequency & percentage of candidates who passed each subtest.
c. *ERROR: said we included as evidence of standard 3, but we did not. (Shannon note)*
d. *Disseminate State testing faculty resources to improve candidate preparedness for CST.*

Tuesday, September 25

Task 2 (Assessment area 2) – examine IEP and Improve Assessment Tool

Childhood – undergraduate – Standards 1, 2, 6

a. Incorporate standards within rubric by elements being measured.
b. Data report table should match/align to rubric

c. Examine standard alignment and match between narrative, rubric, and data report table.
d. Appears assistive technology component is addressed in this assessment & that strategies to enhance communication is included
e. Should consider use for Standard 7
f. Should consider use for Standard 8

Tuesday, October 16

Task 3 (area 3) – examine Lesson Plans Revise Assessment

Childhood – undergraduate – Standards 3, 4, 7

a. Incorporate the standards within the rubric by the elements being measured.
b. Data report should exactly match rubric...all three elements in rubric should be represented in data table.
c. Be sure standards area aligned and match narrative, rubric & data report.
d. Unclear if they have to consistently implement the plan...Require them to implement plan (or make clearer).

Tuesday, October 23

Task 4 (areas 4 and 6) – examine Student Teaching Evaluation (Cooperating Teacher Survey)- Revise Instrument and syllabus expectations/instruction to align with components of evaluation.

Childhood – undergraduate – Standards 4, 5, 9

a. Questions how final data report determined for 1st data table given the numerous elements under each standard.
b. How are "acceptable" and other ratings determined?
c. Should consider including as evidence of Standard 6.
d. Should consider use for Standard 7
e. Should consider use for Standard 8
f. Should consider use for Standard 10

Tuesday, October 23

Task 5 (area 5) – examine Management Plan- Revise Instrument

Childhood - Undergraduate – Standards 5, 6

a. Although narrative description measures specific Standard 5 items, the rubric is too general.
b. Develop levels of performance that reflect quality of candidate performance vs. how often they do something.

c. Integrate standards into the rubric.
d. Report data by element and the standard.
e. Appears assistive technology component is addressed in this assessment & that strategies to enhance communication is included

Tuesday, November 6

Task 6 (area 6) – examine Assessment Survey—Revise Instrument; Examine Instructional Format (e.g., BLOCK)

Childhood – Undergraduate – Standard 8

a. Doesn't truly measure "knowledge and skills" of assessment
b. Unclear how assessment is formally and systematically addressed...although informal assessment addressed.
c. Curriculum Committee to complete Block 2 course revision to assist with instructional time and to re-examine course expectations, literature, and overall course update.

Task 7(area 7) – examine Dispositions—Develop instrument and/or policy and procedure for evaluation.

Childhood - Undergraduate – Standards 5, 6

a. CEC standards need to be incorporated into assessment
b. Continue to examine alternative assessments for dispositions.

Tuesday, November 27

Task 8 (area 8) – examine EBI Survey

Childhood - Undergraduate – Standards 4, 5, 7

a. Weakest and consider Replacing.

Summary of activities:

- The committee revised artifacts for the undergraduate (initial) program to address the comments from the NCATE report.

- The committee redesigned lesson plan formats, lesson plan evaluation forms, cooperating teacher-reporting forms and developed a rubric to evaluate lesson plans.

- The committee conducted 2 workshops to train faculty and students on the use of Task Stream. In Fall 2007 and Spring 2008, students in Block I were trained. No other faculty requested training for their classes.

Status of Goals for the 2007-2008 Academic Year

- Prepare the rejoinder for the NCATE assessment report – **completed.**

- Continue with the training of the faculty and students in the use of the electronic portfolio – **ongoing.**

- Align graduate courses with CEC, NCATE, and INTASC standards – **completed.**

- Develop a system to maintain data on students at both the undergraduate and graduatelevel. For any given year, these data will include, but not be limited to: (a) number of students who apply to the program, (b) demographic data regarding students (e.g., gender, ethnicity, age, disability status, or major), (c) the number of students accepted/rejected, (d) the number of students who complete the program, (e) the number of students who leave (voluntary leave, asked to leave or fail) the program, (f) the number of students enrolled in various programs and/or seeking extensions (e.g., early childhood, childhood, or adolescence), and (g) the percentage of students employed upon program completion. The committee will develop a system to collect data on employment (date hired, length of employment, areas served), and extent to which areas of high need are served – **not completed**.

- Develop a system to analyze data regarding progress and performance of students enrolled in both the undergraduate and graduateprograms. This committee will develop a system to provide

feedback and recommendations to the Department on a yearly basis. Implications, trends, and recommendations will be reported: specifically, benchmark and performance data - **not completed**.

- The assessment committee will review the benchmarks to assess student progress at different points in the undergraduate and undergraduate program (e.g., entry, midpoint, prior to student teaching, and exit) and as appropriate, these benchmarks will be adjusted to meet accreditation standards and/or state and federal standards - **ongoing**.

- The assessment committee will develop a system gather and analyze data regarding performance of students enrolled in both the undergraduate and graduateprograms. This includes, but is not limited to examining individual and cohort data to determine (a) overall performance of student currently enrolled in the program, (b) overall performance of students who graduate from the program, (c) measures of competence (e.g., successful completion of state and national exams) and (d) impact on the field (impact on improving results for children with disabilities) - **not completed**.

Goals for the 2008-2009 Academic Year

- Revise and revisit NCATE artifacts. Activities may include the following items listed below:
  - Revisit the artifacts developed for the undergraduate and graduate programs. Obtain faculty feedback as to the appropriateness and ease of use for each artifact and corresponding rubric.
  - Continue to investigate method to evaluate student dispositions at both the undergraduate and graduatelevel.
  - The assessment committee will review the benchmarks to assess student progress at different points in the undergraduate and undergraduate program (e.g., entry, midpoint, prior to student teaching, and exit) and as appropriate, these benchmarks will be adjusted to meet accreditation standards and/or state and federal standards.
  - Develop interrater reliability for selected rating forms

- Investigate and implement strategies to improve the writing skills of students enrolled in the Exceptional Education program

- Investigate alternative ways to evaluate courses offered by the Exceptional Education Department

- Develop a site on TaskStream for all graduate programs.

- Continue with the training of the faculty and students in the use of the electronic portfolio.

MEETING AGENDA TEMPLATE

To ensure ongoing data analysis and program revision, the following items must appear on Assessment Committee Agenda's throughout the academic year.

PLEASE INCLUDE THE FOLLOWING HEADERS/TOPICS ON EACH AGENDA TO ENSURE COVERAGE OF TOPICS AT ALL MEETINGS:

1. What data were:
    a. compiled?
    b. summarized?
    c. analyzed?

2. To who were data disseminated? (e.g., program faculty, teacher candidates, unit, stakeholders, etc.). When?

3. Action steps/ plans to use data to improve program.

4. What were the results of previous data dissemination and analysis?

Note:

Minutes* must be taken at all meetings. They will be disseminated to department faculty and housed on the department repository on ANGEL or other electronic site to be determined (e.g., TaskStream).

*It is advised that faculty maintain minutes at all relevant meetings to reflect data planning, analysis, and sharing among all stakeholders.

Buffalo State College
Exceptional Education Department

Mandatory Artifact: Lesson Plan
Courses: EXE 504

NCATE and CEC have identified the ability to plan instruction in special education as one way for special education teachers to demonstrate their competence. The Exceptional Education Department has selected a Lesson Plan as an artifact to meet this requirement. The Lesson Plan is completed in EXE 504 and meets CEC's Standards 3, 4, 7, 8, and 9. This artifact also addresses Buffalo State's School of Education's Conceptual Framework in the areas of the Learner, Pedagogy, Technology, and Content.

CEC Standards Addressed by this Assessment
The primary standards addressed in the Intervention Plan assessments are Individual Learning Differences (S=3), Instructional Strategies (S=4), Instructional Planning (S=7), and Assessment (S=8). In addition, candidates reflect on their planning and teaching when conducting a self evaluation, thus assessing some areas of Professional and Ethical Practice (S=9) are also addressed by this assessment.

Standard 3 (S=3): Individual Learning Differences
CC3K2 Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
CC3K5 Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.
GC3S1 Relate levels of support to the needs of the individual.

CEC Standard 4 (S=4): Instructional Strategies
CC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
GC4S7 Use appropriate adaptations and technology for all individuals with disabilities.

CEC Standard 7 (S=7): Instructional Planning
CC7K2 Scope and sequences of general and special curricula.
CC7K3 National, state or provincial, and local curricula standards.
CC7K4 Technology for planning and managing the teaching and learning environment.
CC7S2 Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.
CC7S5 Use task analysis.
CC7S8 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
CC7S11 Prepare and organize materials to implement daily lesson plans.
GC7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.
GC7S3 Plan and implement age- and ability-appropriate instruction for individuals with disabilities.

GC7S4 Select, design, and use technology, materials, and resources required to educate individuals whose disabilities interfere with communication.

Standard 8 (S=8): Assessment
CC8S1 Gathers relevant background information.
CC8S5 Interprets information from formal and informal assessments appropriately.
CC8S8 Evaluates instruction and monitors progress of individuals with exceptional learning needs.
GC8S3 Selects, adapts, and modifies assessments to accommodate the unique abilities and needs of individuals with disabilities

CEC Standard 9 (S=9): Professional and Ethical Practice
CC9S8 Use verbal, nonverbal, and written language effectively

Description
One of the on-going course requirements for EXE 504 is the design of lesson plans. In addition to the design of lessons, EXE 504 also requires that you implement these plans. Your reflection after a lesson has been implemented is crucial. It will help you to identify successful components of the lesson as well as providing feedback on what should be changed. This continuous process of monitoring and adjusting will help you to refine your planning.

Include at least one copy of your best example of a lesson that you have developed in your field based situation. Follow the format recommended by the Exceptional Education Department and include all components. Be sure to include a description of how you adapted instruction to meet individual needs for students with disabilities, those who are culturally and linguistically diverse, or those who are at risk of failure. Indicate how this lesson is linked to New York State Learning Standards. Include samples of P-12 student work that demonstrates how students met your goals, objectives, and NY State Learning Standards for these lessons. This competency must be completed in EXE 504.

Rationale
One way to show evidence of your skill at adapting instruction for individual children is through your lesson plans. These plans provide documentation of your ability to design and deliver instruction that meets the needs of individual children. The Exceptional Education Department has developed three documents to assist you (and your instructor/cooperating teachers) with planning for instruction. These include a recommended lesson plan format, a lesson plan observation form, and a lesson plan rubric (used to evaluate your lesson).

The Task
Develop a lesson plan that shows your proficiency of adapting instruction of individual needs or individual learning differences.

Criteria for the Assignment
A detailed lesson plan guide and rubric have been developed. These will be used to evaluate your ability to plan in three broad areas, Advance Preparation for the Lesson, Lesson Implementation/Instructional Procedures, and Reflection. The reflection section is to be

completed after the lesson has been delivered. These three broad areas have been subdivided into 18 components. These items are supported by the literature as being most effective for students with disabilities. Individual lessons may not always address all of these components. In these instances, work with your instructor and supervising teacher to develop a lesson that is most appropriate for the students you teach.

Buffalo State College
Exceptional Education Department
Scoring Criteria for Lesson Plan

This lesson plan will be evaluated on a 3 point scale: 1 – unacceptable; 2 – acceptable; 3 – target.

		Unacceptable - 1	Acceptable - 2	Target - 3
Advanced Lesson Planning	**Content Knowledge** **Score: _____** **Standard 7 [CC7K2; CC7S2; GC7S3]** [CF=Content, CF=Learner]	The lesson plan includes little or no content information related to the topic of lesson. Content information (declarative and/or procedural knowledge) that is vague, limited, and not directly connected to lesson topic and may contain inaccurate information.	Lesson plan documents accurate information (declarative and/or procedural knowledge) regarding the content to be presented. Key ideas are provided that demonstrates acceptable knowledge of what is to be taught.	Lesson plan provides an in-depth description of content (declarative and/or procedural knowledge) to be presented that is directly related to lesson topic. Substantial information in the form of key ideas and subordinate details has been documented and demonstrates command of background knowledge necessary to implement lesson. It is clearly evident that the candidate has done the necessary research to develop his/her existing knowledge base.
	Materials **Score: _____** **Standard 7 [CC7S11]** [CF=Content, CF=Learner]	Materials for this lesson are not listed or the list is incomplete or inappropriate for the lesson or age/gender of the students. They marginally support lesson objectives and are not defined or referenced in lesson.	Materials are listed, described, and directly support lesson objectives. They relate to the content of the lesson and are age/gender appropriate and are briefly indicated or referenced within lesson implementation section.	Materials used in this lesson directly support learning objectives, are clearly described, and meet the needs of all students by their appropriateness and attention to learner development and characteristics. As appropriate, materials have been modified and are referenced in the lesson implementation section that clearly defines how they will be utilized.
	Technology **Score: _____** **Standard 7 [CC7K4; GC7S4]** [CF=Content, CF=Technology, CF=Pedagogy]	Technology was not used or it was the primary focus. The technology selected was not appropriate to meet the objectives. It was used as time filler or for drill and practices not related to lesson objectives.	Technology use was more emphasized than the curricular content of the lesson. The technology selected was somewhat appropriate to meet the standards but another may have been more suited.	Technology use was not a separate curricular focus but was a means for supporting curricular objectives. The technology selected was appropriate to meet the standards.
	Objectives **Score: _____** **Standard 7 [CC7S5, CC7S8, GC7S2, GC7S3]** [CF=Content, CF=Learner, CF=Pedagogy]	Objectives are vague, not measurable and/or observable, or missing a key element (condition, student(s), target behavior, CAP).	Objectives are written in observable terms that are measurable and include all elements (conditions, student(s), target behavior and CAP). Objectives are appropriate for the development or characteristics of learners. Criteria for Acceptable Performance (CAP) are identified and include multiple trials.	Objectives are clearly articulated and include all elements (condition, student(s), target behavior, CAP). Well written, linked to the content area, the NYS Learning Standards, Performance Indicators, and the students' needs. Objectives are appropriate for the development and characteristics of learners.
	Alignment **Score:_____** **Standard 7 [CC7K3]** [CF=Content, CF=Learner]	Specific national/and/or NYS Learning. Standards are not accurately presented or absent and there is no mention of the ways they connect to lesson objectives.	Specific national/NYS Learning Standards and related performance indicators are stipulated and are appropriately aligned with objectives.	The specific national and/or NYS Learning Standards and related performance indicators are stipulated. They are appropriately aligned with the objectives of the lesson.

Advanced Lesson Planning	**Present Levels of Educational Performance** **Score: _____** **Standard 3** **[CC3K2; GC3S1]** [CF=Content, CF=Learner]	Lesson plan contains a description of students that is limited regarding their present levels of educational performance. As a result, it is not clear how lesson meets the needs of targeted student(s).	Lesson plan contains a description of students that has general information regarding their present levels of educational performance. The appropriateness of the lesson (for this group) is clear.	Lesson plan contains a description of students that has substantial information regarding their present levels of educational performance. The appropriateness of the lesson (for this group) is obvious.
	Adaptations: **Score: _____** **Standard 3** **[CC3K5]** **Standard 4** **[CC4S3; GC4S7]** [CF=Content, CF=Pedagogy, CF=Diversity, CF=Dispositions]	Lesson plan is not inclusive of all students because it does not provide a list differentiated activities or UDL (Universal Design for Learning) considerations for targeted students. It is not evident that the teacher candidate has thought about how to address student diversity in terms of age, gender, culture.	Lesson plan accounts for the unique and diverse abilities by listing some, but not all, adaptations, differentiated instructional activities, and UDL (Universal Design for Learning) considerations in which diversity can be addressed in the lesson	Lesson plan has accommodated for the unique and diverse abilities of all students by describing strategies/activities that are inclusive, interesting, and considerate of the learning needs of targeted students. Instruction has been differentiated for all learners and UDL (Universal Design for Learning) considerations are specified.
	Assessment Plan **Score: _____** **Standard 7** **[CC7S13]** **Standard 8** **[CC8S1, CC8S5, CC8S8; GC8S3]** [CF=Learner, CF=Dispositions, CF=Reflection]	A plan for the assessment of student learning is missing, incomplete, not measurable or not linked to objectives, the content area, the NYS Learning Standards and Performance Indicators.	A plan for the assessment of student learning clearly describes how the teacher candidate will determine if students have met lesson objectives. Assessment plan provides several examples of what the teacher candidate will consider as "evidence" of student learning; data that are to be collected and how they will be analyzed.	The assessment plan is clearly articulated and linked to the objectives, content area, NYS Learning. Standards, and Performance Indicators. Assessment plan explains what will be collected as "evidence" of student learning. Specific assessment tools (e.g., rubrics, checklists, graphs) are included.
	Advanced Lesson Plan – Summary of Scores for this area **Total number of items addressed (N = 8)** ☐ **Total number at each level (fill in box)** 1 ☐ 2 ☐ 3 ☐			

		Unacceptable—1	**Acceptable—2**	**Target-3**
Lesson Introduction	**Activation of Prior Knowledge** **Score: _____** **Standard 7** **[CC7S14, GC7S2, GC7S3]** [CF=Content, CF=Pedagogy, CF=Learner]	Lesson plan does not specifically stipulate how student background or prior knowledge will be activated.	Lesson plan provides some general detail how teacher candidate will activate prior knowledge. Activity used to activate f prior knowledge serves to focus student attention on lesson, a "grabber", makes the connections to students' background knowledge.	Lesson plan contains a detailed script of what the teacher candidate will say to gain student attention and activate background knowledge. It's novel, interesting, and directly connected to content being learned.
	Purpose/Rationale **Score:_____** **Standard 7** **[CC7S7, CC7S11, GC7, GC7S7]** CF=Content, CF=Pedagogy, CF=Learner, CF=Reflection]	Lesson plan does not list or provides an inaccurate purpose-setting statement. The rationale for the lesson is either missing or not relevant to students.	Lesson plan contains a purpose-setting statement that is clear and direct. Rationale may be provided but does not establish relevancy by making a real world connection.	The purpose of the lesson is clearly listed in observable terms of what students will learn. Rationale is provided that is relevant to the lives/reality of students who will receive instruction.

	Behavioral Expectations **Score:_____** **Standard 7** **[CC7S14, GC7S1]** [CF=Content, CF=Learner]	Lesson plan does not establish clear and observable behavioral expectations (i.e., how students are expected to behave during lesson.).	Lesson plan established behavioral expectations for all students in clear, specific and concise terms.	Lesson plan provides explicit details in concise terms relative to student behavior during lesson presentation. Consequences for student non-compliance are further stated.
	Teacher Modeling **Score:_____** **Standard 4 - [GC4S1]** **Standard 7 – [CC7S8]** [CF=Content, CF=Pedagogy, CF=Learner, CF=Dispositions]	Lesson plan does not illustrate how teacher will model task or activities related to student outcomes.	Lesson plan provides some attempt to explain how teacher will model task or activities related to student outcomes.	Explicitly-scripted, multiple examples of teacher modeling are provided in the lesson plan that provide for teacher demonstration of anticipated student outcomes.

	Checking for Understanding **Score:_____** **Standard 7 - [CC7S5; CC7S13]** **Standard 4 – [[GC4S1]** [CF=Content, CF=Pedagogy, CF=Learner]	Checking for understanding is not stated anywhere in the lesson plan.	Checking for understanding is stated with at least one example of how this will be accomplished. Routine questioning may be the only technique cited as a measure of student understanding	Checking for understanding is detailed with multiple examples of how the teacher candidate will do this throughout the lesson. It goes beyond the standard question: "Does anyone have any questions?'
	Guided Practice **Score:_____** **Standard 7** **[GC7S3]** **Standard 4** **[GC4S1]** [CF=Content, CF=Pedagogy, CF=Learner]	Lesson plan provides for no or limited opportunity to practice lesson objective with teacher support and feedback. Lesson plan does not detail how teacher candidate will monitor and provide feedback to students. Guide practice activity does not allow all students to participate in this part of the lesson.	Lesson plan indicates adequate practice of lesson with some ideas as to how teacher will monitor and provide feedback. Guided practice activity(ies) are aligned to lesson objectives. All students are involved.	Multiple opportunities/activities are listed that allow all students to practice lesson objective(s) with sufficient teacher supervision that demonstrates feedback and support.
	Independent Practice **Score:_____** **Standard 7 - [GC7S3]** **Standard 4 - [GC4S1]** CF=Content, CF=Pedagogy, CF=Learner, CF=Diversity]	Opportunities for students to independently practice lesson objectives are not provided or differentiated according to ability level and learning style. Or Independent practice is provided but students need much teacher support in order to complete task	Lesson plan provides for reinforcement practices without teacher help. Independent practice activities are listed and appear to differentiate as necessary. They are linked to lesson objectives.	Several examples of independent practice are documented. They appear to incorporate all learning styles and ability levels. Independent practice directly supports lesson objectives by providing opportunities for students to practice lesson objectives without teacher support.

	Closure **Score:_____** **Standard 7 - [CC7S13]** **Standard 4 - [GC4S1]** CF=Content, CF=Pedagogy, CF=Learner,	Closure provide in lesson plan is vague or does not provide an opportunity for students to summarize what they have learned. Lesson plan does not indicate how teacher will summarizing key ideas and linking it to prior learning.	Lesson plan accounts for at least one way, students can summarize what they have learned in a way that is clearly connected to lesson objectives and content. Lesson plan includes some general way the teacher candidate will paraphrase what has been learned and how it can be integrated with existing information.	Lesson plan clearly and explicitly details how teacher candidate actively involves students in summarizing what they have learned in relation to objectives and content. Specific suggestions of how the teacher candidate plans to tie learning to real-life and/or past/future learning are documented.
	Lesson Implementation – Summary of Scores for this area **Total number of items addressed (N = 8)** ☐ **Total number at each level (fill in box)** 1 ☐ 2 ☐ 3☐			

		Unacceptable—1	**Acceptable—2**	**Target-3**
Debriefing (occurs at end of observed lesson)	**Reflection** **Score:_____** **Standard 8** **[CC8S5; CC8S8]** [CF=Content, CF=Pedagogy, CF=Learner, CF=Diversity, CF=Reflection, CF=Dispositions]	After the lesson has been taught, the teacher candidate does not demonstrate his/her ability to reflect on the lesson, and is unable to identify strengths and limitations or insights about the things she/he has learned about the students and herself. Reflection focuses on classroom management, instructional design issues, or the extent of student participation in activities with no ties to student learning OR reflection makes generalizations that are not consistent with other evidence presented in the lesson. Teacher candidate does not make use of student data from lesson to determine if objectives have been met. Few links between instructional or assessment decisions and students learning. Few connections to course content. Goals are vague..	After the lesson has been taught, the teacher candidate demonstrates her/his ability to reflect on the lesson, including his/her efforts to construct a meaningful learning experience for all students. The teacher candidate has identified the strengths and limitations of the lesson and some general ideas about how it could be revised in the future. The teacher candidate has identified insights s/he has learned about the students and herself and makes use of student data to determine achievement of lesson objectives. These insights reflect knowledge about effective teaching practice and course content and are linked to research and theory and what the teacher candidate knows about his/her students. Goals and future actions are stated. If lesson was modified, the teacher candidate is capable of providing a rationale for the changes made during the presentation of the lesson.	After the lesson has been taught, the teacher candidate demonstrates her/his ability to reflect on the lesson, including his/her efforts to construct a meaningful learning experience for all students using student data as evidence to determine student mastery of lesson objectives. The teacher candidate has identified the strengths and limitations of the lesson and the extent to which teaching practices were/were not able to facilitate student understanding of content. The candidate dentifies specific strategic changes in teaching practice based on meaningful links between student performance and different planning, instruction or assessment decisions. These changes indicate explicit suggestions that incorporate theory, research and knowledge of his/her students about how it could be revised in the future. The candidate has identified insights s/he has learned about the students and himself/herself, and these demonstrate considerable thought and reflection. Goals are specific and future actions are clearly articulated. If lesson was modified, the candidate is capable of providing a sound rationale for changes made during the presentation of the lesson using student data to substantiate changes.
	Reflection – Summary of Scores for this area **Total number of items addressed (N = 1)** ☐ **Total number at each level (fill in box)** 1 ☐ 2 ☐ 3☐			

	Mechanics **Score:_____** **Standard 9** **[CC9S8]**	Content has several misspellings and/or grammatical errors. One or more sections of lesson plan are missing or poorly organized/formatted.	Content has fewer than two misspellings and/or grammatical errors. All sections of lesson plan are provided and correctly organized/formatted.	Content has no misspellings or grammatical errors. All sections of lesson plan are provided and organized according to give format.

Department of Exceptional Education, Buffalo State College
Early Childhood Special Education Graduate Program
Certification: Early Childhood Special Education

Artifact: Course: EXE 652 Intervention for Young Children with Disabilities
Council for Exceptional Children Standards:

Primary Standards:	Secondary Standards:
S-5. Learning Environments and Social Interaction	S-4. Multiple Instructional Strategies
S-7. Instructional Planning	S-6. Language
S-8. Assessment	
S-10. Collaboration	

Rationale
The development of an IFSP requires that the teacher candidate show an understanding of the individual characteristics and differences of the infant/toddler in all domains, assessment information relative to the child and family, the instructional strategies and learning environments which will enable the child to develop to his/her full potential, and collaboration with all professionals working the child and family. The purpose of this IFSP project is to learn about implementing intervention based on a variety of theories and models in early intervention.

Description
EXE 652 Intervention with Young Children with Disabilities is a required course for all teacher candidates in the Early Childhood Special Education Graduate Program. The IFSP is one of three projects the teacher candidates must complete in the course along with a final exam. The IFSP is developed using a case study or a family and infant/toddler of teacher candidate's own choosing. Using the case study or child, responses are given regarding assessment information for the child, family concerns, priorities, and resources. The format for the IFSP is one used in our local county. The IFSP must include the following components: a statement of the infant's or toddler's present levels of physical development, cognitive development, communication development, social or emotional development, and adaptive development, based on acceptable objective criteria; a statement of the family's resources, priorities, and concerns, relating to enhancing the development of the family's infant or toddler with a disability; a statement of the major outcomes expected to be achieved for the infant or toddler and the family, and the criteria, procedures, and timelines used to determine the degree to which progress toward achieving the outcomes is being made and whether modifications or revisions of the outcomes or services are necessary; a statement of specific early intervention services necessary to meet the unique needs of the infant/toddler and the family, including the frequency, intensity, and the method of delivering services; a statement of the natural environments in which early intervention services shall appropriately be provided; and the projected dates for initiation of services and the anticipated duration of such services, the name of the case manager (service coordinator) from the profession most immediately relevant to the infant's or toddler's family's needs, who will be responsible for the implementation of the plan and coordination of all agencies and persons; the steps to be taken supporting the transition of the toddler with a disability to services provided under Part B to the extent such services are considered appropriate.

Criteria

Three broad areas are evaluated. See the rubric for more information. The first two areas are to be used by the teacher candidates to prepare to write the IFSP. The actual IFSP development is included in the third area. Individual scores are given for each area. The teacher candidate must receive at least an Acceptable-2 rating on each section to receive credit for this assignment.

EXE 652 Intervention for Young Children with Disabilities Individualized Family Service Plan Rubric Certification: Early Childhood Special Education			
	Unacceptable – 1	Acceptable – 2	Target – 3
ASSESSMENT S=8. Assessment (primary) S=6. Language (secondary) Score: ___ CC8S1 to CC8S10; GC8S1 **to** GC8S5; EC8S3 to EC8S6 CC6S1; CC6S2; GC6S1; GC6S5; EC6S1 CF=Learner CF=Pedagogy CF=Content CF=Diversity CF=Technology	The results of the assessment are not discussed in terms of the stages of the developmental theories presented in class and via assigned readings. The strengths and concerns for developing the IFSP are not stated. There is no justification for choice of stage development based on each of the assessments including all of the background information from the case study is clearly discussed. No additional assessments are recommended to provide more information. The rating of the Functional Emotional Assessment Scale (FEAS) (Greenspan, DeGangi, Wieder, 2001) for the case study or selected child is not provided along with a rationale for the ratings and choice of stages.	The results of the assessment are introduced including the stages of the developmental theories presented in class and via assigned readings. Two strengths and concerns for developing the IFSP are stated. One justification for choice of stage development based on each of the assessments including the majority of the background information from the case study is clearly discussed. One additional assessment is recommended to provide more information. The rating of the FEAS for the case study or selected child is provided along with one rationale for the ratings and choice of stages.	The results are discussed in a sophisticated manner, addressing the stages of developmental theories presented in class and via assigned readings. Multiple examples are given relating the results to the stages. More than two strengths and two concerns for developing the IFSP are stated. At least three appropriate justifications for the choice of stage development based on each of the assessments including all of the background information from the case study are clearly discussed. Two or more additional assessments are recommended for follow-up assessment to provide more information. The rating of the FEAS for the case study or selected child is provided along with at least three reasons stated for the ratings and choice of stages.
Family Concerns, Priorities, and Resources S=8. Assessment Score:_____ CC8S1 to CC8S10; GC8S1 **to** GC8S5; EC8S3 to EC8S6 CC6S1; CF=Learner CF=Pedagogy	The concerns, priorities, and resources of this family are not discussed. Acquisition of additional information that would be helpful for developing the IFSP is not recommended. The process needed to use to learn more about the family's concerns, priorities, and resources is not explained. Examples of other instruments and/or questionnaires that might be used are not listed and/or the rationale for the process of gaining additional	At least two concerns, two priorities, and two resources for this child and family are discussed. One additional item of information that would be helpful for developing the IFSP is recommended. The process needed to use to learn more about the family's concerns, priorities, and resources is explained. Two examples of other instruments and/or questionnaires that might be used are listed and the rationale for the process is stated. Literature review, describing testing of the reliability and validity of the instruments, is presented, but not all items presented have correct citation	At least three concerns, priorities, and resources for this child and family are discussed. More than two additional items of information that would be helpful for developing the IFSP are recommended. The process needed to use to learn more about the family's concerns, priorities, and resources is explained in depth and related to assigned readings. Three examples of other instruments and/or questionnaires that might be used are listed and the rationale for the process is stated. The literature review, describing reliability and validity of the instruments, is presented, and correct citation format is used for all items in the literature review. More than one specific

CF=Diversity	information is not stated. The literature for the reliability and validity of the instruments is not presented. Any particular cultural and/or linguistic concerns relevant to their needs both for the family and the child are not clearly stated.	format. One specific cultural and/or linguistic concern relevant to their needs both for the family and the child are clearly stated.	cultural and/or linguistic concern relevant to the needs both for the family and the child are clearly stated using two different cultural and/or linguistic groups as examples.
INDIVIDUALIZED FAMILY SERVICE PLAN S=5 Learning Environments and Social Interaction (primary) S=7 Instructional Planning (primary) S=10 Collaboration (primary) S-4. Instructional Strategies (secondary) S-6. Language (secondary) Score: _____ CC5S2 to CC5S7; CC5S12, CC5S13; GC5S1 to GC5S3; EC5S1 to EC5S5 CC8S1 to CC8S10; GC8S1 **to** GC8S5; EC8S3 to EC8S6 CC7K3; CC7S2 to CC7S9; CC7S14; GC7S1 to GC7S8; EC7S1; EC7S3; EC7S4 CC10S1 to CC10S11; GC10S1 to GC10S4	The IFSP developed for this child and family based on the models of Greenspan, et al. using the Erie County IFSP form is not appropriate, either some domains are missing child outcomes and/or no family outcome is included on the IFSP. Not all areas of development are included and separated out by domain. Sections of the IFSP have not been completed. The additional information supplied is not relevant to the case study.	An appropriate IFSP or this child and family based on the models of Greenspan, et al. and Williamson has been developed using the Erie County IFSP form. One outcome has been provided for each domain with at least <u>one</u> family outcome for the entire IFSP. All areas of development are included and separated out by domain. All sections of the IFSP (except transition) have been completed. The additional information supplied is relevant to the case study.	A model IFSP for this child and family based on the models of Greenspan, et al. and Williamson has been developed using the Erie County IFSP form. Two outcomes have been provided for each domain with at least <u>two</u> family outcomes for the IFSP. All areas of development are included and separated out by domain. Extensive additional information regarding the family's concerns, priorities, and resources is provided to complete the IFSP. All sections of the IFSP (except transition) have been well completed. The additional information supplied is based on literature review of relevant readings.

GC4S1; GC4S2; GC4S7; EC4S1; EC4S2 CC6S1; CC6S2; GC6S1; GC6S5; EC6S1 CF=Learner CF=Pedagogy CF=Diversity			

*An additional 2 points are allotted for language usage and APA style.

Table 2
Assessment 2 - Individualized Family Service Plan Results (N=6)

IFSP Component	CEC Standard (by component)	Unacceptable # and %	Acceptable # and %	Target # and %
Assessment	S-8			
Family Concerns, Priorities, & Resources	S-5, S-10			
Individualized Family Service Plan	S-5, S-7, S-8, S-10			
OVERALL:				

DEPARTMENT OF EXCEPTIONAL EDUCATION
BUFFALO STATE COLLEGE
Graduate Programs (Early Childhood, Childhood, Adolescent)
Variable 5: Assessment of Candidate's Effect on Student Learning

Artifact: Masters Project- Data Driven Intervention
Course: EXE 690
CEC Standards:

Standard 8 Assessment of Student Learning

- CC8S5 Interprets information from formal and informal assessments appropriately
- CC8S7 Reports accurate assessment results to all stakeholders using effective communication skills
- CC8S8 Evaluates instruction and monitors progress of individuals with exceptional learning needs
- CC8S9 Develops or modifies individualized assessment strategies
- CC8S10 Creates and maintain accurate records in a timely fashion

Standard 9 Professional and Ethical Practice

- CC9S1 Practices within the CEC Code of Ethics
- CC9S2 Upholds high standards of competence and integrity and exercise sound judgment in the practice of the profession
- CC9S4 Conducts professional activities in compliance with applicable laws and policies
- CC9S5 Demonstrates commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs
- CC9S6 Demonstrates sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individual
- CC9S11 Reflects on one's practice to improve instruction and guide professional growth
- CC9S12 Engages in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.

Rationale

The Master's Project is a culminating assignment completed at the end of each teacher candidate's program of study. Several components of the Master's Project serve as the NCATE Variable 5 (Assessment of Candidate's Effect on Student Learning) artifact. These components provide documentation on the teacher candidate's ability to assess student learning/performance and regularly monitor the progress of **learners** with **diverse** and exceptional learning needs. The components of the Master's Project used as the artifact for Variable 5 (Assessment of Candidate's Effect on Student Learning) are identified in the Variable 5: Assessment of Candidate's Effect on Student Learning Master's Project Rubric. These components assess the graduate level teacher certification candidate's ability to develop and implement **pedagogically** sound interventions (i.e., **content** that focuses on a specific learning, teaching, or behavior modification strategy) and to empirically appraise the impact of the intervention on student performance using the assessment **technology** of progress monitoring measures. This provides evidence of a teacher candidate's ability to use and implement principles of measurement theory and practices addressing issues of validity, reliability, bias, interpretation, and implications of data/results. Through this artifact, teacher candidates also demonstrate their ability to regularly monitor and report the progress of students by collecting, analyzing, and interpreting student learning/performance data using various assessment and computer based **technologies** to assist with interpretation. The **content** of each project must align and focus on **learners** within the graduate student's specific program of study (i.e., Early Childhood, Childhood, Adolescent).

Description

The Department of Exceptional Education requires every graduate level teacher candidate completing a Master's Degree Program to complete a rigorous high quality Master's Project. The full Master's Project is developed and implemented over two semesters. During the first semester teacher candidates develop a research proposal for their own classroom or a peer's classroom. The process requires teacher candidates to identify an educationally important learning/performance problem, question, or goal. The teacher candidates then develop or find an appropriate educational intervention and design a study to examine the impact of their intervention on student learning. During the second semester, teacher candidates conduct the study. As they conduct the study and implement their intervention they are required to monitor the progress of students by collecting, analyzing, and interpreting student

performance data. They are required to attend to issues of validity, reliability, and bias. The candidates report, orally and in writing, the results and their interpretation of the findings based on student learning/performance measures collected. During each phase of the project students submit a draft version that is evaluated by the instructor. For each component, teacher candidates are provided the opportunity to revise their documents incorporating instructor feedback. The specific components of the final version of the Master's Project used as the Variable 5: Assessment of Candidate's Effect on Student Learning Master's Project artifact are identified and aligned with our Teacher Education Unit Conceptual Framework, CEC Standards, as well as National Board for Professional Teaching Standards as indicated in the rubric.

Criteria for the Assignment

Each component on the Variable 5: Assessment of Candidate's Effect on Student Learning Master's Project Rubric is graded on a 3-point rubric. The initial drafts submitted during the development of the research proposal and implementation phases provide evidence of preliminary development in each Master's Project component. The candidates then incorporate instructor feedback in the final version of their submitted products. This process facilitates continued growth and provides opportunities for teacher candidates to show improvement as the research study progresses. On the final version of the Master's Project submitted, teacher candidates must achieve at least "Acceptable-2" or "Target-3" on each component in order to pass the course.

Criteria for Standard 8: Assessment of Candidate's Effect on Student Learning

Standard 8 Rating	Criteria
Unacceptable	Rating for one or more of the project components is 1
Acceptable	Rating for all components is at least 2, one of the project components may be rated 3
Target	Rating for all components is at least 2 and at least fifty percent (two of the four) project components are rated 3

Criteria for Standard 9: Professional and Ethical Practice

Standard 9 Rating	Criteria
Unacceptable	Rating for one or both of the project components is 1
Acceptable	Rating for all components is at least 2
Target	Rating for all components is at least 2 and at least fifty percent (two or more) project components are rated 3

Variable 5: Assessment of Candidate's Effect on Student Learning Master's Project Rubric

Standard 8 Overall Rating: Unacceptable Acceptable Target

Student Name: **Standard 9 Overall Rating:** Unacceptable Acceptable Target

	Master's Project Component	Unacceptable 1 point	Acceptable 2 points	Target 3 points
S8 Assessment	**ORGANIZATION (CC8S7; CC8S10)** *CF=Technology*	Data may be inaccurate or randomly **organize**d and presented with no or limited relationship to proposed study's research questions(s) or hypothesis.	Data are accurate and presented in a somewhat **organized manner** according to the study's research question(s) or hypothesis of interest. Results of study are interpreted in an accurate and factual manner.	Data are accurate, very well-**organized**, and logically presented relative to the study's research question(s) or hypothesis. The flow of information is effectively communicated and easy to follow because of its organization.
	DATA TABLE/GRAPHS (CC8S7; CC8S8; CC8S10) *CF=Technology*	**Data tables** and/or **graphs** are hard to follow, incomplete or mislabeled. Reader may have to consult the text to interpret tables or figures.	**Data tables** are accurate and clearly labeled and in column form. Column headings accompanied by units. Reader may need to refer to some additional information for interpretation. **Graphs** are word processed, accurately represent the data and are labeled correctly.	**Data tables** are accurate and well-constructed; they stand alone; reader is able to interpret them without referring to text. **Graphs** are word-processed, correctly labeled and illustrate accurate data.
	INTERPRETATION: IMPACT ON STUDENT LEARNING/ PERFORMANCE CC8S5; CC9S8 *CF=Learner CF=Diversity*	Student learning/performance results are analyzed and **interpreted** with limited accuracy in terms of student(s) response to intervention. Researchers introduce elements of bias by interpreting findings that are not substantiated from collected data. No or infrequent use of progress monitoring to measure impact on student learning/ performance is evident.	Student learning/performance results are analyzed and **interpreted** with accuracy in terms of student(s) response to intervention. Data serve to confirm researchers' interpretation. Results are presented in a factual and accurate manner and without bias. A fair amount or frequent use of progress monitoring to measure impact on student learning/ performance is evident.	Student learning/performance results are analyzed and **interpreted** with accuracy in terms of student(s) response to intervention. Provides explicit use of data and reference tables and graph to explain impact on student learning/ performance. No evidence of bias in interpretation. Frequent use of progress monitoring to measure impact on student learning/ performance is evident.
	PROCEDURES (CC8S8; CC8S9) *CF=Content CF=Pedagogy*	Intervention implemented and assessment/data collection **procedures** are not sequential. It takes effort on the part of the reader to follow. They may be incomplete, confusing or unclear. Replication would be difficult if not impossible.	Intervention implemented and assessment/data collection **procedures** are laid out in sequential (step-by-step) fashion and are easy to follow. There may be 1-2 unclear steps or areas of note.	Intervention implemented and assessment/data collection **procedures** are explicitly described in chronological order and with sufficient detail to allow replication.
S-9 Prof. Ethics and Practice	**IMPLICATION AND RECOMMENDATIONS for PRACTICES (CC9S11)** *CF=Learner, CF=Diversity*	Implications/recommendations are expressed in general terms without discussion as to how the findings relate to the field, teachers, individuals, communities, cultures, or societies.	Implications/recommendations are expressed in general terms. Some discussion is offered as to how the findings relate to teachers, individuals, communities, cultures, or societies, however, few or no specific tangible implications are presented.	Implications/recommendations are expressed in terms of specific tangible improvements for instruction, teachers, individuals, communities, cultures, or societies.
	ETHICAL BEHAVIOR (CC9S1; CC9S2; CC9S4; CC9S6) *CF=Content CF=Pedagogy*	Intervention and/or data collection measures were implemented with a limited degree of integrity. Participants' identifying information kept anonymous. **Ethical** procedures ensured limited physical and/or psychological harm to participants. Student version of IRB Humans Subjects Training tutorial module on CITI training website completed.	Intervention and data collection measures were implemented with a high degree of integrity. Participants' identifying information were recoded and kept anonymous. **Ethical** procedures guaranteeing no physical and/or psychological harm to participants were followed. All required modules of Human Subjects Training tutorial modules completed.	Intervention and data collection measures were implemented with a high degree of integrity. Participants' identifying information were recoded and kept anonymous. **Ethical** procedures guaranteeing no physical and/or psychological harm to participants were stringently followed. All required modules of Human Subjects Training completed plus optional modules on CITI training website.
	PROFESSIONAL BEHAVIOR (CC9S1; CC9S2; CC9S5; CC9S12) *CF=Learner*	It is questionable whether the results of the study contributed to the knowledge base in special education.	Results of the student have implications for practice and teaching of students with disabilities. Results confirm what is already known in the field of special education.	Master's Project demonstrated strong social validity. Treatment outcomes clearly benefit students with disabilities and advance the knowledge base in special education by extension or addition of new information.

Department of Exceptional Education, Buffalo State College
Early Childhood Special Education Graduate Program
Variable 6: Evidence of Additional (Required) Assessment that Addresses CEC Standards
Certification: Early Childhood Special Education

Artifact: Case Study Project
Course: EXE 682
Council for Exceptional Children Standards

Primary Standards:
S-3. Individual Learning Differences
S-5. Learning Environment and Social Interactions
S-6. Language
S-8. Assessment

Secondary Standards:
S-4 Instructional Strategies
S-7 Instructional Planning
S-10 Collaboration

Rationale
Development of a case study for an individual infant, toddler, or preschooler provides the teacher candidate with the opportunity to show evidence of his/her skill in understanding individual differences, assessment in all domains, and set up a positive learning environment. In addition, the teacher candidate will demonstrate ability to plan instructional strategies with other professionals who are providing services to the child. This project documents the teacher candidate's ability to assess, plan, and deliver instruction.

Description
EXE 682 Instructional Field Experiences in Special Education is a required course in the Early Childhood Special Education Graduate Program. Teacher candidates complete the course within their own early childhood setting or are placed in an early childhood setting if they are not employed in one. The college supervisor observes their classroom or setting four times. The case study project is completed on one child in the setting during the semester. Teacher candidates also attend seminars with the college supervisor on a regular basis. Teacher candidates in their own settings complete a self evaluation based on all of the course competencies. Teacher candidates in placements are evaluated by the cooperating teacher using the same form along with their own self evaluations. The college supervisor also evaluates all of the teacher candidates using the same form. Teacher candidates earn either an "S" or "U" grade for the course.

Criteria
The case study has four main components. They are:

1. Description of the student,
2. Assessment of the student,
3. Planning and implementation, and
4. Behavior support and management.

The first component, description of the student, is subdivided into five sub-components. These sub-components are: family information, health/medical information, pre-academic information, personal information, and presenting concerns. Individual evaluation of the scores is made for each of the components and the subcomponents of the first section. The teacher candidate must achieve at least "Acceptable-2" on each of the scores.

EXE 682 Case Study Rubric Certification: Early Childhood Special Education			
	Unacceptable – 1	Acceptable – 2	Target – 3
DESCRIPTION OF THE STUDENT S=3 S=8 Score: _____ CC3K1 to CC3K5; GC3K1; GC3S1 CC8S1 to CC8S10; GC8S1 to GC8S5 CF=Learner CF=Pedagogy CF=Diversity	Family Information The basic family situation and other relevant information is not adequately discussed such as the forms of discipline used, concerns, relationships, friendships, prior successes and failures, early development, notable events, significant adults, TV habits, sleep patterns, and eating habits. Health/Medical Information Information obtained on prenatal care, birth events, psychiatric interviews, medications, hospitalizations, vision, hearing, language, and speech assessment and health history is not sufficiently discussed. Pre-academic/Academic Information Intellectual, behavioral, developmental, achievement, adaptive, and creative information is either incompletely written or not presented. Information from related services, such as physical therapy, occupational therapy and speech/language is included. Either standardized or non-standardized assessments (such as observations, developmental ratings, interest inventories, drawings, and other creative products) is missing. Personal Information No additional information learned about the child which will assist in the	Family Information The basic family situation and other relevant information are discussed briefly. Included are summaries such as the forms of discipline used, concerns, relationships, friendships, prior successes and failures, early development, notable events, significant adults, TV habits, sleep patterns, and eating habits. Health/Medical Information Information obtained regarding the child's health and medical information is provided. Such information may include the prenatal care, birth events, psychiatric interviews, medications, hospitalizations, vision, hearing, language, and speech assessment and health history. Pre-academic/Academic Information Intellectual, behavioral, developmental, achievement, adaptive, and creative information is presented. Information from related services, such as physical therapy, occupational therapy and speech/language is included. Some information from standardized and non-standardized assessments, such as observations, developmental ratings, and interest inventories is presented, but the information is only briefly summarized. Personal Information Additional information learned about the child which will assist in the development of	Family Information A thorough discussion of the family situation and other relevant information is provided and includes the forms of discipline used, concerns, relationships, friendships, prior successes and failures, early development, notable events, significant adults, TV habits, sleep patterns, and eating habits. Implications and alternative considerations for further use of family information are presented. Health/Medical Information Information obtained on prenatal care, birth events, psychiatric interviews, medications, hospitalizations, vision, hearing, language, and speech assessment and health history is effectively discussed, and reasonable summary statements are provided. Pre-academic/Academic Information Intellectual, behavioral, developmental, achievement, adaptive, and creative information is exceptionally well presented. Information from all related service professionals, such as physical therapy, occupational therapy and speech/language is included. Both standardized and non-standardized assessments, such as observations, developmental ratings, interest inventories, drawings, and other creative products are included, and reasonable conclusions are drawn. Personal Information Extensive information learned about the

	development of the intervention plan is provided. Consideration has not been given to information such as the child's interests, values, role in peer group, defense mechanisms, anxieties, concerns and preoccupations, and how needs and feelings are communicated. <u>Presenting Concerns</u> No clear rationale for choosing this student as the subject of this case study is provided stated and the concerns that might be addressed by completing this diagnostic and intervention plan.	the intervention plan is stated. Consideration has been given to information such as the child's interests, defense mechanisms, anxieties, concerns, and how needs and feelings are communicated. <u>Presenting Concerns</u> The basic rationale for choosing this student for the case study is stated with the concerns that might be addressed by completing this diagnostic assessment and intervention plan.	child which will assist in the development of the intervention plan is stated. Consideration has been given to information such as the child's interests, values, role in peer group, defense mechanisms, anxieties, concerns and preoccupations, and how needs and feelings are communicated. <u>Presenting Concerns</u> A thorough rationale with multiple reasons for choosing this student as the subject of this case study is clearly stated with the concerns that might be addressed by completing this complete diagnostic assessment and intervention plan.
S=8 Assessment Score: _____ CC8S1 to CC8S10; GC8S1 to GC8S5 CF=Learner CF=Pedagogy CF=Diversity CF=Technology CF=Content	Individualized assessment strategies using a variety of formal and informal assessment instruments and procedures covering all domains/content areas have not been developed and/or used to assess the student. A rationale is provided for the choice of the instruments and procedures. This assessment does not demonstrate family involvement in the process. Assessment results are not reported in detail nor a summary provided of what was learned from this process.	Individualized assessment strategies using one formal and one informal assessment instrument, and procedures covering all domains/content areas have been developed and used to assess the student. A rationale is provided for the choice of the instruments and procedures. This assessment demonstrates family involvement in the process. Assessment results are reported, and a summary is provided of what was learned from this process.	Individualized assessment strategies using a variety of formal and informal assessment instruments and procedures covering all domains/content areas have been developed and used to assess the student. A thorough rationale is provided for the choice of the instruments and procedures. This assessment clearly demonstrates family involvement in the process. Assessment results are reported in detail, and a complete summary is provided of what was learned from this process.
S=5 S=6 S=7 **Planning And Implementation**	An interpretation of the assessment data and plan for instruction has not been clearly developed. This information is not related to the background information provided above. Appropriate IFSP/IEP goals have not been developed and related to	A preliminary interpretation of the assessment data and plan for instruction has been developed with information related to the background information provided above. Appropriate IFSP/IEP goals have been developed and a program for the student has been designed. An introductory discussion of	A thorough interpretation of the assessment data and plan for instruction has been clearly developed. This information is well to the background information provided above. Appropriate IFSP/IEP goals have been developed and a comprehensive, longitudinal program for the student. A thorough

Score:_____ CC5S1 to CC5S16; GC5S1 to GC5S6; CC6S1; CC6S2; GC6S1 to GC6S5; CC7S1 to CC7S13; GC7S1 to GC7S8 CF=Learner CF=Pedagogy CF=Diversity CF=Technology CF=Content S=5 S=8	a comprehensive, longitudinal program for the student. A discussion of resources and materials that will be needed as well as how the family will be involved in the program along with any other professionals, such as speech and language pathologists, physical therapists, etc. is not provided. Materials and resources have not been selected that respond to cultural, linguistic, and gender differences. The program does not include all domains/content areas where the child shows a need of remediation. The program does not provide a rationale for how the environment encourages increased independence.	resources and materials that will be needed as well as how the family will be involved in the program along with any other professionals, such as speech and language pathologists, physical therapists, etc. is provided. Materials and resources have been selected that respond to cultural, linguistic, and gender differences. The program includes all domains/content areas where the child shows a need of remediation. The program provides a basic rationale for how the environment encourages increased independence.	discussion of resources and materials that will be needed as well as how the family will be involved in the program along with any other professionals, such as speech and language pathologists, physical therapists, etc. is provided. Materials and resources have been selected that respond to cultural, linguistic, and gender differences. The program includes all domains/content areas where the child shows a need of remediation. The program provides an extensive rationale for how the environment encourages increased independence.
Behavior Support and Management Score: _____ CC8S1 to CC8S10; GC8S1 to GC8S5; CC5S1 to CC5S16; GC5S1 to GC5S6 CF=Learner CF=Pedagogy CF=Diversity CF=Technology	Methods for behavior support and management appropriate for young children with special needs have not been adequately selected and implemented. Examples of individual and group guidance and problem-solving techniques to develop positive relationships with other children, encourage and teach positive social skills and interactions have not been selected and implemented.	One method for behavior support and management appropriate for young children with special needs has been selected and implemented. One example has been selected and implemented for individual and group guidance and problem-solving techniques to develop positive relationships with other children, encourage and teach positive social skills and interactions among children, promote positive strategies of conflict resolution, and develop personal self control, self motivation, and self esteem.	Multiple methods for behavior support and management appropriate for young children with special needs have been selected and implemented. Multiple examples have been selected and implemented for individual and group guidance and problem-solving techniques to develop positive relationships with other children, encourage and teach positive social skills and interactions among children, promote positive strategies of conflict resolution, and develop personal self control, self motivation, and self esteem.

Table 6

Assessment 6 - Case Study Project Results

Case Study Component	CEC Standard (by component)	Unacceptable # and %	Acceptable # and %	Target # and %
Description of Student	S-3; S-8			
Assessment of Student	S-8			
Planning & Implementation	S-5; S-6; S-7			
Behavior Support & Management	S-5; S-8			
OVERALL:				