C:\Documents and Settings\dncarr\My Documents\topleft.gif **EDUCATION PROFESSIONAL STANDARDS BOARD** KUS.gif

1. **Program Profile: This profile describes a program category, which includes potential variations of program offerings. Each instance or variation must be distinguished among the others in order to ensure regulatory compliance. Please see the “Program Review Technical Guide” for additional details.**

Programs at post-baccalaureate levels for (1) the continuing education of teachers who have previously completed initial preparation or (2) the preparation of other school professionals. Advanced programs commonly award graduate credit and include master’s, specialist, and doctoral degree programs as well as non-degree licensure programs offered at the post-baccalaureate level. Examples of these programs include those for teachers who are preparing for a second license at the graduate level in a field different from the field in which they have their first license; programs for teachers who are seeking a master’s degree in the field in which they teacher; and programs not tied to licensure, such as programs in curriculum and instruction.

Program Identification

**Name of the Program Category: Moderate and Severe Disabilities**

**Grade Levels: (check all that apply)**

B-P  P-5  5-9  5-12  8-12  P-12

**Program Classification: (check all that apply)**

Graduate Level  Graduate Level – Cert Only

**Program Degree/Award Level: (check all that apply)**

Master’s for Rank II  Master’s for Rank I

5th year non-degree for Rank II  6th year non-degree for Rank I

**Program Route: (check all that apply)**

Traditional

**Program Sites: (check all that apply)**

Main/Residential Campus  Off-Site Campus (list each location)

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| Campus Name | City |
| Name each campus |  |
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**Delivery Modes: (check all that apply)**

Face-to-Face Only  Online Only  Hybrid

**EPP Submission Coordinator:**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Experiences

# Program Innovations: (Optional)

Program-Initiated Innovations. These innovations may span over the most recent three years, and should include all variations within this program category.

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| The Moderate and Severe Disabilities, P-12 Program is a twenty-one (21) hour program designed to give candidates the opportunity to acquire knowledge, gain skills in identifying and assessing the needs of students, planning instruction and assessments for students with moderate and severe disabilities and with autism spectrum disorders. The program will be delivered by education faculty in collaboration and partnership with area school district personnel in an online format. The Moderate and Severe Disabilities program provides increased rigor and relevancy needed to empower the 21st Century educators to move student learning to high levels. The MSD certification program meets a critical need for those teachers whose districts need to address students with moderate to severe disabilities including students with autism spectrum disorder. |

Program Curriculum:

Each EPP must inform a potential candidate about the program’s content, performance expectations and assessment processes.

How does the EPP communicate the following with every student: required coursework and electives, certification and/or degree and rank result, admission requirements, exit requirements, Praxis II test disclaimer (if applicable)? If the EPP offers multiple program degrees/award levels for this category and certification, you must include each variation.

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| We use the curriculum guides as the primary method to communicate program details with each student and candidate. Please see our attached guides in the addendum.  [**Addendum A**](#A)**,** [**Addendum B**](#B)**,** [**Addendum C**](#C) |

**Admission criteria for each program code in this category:** This must include **admission criteria** such as GPA and other admission assessments and requirements. Reference the applicable program code(s) if the admission criteria vary across degree/award level offerings. Reference the “Program Review Technical Guide” for additional details.

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| Candidate Assessment Plan (CAP) 5 is admission to the program and candidates’ complete data collection forms to include commitment to the KY Code of Ethics for Teachers and Character and Fitness, a diversity survey and sign the unit’s disposition assessment policy. CAP 5 further involves evaluation of GPA, academic competency, dispositions and recommendation. Candidates at CAP 5 must be approved by the School of Education faculty. After successful completion of CAP 5, the candidate meets with an advisor and reviews the curriculum guide sheet.  Academic competencies at CAP 5 include:  [**MSD Certification Only**](#A) **and** [**TL MASE/MSD**](#C)  GAP: 2.75, or 3.0 on last 30 hours,  Praxis II Subject Assessment (LBD) scores,  Professional Growth Plan (candidates can use the one for their district, or complete the CU PGP),  Official Transcript(s)  Valid teaching certificate (bachelor or master’s degree; must be in the area of LBD)  Disposition Self-Assessment  Diversity Survey  Code of Ethics including Character and Fitness  **Rank I/MASI/MSD**  **Valid teaching certificate in area of LBD**  GPA:2.75, or 3.0 on last 30 hours  Passing Praxis II Scores  Professional Growth Plan  Transcripts (official) |

**Describe the Clinical/Professional Experiences for each instance in this program category:** Include narrative to describe the clinical/professional experiences required in this program category which will generate evidence for CAEP Standard A.2.2.

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| Candidates in the program complete clinical/professional field experiences in all courses. Clinical/field experiences for candidates in the MSD program can be completed in their individual classroom. Candidates will observe students with moderate to severe disabilities including students with autism in various settings; including but not limited to classroom, community-based setting, dining/cafeteria. Course instructor will be responsible for assigning/scheduling the field experiences for this course. The instructor will provide details for the observation hours. In addition, the special education program chair will randomly contact P-12 instructors to follow-up on the candidates’ field placement/experiences. Use pseudo names when you write about learners and teacher to keep confidentiality. Specific experiences are as follows:  SED 720 experiences include:   |  |  |  | | --- | --- | --- | | **Field Hours** | **Field Experience Description** | **Assignment** | | 2 | Review curriculum currently used in an MSD classroom at the three levels: elementary, middle, high. | Compare and contrast the curriculums in written form; 3 pages. | | 3 | Observe instructional practices at each level – elementary, middle, high school.   1. What is the learning environment of the classroom?   ***Look For****:* Arrangement of student desks, teacher desk placement, evidence of diversity, student work displayed, lesson plan.   1. What are the teacher behaviors?   ***Look For****:* Lecture/direct instruction, questioning techniques, use of technology, interaction with students, classroom management techniques, differentiation of instruction, knowledge of content, and assessment techniques.   1. What are the student behaviors?   **Look For**: Actively engaged, access, to technology, groups/individual work, hands on activity, taking notes, reading, making presentations.   1. What are examples of diversity?   ***Look For***: Other classroom conditions that have implications for teaching (i.e., linguistics, cultural, and/or achievement/developmental level differences that create instructional concern in the classroom).  5. What would you change and why?  6. What did you learn and how can you apply what you learned?  7. How did the teacher successfully integrate the knowledge the diverse learners bring to the classroom in this lesson?  8. How were diverse learners engaged in the lesson? | Write reflection.  *Reflection is more than answering the questions. It is more than “touchy-feely.” Reflection is the key component of the learner’s development. It is a process of learning from the experience.*  *It is looking at the experience and drawing out new knowledge and have a deeper/higher level of understanding.*  **Reflection in Education | Raghdah's Blog**  raghdah.wordpress.com/2010/02/08/*reflection*-in-*education* | | 2 | Interview a teacher for MSD/ASD students on their instructional practices. | Interview and written synopsis of the interview. | | 5 | After consulting with a teacher for MSD/ASD students, identify a student for the instructional plan. Administer one standardized exam and one informal assessment and analyze the data. University faculty/instructor will observe the administration of the informal assessment. | Instructional Plan |   SED 730 Clinical/field:   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Exemplary 100%** | **Accomplished 94%** | **Developing 86%** | **Ineffective 77%** | | **Video Taped Lesson** | Video Taped lesson plan uploaded by week 3 | Video Taped lesson plan uploaded by week 4 | Video Taped lesson plan uploaded by week 5 | Video Taped lesson plan uploaded by week 6 | | **Principal/Parent**  **Interiew** | Write a reflection, comparing their perspectives about the characteristics, needs, services, and at least 3 strategies for students with ASD. (This may be for your case study student or another student with ASD.) Free of grammatical errors | Write a reflection, comparing their perspectives about the characteristics, needs, services, and at least 2 strategies for students with ASD. (This may be for your case study student or another student with ASD.)1-2 grammatical errors | Write a reflection, comparing their perspectives about the characteristics, needs, services, and at least 1 strategy for students with ASD. (This may be for your case study student or another student with ASD.)3 or more grammatical errors | Write a reflection, comparing their perspectives about the characteristics, needs and services students with ASD. (This may be for your case study student or another student with ASD.) 3 or more grammatical errors | | **Classroom Setting and Diversity** | Identify the classroom(s) for your field experiences (school, grade, content, etc.)  Describe number of students and diversity in the classroom(s) (ethnicity/cultural, linguistic, achievement, economic, gender, disabilities) | Identify the classroom(s) for your field experiences (school, grade, content, etc.)  Describe number of students and diversity in the classroom(s) (gender, disabilities) | Identify the classroom(s) for your field experiences (school, grade, content, etc.) | Identify the classroom(s) for your field experiences with no information regarding the makeup of the classroom | | **Teacher and Student Behavior** | Describe how the general and special education teachers interact with and provide strategies and accommodations for your case study student and for students with moderate and severe disabilities  Reflect on how effective these strategies are for instruction, monitoring progress, and enabling success for your case study student and others with moderate and severe disabilities. Include your own reflections. | Describe how the general and special education teachers interact with and provide strategies and accommodations for your case study student and for students with moderate and severe disabilities  Reflect on how effective these strategies are for instruction, monitoring progress, and enabling success for your case study student and others with moderate and severe disabilities. | Describe how the special education teachers interact with and provide strategies and accommodations for your case study student and for students with moderate and severe disabilities  Reflect on how effective these strategies are for instruction, monitoring progress, and enabling success for your case study student and others with moderate and severe disabilities. | Describe how the special education teachers interact with and provide strategies and accommodations for your case study student and for students with moderate and severe disabilities | | **Description of Case Study** | Summarize your case study student and your activities e.g., two-three paragraphs  Provide the list of post-high school supports you created; note when you provided it to the teacher and special education director, and their responses | Summarize your case study student and your activities briefly, e.g., one paragraph  Provide the list of post-high school supports you created; note when you provided it to the teacher and special education director, and their responses | Summarize your case study student and your activities briefly, e.g., one paragraph  Provide the list of post-high school supports you created; | Incomplete summary of your case study student and your activities briefly, e.g., one -two sentences  Provide the list of post-high school supports you created | | **Reflection** | 4-5 reflections with insight into classroom practices observed for students identified with ASD and implications for yourself as an MSD teacher  Areas for your own personal growth in ASD and moderate and severe disabilities | 3 reflections into classroom practices observed for students identified with ASD and implications for yourself as an MSD teacher  Areas for your own personal growth in ASD and moderate and severe disabilities | 1-2 reflections into classroom practices observed for students identified with ASD | Reflection included but not tied to classroom practices | | **Log of hours** | 12 hrs. documented  Coding needs to be corrected and the form resubmitted | 12 hrs. documented  Coding needs to be corrected and the form resubmitted | 12 hrs. documented  Coding needs to be corrected and the form resubmitted -- | Cannot pass course without 12 hrs. documented appropriately |   SED 740: Clinical/Field experiences:  Students will participate in **12 hours** of field experience. Field experiences provides a variety of opportunities to: (1) observe, (2) assist, (3) tutor, (4) instruct (small groups, whole groups), and (5) conduct applied research. The defining characteristic of field experience is experience with students, whether in your own classroom or another.(1) Observation and (2) assist cannot be within your own classroom. Use artificial names when you write about learners and teachers to keep confidentially. See the field hour requirement document for details (located on the University web page). Logs must be kept of the field experience. The original of the **Field Hours Form** must be sent to the Special Education Program office and a copy sent to the professor. The form must be completed correctly in order to receive credit.  SED 750: Clinical/Field experiences:   * After consulting with the classroom teacher, identify a student for the case study. Discuss transition needs for the student. (2) * Conduct a community- based assessment with the identified student and develop instructional recommendations for post-secondary transition. (4) * Create a PowerPoint and share with the IEP team on student’s preferences, interests, post-secondary goals for employment, education, recreation/leisure and residence. (4) * Work with the student, parent/guardian, community agency representative and school personnel to develop transition goals and services. Present plan to ARC/IEP team. (5)   SED 760: Clinical/Field experiences:  After consulting with a classroom teacher, identify a child or youth whom has a behavior that can be targeted for change. **(KTS 1; InTASC 1,2,)** Observe the student in three separate settings (i.e. on the playground, in the general education setting, at lunch), pinpoint the behavior, collect data and write measurable objectives. **(KTS 4; INTASC 9)** Develop a collaborate plan and discuss the interventions with the classroom teacher. **(KTS 3; InTASC 3)**  SED 770: Clinical/Field experiences:  **(KTS 1, 2, 3, 4, 5, 7, 8, 9, 10; TPGES 1, 2, 3, 4; ACS 2, 4, 6, 7; DDA 1, 2, 3, 4, 5, 6, 7; IlA 3).**Candidates will participate in **15 hours** of field experience. Field experiences provides a variety of opportunities to:(1) assist, (2) tutor, (3) instruct (small groups, whole groups), and (4) conduct applied research. Candidates will observe students with moderate to severe disabilities including students with autism in various settings; including but not limited to classroom, community-based, dining/cafeteria. Course instructor will be responsible for assigning/scheduling the field experiences for this course. The instructor will provide details for the observation hours. Use pseudo names when you write about learners and teachers to keep confidentially. See the field hour requirement document for details (located on the University web page). Logs must be kept of the field experience. The original of the **Field Hours Form** must be sent to the Special Education Program office and a copy sent to the professor. The form must be completed correctly in order to receive credit. **Create a powerpoint or prezi to share with the class on your field experiences.**  SED 780: Clinical/Field experiences:  All clinical/field experiences can be completed in the candidates’ classroom/school.  o Shadow a teacher for students with MSD and ASD at each level; elementary, middle and high. Observe the instructional practices, classroom management techniques, IEP progress monitoring. Write a comparison/contrast reflection. (8-certification only candidates) (3-all other candidates)  o In consultation with the parent, discuss the possible post-secondary transitional needs for the student. Present the needs at the ARC team meeting. (4-all candidates taking the course)  o Shadow a speech language pathologist/therapist and discuss language needs of students with moderate and severe disabilities and students with autism. (3-certification only)  o Develop three lesson plans and teach two focusing on language and social skills. Use Source of Evidence documents. Documents located on the School of Education webpage. (5-all candidates)  o Interview a general education teacher discussing (1) their role in the ARC team meetings for students with moderate to severe disabilities and ASD, (2) their instructional practices, accommodations and modifications for students with moderate and severe disabilities and ASD. (3-certification only)  o In a collaborative/co-teaching setting, observe for social interactions between all students in the classroom. Discuss observational data with the two teachers. Write a reflection. (4-all candidates)  o Interview an evaluator (i.e., school psychologist) and discuss assessment practices, IEP development, and eligibility determination. Write a reflection. (3-certification only) |

**Exit requirements for each instance in this program category:** This must include **exit assessments** such as KTIP assessment, portfolio, GPA, and if the program requires passing or taking the Praxis II for program completion, list it here.

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| Candidates are evaluated for program completion and exit at CAP 7 after completing the required coursework. CAP 7 involves evaluation of GPA, Praxis II exams, review of curriculum contract, graduation application, and TC 1 application.  Candidates receive letters from the unit’s assessment coordinator notifying them of their status at each of the three CAPs. At CAP 7, the University certification officer is also notified so that appropriate forms are submitted to the Education Professional Standards Board recommending certification and or rank change.  Exit Academic Competencies (CAP 7):  Overall GPA: 3.0  **Certification Only and TL MASE/MSD:**  3.0 on IEP, case study  Alternate assessment project  Candidate disposition assessment  Faculty disposition assessment  **Rank I/MASI/MSD:**  3.0 on IEP, case study, culminating project  Alternate assessment project  Candidate disposition assessment  Faculty disposition assessment |

Kentucky P-12 Curriculum Requirements

The following information is gathered in accordance with Kentucky Senate Bill 1 - <http://www.lrc.ky.gov/record/09RS/SB1.htm> and the associated legislation tied to this bill.

**How does the EPP ensure each candidate’s knowledge/proficiency of KAS? How does the EPP measure the DOK of every candidate?**

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| Candidates in the MSD program create lesson plans embedding the Kentucky Academic Standards in each lesson created. Rubrics are used to assess the depth of knowledge of each candidate. When lessons are taught, P-12 partners, provide feedback to the candidate and the course instructor on the effectiveness of the lesson, and the P-12 students. Additionally, after lessons are taught, candidates analyze and reflect on the lesson and P-12 student achievement. Candidates document their impact on P-12create lesson plans, case studies, IEPs that include evidences of the candidates’ depth of knowledge. |

Briefly describe how the program ensures advanced candidates apply the Kentucky P-12 Curriculum framework and the Kentucky P-12 school assessment system to guide instruction and assessment.

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| Candidates in the MSD program hold a teaching certificate in learning and behavior disorders. They may be a teacher in an LBD setting, or hired as a teacher in an FMD classroom setting. They will be familiar with and have used the KY P-12 framework and the KY assessment system prior to admission to the MSD program. In SED 720 Curriculum and Instruction for MSD & ASD will interview school professionals relating to the curriculum for students with moderate and severe disabilities. As the candidates progress through the program, they create lesson plans, assessments, and other course assignments utilizing the documents to guide instruction and P-12 student achievement. Each course in the teacher preparation programs, both for general education and special education courses, builds on the depth and clarity of the KY documents that candidates need in order to provide effective instruction for P-12 students. |

Provide evidence (KTIP assessments/portfolio/other data) of candidates’ skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards.

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| SED 750 Transition Services and Programs for Students with MSD a case study is required as well. This case study is a major assessment for the program; rubric attached. A case study is embebbed in the clinical/field experiences in SED 730, and as part of the assignment, candidates are to video tape a lesson. A scoring rubric is provided by the course instructor outline expectations for the clinical filed experiences, case study and the video lesson.  In other program courses, candidates also develop instructional recommendations supporting post-secondary goals for students with MSD/ASD, develop IEPs with services and post-secondary goals for students with MSD/ASD, develop lesson plans in core areas for participating in the general curriculum. |

Provide evidence of candidate’s abilities to create and use formative and summative assessments to

guide instruction toward mastery of the Kentucky P-12 curriculum framework.

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| Candidates come to the MSD program with skills and knowledge in creatingformative and summative assessments. For all lessons they are required to develop assessments that measure student learning as a result of instruction. Lessons along with lesson reflections on student learning are required. KTS 5, Assessment, requires candidates to present evidence of ability to develop formative and summative assessments. KTS 7, Reflection, requires candidates to reflect on student learning as a result of the lesson. |

Courses

**Use the “Program Review Courses” spreadsheet**

Provide a list of the program courses (include all courses in the curriculum guide; General Education courses are not required). Ensure that the courses are identified and linked to each program category and program code on the “Program Review Courses” spreadsheet. When completing the “COURSES” tab, the EPP can enter all courses for all programs in one spreadsheet.

# Clinical Educators

**Use the “Program Review Clinical Educators” spreadsheet**

# Provide a list of all Clinical Educators who prepare candidates in this program category. Include full-time and part-time faculty; identify the adjunct teachers; do not include cooperating teachers. These should be members who are directly involved with program delivery. Ensure that each educator is identified and linked to one or more program categories. When completing the “Program Review Clinical Educators” spreadsheet the EPP can enter all educators for all programs in one spreadsheet.

# Key Assessment Areas

**Use the “Program Review Assessments” spreadsheet**

# In this section, identify the assessment areas used to generate program data to demonstrate mastery of the Kentucky Teacher Standards. For each assessment area, indicate the type or form of the assessment and when it is administered in the program. EPPs must identify the assessments for each assessment area to demonstrate meeting the Kentucky Teacher Standards. Reference the “Program Review Technical Guide” for additional details. When completing the “Assessments Advanced” tab, the EPP can either enter assessments for all programs in one spreadsheet (if all the advanced programs use the same types or forms of assessments), or enter the assessments for each program category in a separate spreadsheet.

# Align to Standards

**Use the “Program Review SPA Alignment” spreadsheet**

# The purpose of the alignment section is to indicate where the program courses address the applicable Specialty Professional Standards. Some programs will be expected to demonstrate alignment with multiple SPAs (i.e., ACEI, NCTM, ILA, ISTE, etc.). The Program Review Spreadsheet provides each of the major standard areas, including the SPAs to be used to show this alignment. This alignment provides direction and guidance for the evaluation of addressing all the standards through the program review process. Many EPPs have their own alignment tables and combine standards through various crosswalks – these may be attached as an addendum and may replace the alignment tables in the Program Review Spreadsheet.

(Assessments are aligned with the KTS and the course alignments are for the SPA.)

# Evidence and analysis

# Repeat this section for each assessment

**Evidence for meeting standards -** For each instance in this program category, provide a narrative about the five (5) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the Kentucky Teacher Standards. The narrative provides a rationale for how the assessment demonstrates candidate mastery of the standards related to the specific assessment area. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and may be used to replace the table questions below only if all equivalent information is provided. When completing this section, the EPP will copy this table five (5) times for each instance in this program category. If the assessments are the same for each instance, then declare in your narrative that they are the same, or only show those assessments which are different. Reference the “Program Review Technical Guide” for additional details.

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| **Assessment Title:**  **Content Knowledge - Praxis II (if candidate is seeking certification) 5545** |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Candidates seeking certification take the Praxis Subject Assessment 5543. This assessment is the state mandated assessment for content knowledge in this program. The Praxis subject assessments are used to assess candidates’ content knowledge. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Explain how the aligned standard is met at the indicator or component level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  The Praxis Subject Assessment is divided into the following seven categories:   1. Development and Characteristics of Learners-aligned with KTS 4, 5, 9; addressing areas of development characteristics of growth and the impact growth and development has on the learner. 2. Planning and the Learning Environment-aligned with KTS 1, 2, 3, 4, 7,8; addressing areas of managing student behavior, effective lesson plans, providing a safe learning environment. 3. Instruction-aligned with KTS 1, 2, 4,7; addressing planning and implementation of sound evidence-based instructional strategies for the diverse learners 4. Assessment-aligned with KTS 5, 7; addressing and defining evidence-based assessments; formative and summative assessments, interpreting standardized assessments and making educational decisions for diverse learners. 5. Foundations and Professional Responsibilities-aligned with KTS 8,9,10; addressing the roles and responsibilities of the special education teachers, delivery of services, collaboration with stakeholders-including parents, federal requirements for pre-referral (RTI), referral, and placement 6. Integrated Constructed-response Questions-aligned with KTS 1-10; addressing multiple facets including but not limited to instruction, assessment, the classroom, managing behaviors, collaboration with the general education teachers, parent communication. |
| **Discuss the data analysis for this assessment:**  There are three options for the MSD program; certification only, Teacher Leader Master of Arts in Special Education, and Rank I/Master of Arts in School Improvement/MSD. All candidates that have completed the MSD program may not have chosen to take the exam at the time they complete the program; some are working toward an incremental pay increase, or teach out of state and opt out of seeking KY certification. Those that have taken the Praxis Subject Assessment (5543), we have a 100% pass rate.  All Options  2015-One (1) candidate took the exam. Score was 179. 2016-three (3) candidates took the exam with a mean score of 186. Program mean score for the two cycles is 184.25. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis)  No rubric attached, the passing scores are determined by EPSB. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  ETS has provided a link to their Technical Manual that includes reliability estimates and a description of the content-related validity evidence underlying Praxis tests.  <https://www.ets.org/praxis/prepare/materials/5545> |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**  The data from the Praxis subject assessment for the MSD program are monitored throughout the testing cycles each year as candidates are required to take the assessments as a requirement for certification. The data are used to meet several objectives. The first is to provide assistance to students who do not pass by examining the category scores and providing suggestions for additional review. The second objective is to monitor program effectiveness and develop annual Student Learning Objectives. The data over time also provide insight into program effectiveness. |

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| **Assessment Title:**  **Dispositional Assessment** |
| **Assessment description:**  Dispositional Assessments measure the personal qualities and characteristics that effective teachers demonstrate. They reflect the values and ethics we want our candidates to possess. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  **CAP 5 disposition indicators:**   1. **Candidate demonstrates knowledge of content**   KTS Standard 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE  The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.   1. **Candidate demonstrates a commitment to professionalism**   KTS Standard 9:EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT  The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.   1. **Candidate is committed to honesty and ethical conduct**   KTS Standard 7:REFLECTS ON AND EVALUATES TEACHING AND LEARNING  The teacher reflects on and evaluates specific teaching/learning situations and/or programs.  **CAP 7 disposition indicators:**  **1. Professional Conduct:**  1.1 Respect for cultural and individual differences by providing equitable learning opportunities for all students  1.2 Respects rights of students and families (no sarcasm, demeaning comments, etc.)  1.3 Respect for cultural and individual differences by providing equitable learning opportunities for all students  1.4 Attentive to confidentiality; maintains secure student records, correspondence, and conversations  1.5 Demonstrates ethical conduct as defined by the profession and the Kentucky Education Professional Standards Board. Has not unethical misbehavior, online misbehavior, or unprofessional dress or speech.  1.6 Displays appropriate professional behavior and a positive attitude; acts in a mature manner; accepts constructive criticism  STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING  The teacher reflects on and evaluates specific teaching/learning situations and/or programs.  STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS  The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.  **2. Professional Communication**  2.1 Language is appropriate to student’s age and level of development  2.2 Is articulate in oral and written communication with (emails, conversations with peers/professors/field school sites)  2.3 Free of grammar and punctuation mistakes  2.4 Perceptive listener; consistently uses active listening to acknowledge message of the speaker  2.5 Establishes relationships with families, engaging them frequently in the instructional program in a culturally appropriate manner  STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE  The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.  STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION  The teacher introduces/implements, manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.  STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS  The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.  **3. Professional Responsibilities**  3.1 Uses sound judgment/reasoning, seeks and applies wisdom, uses critical thinking, effective problem solver, effective decision maker  3.2 Maintains and uses a professional teacher-student and teacher-parent relationship  3.3 Demonstrates a willingness to work with other professionals to improve the overall learning environment for students 3.4 Demonstrates a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field; seeks out opportunities for professional development and research  3.5 Takes a leadership role with colleague  STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE  The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.  STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION  The teacher introduces/implements, manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.  STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS  The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.  STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT  The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.  STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION  The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.  **4. High Expectations**  4.1 Establishes and sets goals (on paper) for student success  4.2 Establishes a culture where all students know they are seen as high achievers  4.3 Establishes a classroom where interactions support learning and hard work  4.4 Promotes cross cultural learning; treats all students equitably, promotes social justice and promotes understanding of learning strengths and needs.  STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE  The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.  **5. Engages in Effective Practice/Reflection**  5.1 A desire to analyze concepts, evaluate practices, experiment, and initiate innovative practices as needed; beyond fact-telling  5.2 A commitment to self-reflection to recognize in all students physical, cognitive, social, and emotional development  5.3 A commitment to recognize self-reflection combined to experiences leads to professional growth  5.4 A commitment to challenge all students to learn and to help every student succeed  5.5 A belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners  STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE  The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.  STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT  The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.  STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION  The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being. |
| **Discuss the data analysis for this assessment:**  Dispositional data for all three MSD options. For the 2014 cohort at, the dispositional average for these was 2.5-3.0 with the highest at Professional Responsibilities. 2015-2016 cohort at admissions, the candidates dispositional average range was 3 to 3.5; highest was in Professional Ethics and Clinical Field Experiences, and lowest was Professional Conduct, Professional Services, High Expectations, and Engages in Effective Practices/Reflections. Faculty average was 3.0 across all areas. 2016 Fall and Spring cohort, candidates dispositional range was 2.5-2.8; lowest average was in Professional Communication, High Expectations, and Engages in Effective Practice/Reflection. Faculty dispositional average range from 2.6 to 2.9. Lowest range was in Engages in Effective Practice/Reflection with highest in Professional Conduct and Professional Responsibilities.  Dispositional average by candidates at time of exit, CAP 7, by candidate in 2015 was 3 across the board. 2016 cohort, candidates’ dispositional assessment range was 3-3.1. Faculty dispositional assessment of candidates at exit was a range of 3.1-3.3. Lowest area ws Professional Responsibilities and Professional Communication, and highest was Professional Conduct and High Expectations. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis)  See addendum |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  The Dispositional Assessment was developed by a five-person faculty committee who sought input from classroom teachers and administrators and other faculty. The process for using the assessment based on feedback from the classroom teachers and administrators who were clinical partners. They reported not wanting to give the disposition assessment to students to turn in. Based on this feedback, the form was put online and made interactive. The assessment is aligned to Kentucky Teacher Standards and NCATE Standards. Construct validity was established by utilizing the scoring levels and framework from Kentucky TPGES (adapted from Charlotte Danielson's framework) and creating "critical attributes" that describe each performance level. The rubric provides actionable feedback.  By utilizing the format and levels from the TPGES document, clinical partners were already familiar with how to use the dispositional assessment. School of education faculty were trained using the document in a faculty meeting. |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**  The dispositional assessment was added to the selected improvement plan to be revised/redesigned to measure the Kentucky Teacher Performance Standards and for a Lawshe’s content validity study and interrater reliability study for this academic year. |

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| **Assessment Title:**  **Professional Growth Plan** |
| **Assessment description:**  The professional growth process and approach is grounded in the developmental view of teaching, recognizing that this complex, demanding profession is learned over the course of several years of study, consultation and reflective practice. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Candidates in the MSD program assessed their level of performance on the components of the Kentucky Teacher Standards (10) The completed a self-assessment to begin to identify their strengths and areas of growth.  **Guidelines for Developing the Source of Evidence #7: Professional Growth Plan (PGP)**  The professional growth process and approach is grounded in the developmental view of teaching, recognizing that this complex, demanding profession is learned over the course of several years of study, consultation and reflective practice. In developing this Source of Evidence, you will have the opportunity to assess your present level of performance on the components of the Kentucky Framework for Teaching (4 domains), the Kentucky Teacher Standards (10) and Dispositions to begin to identify your strengths and areas for growth. Working with your professors, peers and P-12 teachers, you will identify the focus for your PGP at each CAP.  The PGP is the Source of Evidence that documents that you have been afforded due process. The areas for growth to be addressed on your PGP will be identified at CAP 5, then re-evaluated, assessed and modified as needed, specifically at CAP 6 and CAP 7. |
| **Discuss the data analysis for this assessment:** At admission, mid-point and completion of the three MSD program options, candidates for the past three cycles, 2013, 2014, 2015, complete a self-evaluation of the ten KY Teacher Standards, TPGS Domains and EPP Dispositions. Data for the PGP are not available except for a grade; 50 points possible. The grade is averaged with to total course grade. In review of grades for candidates in the three MSD options, students have consistently received 50 points for the assignments. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis II)  See [addendum](#D) for growth plan. |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  The Professional Growth Plan assessment is aligned to Kentucky Teacher Standards. Construct validity was established by utilizing the scoring levels and framework from Kentucky TPGES (adapted from Charlotte Danielson's framework) and creating "critical attributes" that describe each performance level. The rubric provides actionable feedback. |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**  The data provide feedback to students to guide their professional learning/growth in the areas identified using the EPP growth plan, or candidates use the plan on file with their district. District plans often focus on the identified needs within the school. |

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| **Assessment Title:**  Individual Education Program (IEP) |
| **Assessment description:**  An Individualized Education Program (IEP) is a written statement of the educational program designed to meet a child’s individual needs. Every child who receives special education services must have an IEP. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  Candidates in the MSD program (all options) use the information from an integrated report supplied by the course instructor, or use one for a targeted student in their individual classroom, to complete the IEP. The IEP document used in the program is the same document used in P-12 setting. Candidates begin the MSD program in the 2014-2015 year, and the IEP was assessed as part of a larger project in SED 750 Transition Services and Programs for Students with MSD. The course is taught only during the term beginning May-June. Program faculty discussed the need to score the IEP separately, and in 2015-2016 a rubric was developed. Point value was the means for measurement and the IEP was only assessed in SED 780 MSD Graduate Practicum; total of 150. However, not KY Standards were not included. Beginning 2016-2017 year, a rubric was created by the special education faculty to include KY Teacher Standards. The following standards are assessed with the IEP assessment:  KTS 1 The teacher demonstrates applied content knowledge, KTS 1.c Demonstrates instructional strategies that are appropriate for content and contribute to student learning, KTS 3.a  Communicates high expectations, KTS 5 The teacher assesses and communicates learning results KTS 7.a Uses data to reflect on and evaluate student learning, KTS 8.b Designs a plan to enhance student learning that includes all parties in the collaborative effort.  Specific areas to be addressed in the IEP is not an option in the MSD program. Those areas are set by special education regulations-state and federal. |
| **Discuss the data analysis for this assessment:** Candidates for the past cycles, 2014-2015, 2015-2016, 2016-2017 have been assessed in the area of writing an IEP for a student with moderate and severe disabilities and/or autism. The IEP for the 2014-2015 and 2015-2016 was included in the SED 750 course and part of the grade for the course. The following data is for SED 750  2015: Quality points: 6, 6 ,12, 0, 12, 12,12,12; mean for class-72 quality points with a GPA of 3.0  2016: Quality points: 12,0,12,12,12,12; mean for class-60 quality points with a GPA of 3.33.  SED 780 MSD Graduate Practicum IEP data based on a 150 point value:  2016: 141, 147, 143; class total 431 with a mean of 143.66, 99%-  SED 770 Assessment of Individuals with MSD IEP data based on 100%  2017: class mean score 87.5.  Special education faculty discussion about candidate performance on the IEP focused on the need to determine in which course data for the IEP will be generated. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis)  **SED 750 Grading Scale:**  A 90-100%  B 80-89%  C 70-79%  D 60-69%  F 0-59%  **SED 770 & 780 Grading Scale:**  A 93-100%  B 85-92%  C 70-84%  D 71-76%  F Below 70 % |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  The Individual Education Program (IEP) rubric was reviewed by the special education faculty. Each component of the IEP is aligned to appropriate KY Teacher Standards, InTASC standards, and CAEP Advanced Standards, and CEC standards. |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**  The data are used to meet several objectives. The first is to provide feedback to students. The second objective is to monitor program effectiveness. The data over time also provide insight into program effectiveness.  The IEP assessment data to be reviewed by special education program faculty and P-12 partners. Based on recommendations of the faculty, a Lawshe’s content validity study and interrater reliability study will be conducted this academic year. |

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| **Assessment Title:**  **CASE Study-SED 730** |
| **Assessment description:**  This collaborative assignment requires direct work with a student while completing the 12 field hours. With the assistance of a classroom teacher, the candidate will select a student who has been identified with ASD or who is undergoing the assessment process for ASD. Components of the case study include: (1) a written introduction about the student; (2) a social assessment and ABC chart of a social issue or deficit of concern for the student and proposed strategies; (3) a lesson plan that is taught in a general education class, with appropriate accommodations and/or modifications for the student and an analysis and reflection on inclusion for this student; and (4) local community and transition planning resources for the student. |
| **How do the Assessment and any related measures address the Kentucky Teacher Standards?**  The lesson plan requirement for the assessment is aligned to appropriate KY Teacher standards, and InTASC standards and CAEP. 2017-2018 year, the EPP has created a rubric for scoring the plan and will be used with the case study beginning with this academic year. |
| **Discuss the data analysis for this assessment:**  The Case Study was developed and first utilized with candidates during the 2014, 2015 and 2016 terms. A scoring rubric that measures candidate proficiency was developed, but not aligned to KY Teacher Standards. The rubric does measure candidate knowledge and skills in the development of a study for students with moderate and severe disabilities or with autism. The class average for the cohort in 2014 was 102.00, 2015 cohort 105.83, and 2016 128.57. Each cohort has shown increased improvement in creating a program for students with MSD/ASD. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis)  See [rubric](#E) in addendum |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  The scoring rubric for the case study will be revisited/revised to align with the KY Teacher Standards, InTASC standards, CEC standards, and CAEP standards. The course and assessment were developed by a CU professor.  Since the assessment has been utilized and scored by multiple professors, an interrater reliability study is warranted and will be conducted this academic year. |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**  The objective is to monitor program effectiveness and develop The data over time will provide insight into program effectiveness. |

# Summary Analysis for Program

Provide a holistic summary and rationale for how **all** key assessment areas demonstrate the program’s overall quality, and how each candidate has demonstrated appropriate performance of the Kentucky Teacher Standards. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and replaces the analysis summary and improvement sections below. If the EPP chooses to append EPP-designed reports, a narrative description/interpretation of the report(s) must be included.

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| Overall, the assessments address the candidates’ ability to demonstrate appropriate performance of the ten Kentucky Teacher Standards. Most of the assessments directly assess the candidates’ performance level of the ten KTS such as creation of an individualized education program (IEP), case studies to plan for post-secondary transition for students with moderate and severe disabilities and autism, and assess students with moderate to severe disabilities including task analysis, sequencing, behavioral skills and designing individual instructional programs. The other assessments build on content and pedagogical knowledge, which is also a part of the IECE KTS standards.  The data from these assessments are analyzed each cycle, the results are discussed with the special education faculty, and decisions on program improvement are made based on the data analyzed. This continuous assessment process affirms the success aspects of the program and helps improve the program where needed for future candidates. |

**Continuous Improvement Plan for this program category:** Provide an explanation of how assessment data are/were used to improve this program.

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| The assessment data is reviewed and analyzed in a continuous assessment process by the special education faculty regularly. One part is a reflective discussion of candidates’ progress, our program content, and key aspects of assessments. Issues relative to each of the three options are discussed. A formal analysis of the data is completed at each reporting cycle. As a result of the data, rubrics are evaluated and revised to ensure that the candidates are provided the needed materials to demonstrate appropriate performance of the ten Kentucky Teacher Standards. Each time the data are reviewed and disaggregated to look for any patterns that may appear. By reviewing the data and making adjustments, we are able to continue to improve the program for current candidates and future candidates. |

Addendum A

**Campbellsville University**

**School of Education**

**Special Education Program**

**Moderate Severe Disabilities, P-12 Certification Only**

**CURRICULUM GUIDE SHEET**

Name CU ID # \_\_\_\_\_\_\_\_\_\_ SSN \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ethnicity\_\_\_\_\_\_\_\_\_\_ Gender: M/F Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Telephone Number \_\_\_ell\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-Mail Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CAP 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CAP 6\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CAP 7 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PRAXIS II Special Education: Core Knowledge and Severe to Profound Applications

5545 \_\_\_\_\_ (158 passing) Date Taken\_\_\_\_\_\_\_\_\_\_\_

**Praxis II Disclaimer:** Kentucky educator certification requirements are subject to change.  Before registering for the test(s), please check the Education Professional Standards Board website at [www.epsb.ky.gov](http://www.epsb.ky.gov) for current test requirements and current cut scores.  You may also contact 502-564-4606 or toll free at 888-598-7667.

**Reminder:**

\*A minimum overall GPA of 2.75 is required for admission (CAP 5) to the program.

\*A GPA of 3.0 required to exit (CAP 7) the program

\*Students must take and pass the PRAXIS exam.

\*Valid teaching certificate in area of LBD

*\**The program consists of 7 MSD professional core courses.

\*Assessments and Exit: Students will be assessed continuously in the program. Three formal Candidate Assessment Points: CAP 5 – admission to the program (2.75 required); CAP 6 – mid-point assessment; CAP 7 – program exit (3.0 required on IEP, case study with plans for post-secondary transitional needs and the alternate assessment project). *Additional criteria for each CAP are identified on application forms.*

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| **Online Courses**  **21 Hours** | |
| **Professional Core Courses: 21 Hours**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SED 720 Curriculum & Instruction for Moderate  Severe Disabilities (MSD) & Autism Spectrum  Disorder (ASD (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SED 730 Introduction to Autism Spectrum  Disorder (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SED 740 Assistive Technology &  Communication Interventions for Students with  MSD (3) | \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SED 750 Transition Services and Programs  for Students with MSD (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SED 760 Applied Behavior Analysis (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SED 770 Assessment of Individuals with  MSD (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SED 780 MSD Graduate Practicum (3)  **Minimum Hours for Graduation: 21** |

My signature below indicates I hereby recognize it is my responsibility to review and ensure I complete the above requirements for successful continuation in and exit from the Teacher Education Program.

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Student Signature Date

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Advisor Signature Date

Addendum B

**Campbellsville University**

**School of Education**

**Rank I/Master of Arts in School Improvement**

**Moderate Severe Disabilities, P-12 Certification**

**CURRICULUM GUIDE SHEET**

Name \_\_\_\_\_\_\_ CU ID#\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SSN#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ethnicity\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Gender: M/F Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone Number \_\_\_\_\_cell\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_

E-Mail Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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CAP 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CAP 6\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CAP 7\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PRAXIS II Special Education: Core Knowledge and Severe to Profound Applications

5545 \_\_\_\_\_ (158 passing) Date Taken\_\_\_\_\_\_\_\_\_\_\_

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**Reminder:**

\*A minimum overall GPA of 2.75 is required for admission (CAP 5) to the program.

\*A GPA of 3.0 required to exit (CAP 7) the program

\*Students must take and pass the PRAXIS exam.

\*Valid teaching certificate in area of LBD

*\**The program consists of two components: (a) 5 MSD professional core courses and (b) 5 education core courses.

\*Assessments and Exit: Students will be assessed continuously in the program. Three formal Candidate Assessment Points: CAP 5 – admission to the program (2.75 required); CAP 6 – mid-point assessment; CAP 7 – program exit (3.0 required on IEP, case study with plans for post-secondary transitional needs, alternate assessment project and culminating project). *Additional criteria for each CAP are identified on application forms.*

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| **Blended Online Courses**  **30 Hours** | |
| **MSD Professional Core Courses: 15 Hours**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SED 720 Curriculum & Instruction for Moderate  Severe Disabilities (MSD) & Autism Spectrum  Disorder (ASD (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SED 730 Introduction to Autism Spectrum  Disorder  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SED 750 Transition Services and Programs for  Students with MSD (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SED 760 Applied Behavior Analysis (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ SED 770 Assessment of Individuals with MSD (3) | **Rank I Core Courses: 15 Hours**  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 701 Planning &Leading School  Improvement (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 702 CIA Connections (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 703 Ethics & School Governance (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 704 Nature & Needs of Diverse  Learners (3)  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ED 705 Effective Professional Development (3)  **Minimum Hours for Graduation: 30**  MSD Professional Core Courses: 15  Rank I/MASI Core Courses: 15 |

My signature below indicates I hereby recognize it is my responsibility to review and ensure I complete the above requirements for successful continuation in and exit from the Teacher Education Program.

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Student Signature Date

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Advisor Signature Date

Addendum C

**Campbellsville University**

**School of Education**

**Teacher Leader Master of Arts in Special Education**

**Moderate Severe Disabilities, P-12 Certification**

**CURRICULUM GUIDE SHEET**

Name \_\_\_\_\_\_\_\_\_ U ID # \_\_\_\_\_\_\_\_\_\_ SSN#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ethnicity\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Gender: M/F Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone Number \_\_\_\_\_\_\_\_ cell#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-Mail Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CAP 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CAP 6\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CAP 7 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PRAXIS II Special Education: Core Knowledge and Severe to Profound Applications

5545 \_\_\_\_\_(158 passing) Date Taken\_\_\_\_\_\_\_\_\_\_\_

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**Reminder:**

\*A minimum overall GPA of 2.75 is required for admission (CAP 5) to the program.

\*A GPA of 3.0 required to exit (CAP 7) the program

\*Students must take and pass the PRAXIS exam.

\*Valid teaching certificate in area of LBD

*\**The program consists of two components: (a) 6 MSD professional core courses and (b) 5 professional education core courses.

\*Assessments and Exit: Students will be assessed continuously in the program. Three formal Candidate Assessment Points: CAP 5 – admission to the program (2.75 required); CAP 6 – mid-point assessment; CAP 7 – program exit (3.0 required on IEP, case study with plans for post-secondary transitional needs, master action research project and the alternate assessment project). *Additional criteria for each CAP are identified on application forms.*

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| **Online Courses**  **33 Hours** | |
| **MSD Professional Core Courses: 18 Hours**  ­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SED 720 Curriculum & Instruction for Moderate  Severe Disabilities (MSD) & Autism Spectrum  Disorder (ASD (3)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SED 730 Introduction to Autism Spectrum  Disorder  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SED 740 Assistive Technology &  Communication Interventions for Students with  MSD (3)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SED 750 Transition Services and Programs for  Students with MSD (3)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SED 760 Applied Behavior Analysis (3)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SED 770 Assessment of Individuals with MSD (3) | **Professional Education Courses: 15 Hours**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ED 655 Empowering Teacher Leaders (3)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ED 665 Research Methods (3)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ED 670 Research Practicum I (1.5)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ED 675 Research Practicum II (1.5)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ED 690 Supervision of Instruction (3)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ED 656 Effective Skills for Today’s  Educator (3)  **Minimum Hours for Graduation: 33**    Professional MSD Core Courses: 18  Professional Education Courses: 15 |

My signature below indicates I hereby recognize it is my responsibility to review and ensure I complete the above requirements for successful continuation in and exit from the Teacher Education Program.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisor Signature Date

SED 750 Assignments and Scoring Guides

Below are the assignment descriptions and corresponding scoring guides. You **must** attach the corresponding scoring guide as the first page with every assignment you submit. The easiest way to do this is to open the Scoring Guide document, use the Save As command and change the name of the documents to the assignment you are working on (using the naming convention: Last name assignment), then delete all the irrelevant descriptions and scoring rubrics, keeping only the scoring guide for the current assignment. *Please, do not submit all scoring guides with every assignment.*

Assignments without a scoring guide or the wrong one will be graded as zero (0). Late assignments are not accepted.

Your completed assignments should reflect an advance level graduate course, in both the writing and content knowledge. At this point in your program and professional learning, you should be well beyond simple recall and becoming more comfortable evaluating and synthesizing information. You should have several sources information to draw from, including your professional experiences, other course work, and life experiences. I will grade your assignments based on three standards, writing, use of person-first language, and content knowledge specific to individuals with moderate to severe disabilities.

**Writing Standard –** This criterion addresses grammar, spelling, coherency, length, and organization of the written assignment.

**Person-First Language** – This criterion addresses how you refer to individuals with disabilities. The emphasis is placed on the person before the disability or other descriptor. In this way, you are referring to the person-first, not his or her disability.

**Content Standard** – This criterion addresses the specific knowledge to be reflected from the course.

Assignments are graded as *Did Not Meet Standard* or *Met Standard.* Occasionally, opportunities are provided where you can earn additional points for the assignment by doing something above and beyond the standard. *In order to receive the additional points, you must meet all the criteria under the Met Standard category as well as those under the Exceeds Standard category.*

Remember, the focus population for this course is individuals with moderate to severe disabilities. The assignments should reflect the common characteristics associated with this population. For example, reading levels are likely to be lower, problem-solving skills and judgment will not be commensurate with same age, non-disabled peers. Individuals will have varying degrees of gross or fine-motor skills and communication skills. Alternate ways of doing things (e.g., communicating with pictures or ASL) will be the norm, not the exception in this population. Your assignments should take these characteristics into consideration and be appropriate for the population.

These assignments are the majority of the elements of the case study – the culminating assignment for this course. It is expected (nay, required) that you use the feedback on these assignments in the case study.

**Scoring Rubric:** 1-Page Profile **Due:** Week 2

**Name:**

**Purpose:** A one-page profile summarizes important information about the focus person on one page. It serves as a brief introduction to the focus person. In this assignment, you will create a 1-page profile of yourself.

**Direction:** Using the template; develop a one-page of yourself.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Does Not Meet Standard (0)** | **Meets Standard (1)** | **Exceeds Standard (2)** |
| **Writing Standard**  Correct grammar, spelling, 1-page | Three or more grammatical and/or spelling errors | 1 or 2 grammatical and/or spelling errors, |  |
| **Person First Language**  The person is emphasized over the disability. | Failure to use person first language | Uses person first language throughout |  |
| **Content Standard**  Addresses three questions: What people appreciate about me; what’s important to me; and, how best to support me. | Missing information in one or more areas  **OR**  Has fewer than 3 bullets for each question | Addresses three questions with 3 – 5 bullets for each |  |
| **Presentation**  Contains a picture,  Is colorful, attractive, and easy to read. | Missing a picture  **OR** is all in black and white  **OR** Overuse of clipart, shapes, or emoticons  **OR** Hard to read (e.g., crowded, silly font)  **OR** Reading level too high | Contains a picture, **AND** is colorful without being hard to read, **AND**  attractive without too much clipart or emoticons, **AND**  is easy to read |  |
| **Real life application** |  |  | Create a 1-page profile, meeting all the criteria listed under meets standard, with a student who has moderate to severe disability. |

**Total points & Comments:**

Local Resources Due: Week 3

**Purpose:** To become familiar with local agency resources serving individuals with a moderate to severe intellectual disability. These are the agencies and people you would call to assist with transition services. They are the people who attend IEP meetings as an agency representative when developing a transition-focused IEP and who provides supports to families and youth after the student leaves high school.

**Directions**: For each service area or need listed in the first column, add to the table the name of the person, agency, address, website, and phone number for the service provider *closest* to your community. The *closest* service provider may be located in your city, in your county, or another county. It is possible there is only one such provider in the state. Some agencies may provide multiple services; you can list each contact only twice. (\*Cannot be a sheltered workshop.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Service Area or Need** | **Person** | **Agency** | **Agency Address** | **Phone Number**  **And Website** | **Notes** |
| Further educational opportunities |  |  |  |  |  |
| How to work, save money, and not lose SSDI benefits |  |  |  |  |  |
| Help finding a job in the community\* |  |  |  |  |  |
| Developmental Pediatrician or Primary Care Provider specializing in ID/DD |  |  |  |  |  |
| Respite Care |  |  |  |  |  |
| Independent Living Supports |  |  |  |  |  |
| Recreational Supports and Opportunities |  |  |  |  |  |
| Guardianship |  |  |  |  |  |
| Advocacy and Protection |  |  |  |  |  |
| Commission for the Blind |  |  |  |  |  |

**Scoring Rubric:** Local Resources **Due:** Week 3

**Name:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Does Not Meet Standard (0)** | **Meets Standard (1)** | **Exceeds Standard (2)** |
| **Writing Standard**  Correct grammar, spelling, cohesive writing, | 3 or more grammatical and or spelling errors | 1 or 2 grammatical errors |  |
| **Person First Language** | Did not use person first language | Uses person first language throughout |  |
| **Content Standard**  Information is unique and complete – not listing the same information for more than any 2 areas | Information is duplicated for more than 1 area  **OR**  incomplete in fewer than 9 areas | Information is unique in all areas  **AND**  complete in 10 areas  (Note: You can list 1 resource for two areas. You cannot list 4 resources twice each.) |  |
| **Content Standard**  Information is current – not outdated | Information is not current in fewer than 10 areas | Information is  current in all areas | Listed specific services provided by each agency. |
| **Content Standard**  Information is accurate – correct. | Information is  not accurate in fewer than 10 areas | Information is  accurate in all areas | Added at least 5 additional resources that are unique, complete, current, and accurate. |
| **Total points & Comments:** | | | |

Entry Level Job Assessment **Due:** Week 5

**Purpose:** To identify the skills (work related, social, academic, social, and executive functioning) entry level workers need to obtain and maintain a job.

**Directions**: Identify an entry level job site (e.g., gas station attendant, bagger/stocker, cashier theater) that typical 18 – 21 year olds have in your community. Observe the setting for at least 1 hour to conduct a job analysis of the site using the attached form (in reality, you might spend 3 – 6 hours at the job site to observe the patterns of the environment). Afterward, write a reflection paper addressing the following:

* Specific skills needed for this job in each of the following areas:
  + General work-related – skills that apply to any job in any company
  + Job specific skills – skills needed to work in this job at this company
  + Social- communication, interpersonal skills, manners, social niceties, friendships,
  + Academic- reading, math, writing,
  + Executive functioning – problem solve, planning, organizing
* Barriers to obtaining and keeping this job for the person in your case study
* Strategies to overcome each barrier identified
* What instruction he or she will need to learn the skills you identified, and the accommodations or modifications appropriate for the job
* Transition services a person would need in order to obtain and maintain this job

Submit the completed Job Site Analysis Survey and the Reflection Paper. You can scan the form.

|  |
| --- |
| **Job Site Analysis Survey – delete the prompts below to complete the assignment** |
| Worksite: Name of job location Date: Observation completed |
| General job type or position: Describe the type of job (e.g., fry cook, data entry, cashier, barista, research assistant) – what is the person doing in this job? |
| Job tasks involved in the position: List the task associated with the job (e.g., being a fry cook) |
| Three most time-consuming job tasks: What aspects of the job will take the longest to perform? |
| Worksite location and access to public transportation: describe what is nearby; is it located in a mall, shopping center/strip mall, downtown, etc. |
| **Task Characteristics** |
| Job task requirements: In this section, Task Characteristics, you are identifying the characteristics associated with doing the job. It is from these characteristics that you start to prepare a student to achieve a job in this location |
| General mobility requirements: describe the amount of walking or standing or sitting or moving that is involved with the job. Are there stairs, is an elevator available |
| Physical demands – gross motor: what walking, standing, bending, turning, stretching demands are there in this job? |
| Physical demands – fine motor: what tasks involve dexterity, pincer grasp, or other fine motor skills? |
| Length of work tasks: how long does it take to do each tasks? |
| Variability of daily job tasks: describe how much or how many different tasks are performed each day on the job – is the worker doing the same job every day with no variation, or does it change day to day? |
| Problem-solving requirements: describe the type of problems the individual might be expected to solve. Are the problems solved alone or with others? |
| Production rate requirements: is there a minimum number of items that must be produced with a set period of time? |
| Work product quality requirements: does every cupcake have to look perfectly alike? |
| Continuous working requirements: are break times flexible; are workers expected to work continually for 4 hours before getting a planned break or can they determine when breaks occur ? |
| **Task-Related Characteristics** |
| Co-worker presence/task-related contact: are there co-workers present? When do employees interact with each other? |
| Non-task-related social contacts while working: What opportunities do employees have to socialize while working? What are the expectations related to socializing while working? |
| Social atmosphere of worksite: is the atmosphere solemn, quiet, or playful, high energy; are people critical of errors and mistakes or tolerant and forgiving? |
| Interactions with customers/general public: |
| Supervisory contact: How much contact do employees have with the supervisor? |
| **Environmental Characteristics** |
| Distractions (noise, visual, temperature, smells) What might be distractions in the workplace? |
| Equipment/tool use requirements: What tools /equipments are employees expected to use? |
| Academic requirements: to do this job, what must a person be able to read, calculate, comprehend |
| **Natural Supports** |
| Environmental supports: what support does the work environment provide (e.g., in this environment is having dirty hands, wearing jeans with holes in them, and constantly chewing tobacco acceptable? True story – I had a student who lived on a farm and fed horses every morning before coming to school. His hands were always dirty and he constantly smelled like a horse, or worse. He didn’t own a pair of jeans without holes in them, let alone ‘nice clothes’; he always had chew in his jaw, and he tended to acquire things that didn’t belong to him. My challenge – find him a job where dirty hands and what he stepped in before coming to work wouldn’t matter; where jeans with holes were okay, where he couldn’t stick something in his pocket and walk off with it, and that would be tolerant of his chewing habit…. NOT an easy task, but easier than trying to change his ways (I had done that for two years and finally gave up and changed my approach). His job placement … (wait for it)… slaughterhouse! Dirty hands and stepping is pooh is unavoidable; holy jeans – not a problem; chewing was part of the culture and, best part – he couldn’t stick a cow in his pocket and walk off with it!) |
| Supervisor and co-workers support: do people work together to achieve a task or are people expected to work independently? |
| **Career Development** |
| Benefits: what benefits does this job provide (e.g., vacation paid or unpaid, insurance, bus pass) |
| Job Advancement Opportunities: what opportunities are there for a raise, to take on more responsibility, advance in the company |
| Training Opportunities: what training does the company offer to help employees learn new skills or advance |

**Scoring Guide:** Entry Level Job Assessment **Due**: Week 5

**Name:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Does Not Meet Standard (0)** | **Meets Standard (1-2)** | **Exceeds Standard (3)** |
| **Writing Standard**  Correct grammar, spelling, cohesive writing, and well organized paper. | 3 or more grammatical and or spelling errors  **OR**  Poorly organized, disjointed writing | 1 or 2 grammatical and or spelling errors  **AND**  Writing is mostly cohesive – it flows logically and makes sense | Headings are used to separate sections in the reflection paper |
| **Person First Language** | Does not use person first language | Uses person first language throughout |  |
| **Content Standard:** Completed Job Site Analysis Survey | Appropriate responses missing for three or more prompts  **OR**  Information in the prompt does not corresponds to the identified job | Appropriate response is provided for all but one or two prompts  **AND**  Information in the prompt corresponds to the identified job |  |
| **Content Standard:**  Describes specific skills: general work-related, job specific skills, social, academic, and executive functioning | All five skill areas are not addressed.  **OR**  Skills are not reasonable  **OR**  Skill are not appropriate for the population. | All five skill areas addressed.  **AND**  Skills are reasonable **AND**  Skills are appropriate for the population. |  |
| **Content Standard:**  Identifies barriers to obtaining and keeping this job | Fewer than two barriers to obtaining and keeping this job are identified **OR**  Barriers are not reasonable, they are exaggerated, or overstated | Identifies at least 2 barriers to obtaining and keeping this job are identified **AND**  Barriers are reasonable, not exaggerated, overstated |  |
| **Content Standard:**  Identifies strategies to overcome each barrier. | Identifies fewer than two strategies to overcome each identified barrier. | Identifies two or more strategies to overcome each identified barrier. |  |
| **Content Standard:**  Identifies appropriate instruction and accommodations or modifications | Identifies fewer than two appropriate accommodations or modifications **OR**  Accommodations are not reasonable | Identifies two or more appropriate accommodations or modifications **AND**  Accommodations are reasonable |  |
| **Content Standard:**  Transition services | Identifies fewer than two appropriate transition services **OR** Services are not reasonable | Identifies at least two appropriate transition services **AND**  Services are reasonable |  |
| **Total points & Comments:** | | | |

Community Mapping and Instruction **Due**: Week 6

**Introduction:** In this assignment, you will conduct a community mapping of a place where an individual with a moderate to severe disability could live, work, learn, and recreate. The community mapping assignment is a variation of how you would conduct a community map with your students to facilitate their transition planning. The purposes of the community mapping activity are to (a) familiarize individuals with the resources available in the community, (b) identify potential living, employment, education, recreational, and services available to a person in the community, (c) determine what he or she may need to learn in order to live, work, attend school, and recreate in the community, and, (d) as future special educators- participate in a community mapping activity similar to what you would do with students.

**Directions:** Go to an area in your community – it could be your neighborhood, a neighboring neighborhood, near the high school, downtown – your choice. Look for and document the places a person could live, work, learn (e.g., go to school, community education), and recreate. Identify other community resources like a transit stop, housing options, businesses, social-service providers, recreational facilities, religious institutions in the neighborhood. When you are doing this for an actual student, you would look for places that fit their specific needs – like close to their place of work, a bus stop, or even the doctor’s office, if they see the doctor frequently. For this assignment, take pictures of the area and resources you discover. Talk to people to learn what the community has to offer. As you explore this community, make notes about the skills a person with a disability to live, work, study, and recreate in this community. For example, if the bus stop is across the road from the YMCA, the individual will need to learn road crossing skills.

When doing this with high school or middle school students organize students in groups four and give each group member a specific job (see below). For this assignment, you are doing all of these jobs.

|  |  |  |
| --- | --- | --- |
| Job | Responsibilities | Materials |
| Mapper/Scout | Keeps the group on task, guides group using highlighted map, keeps track of all places visited, draw draft map later used in presentation | Map and clipboard to guide the group, paper for making new map |
| Tabulator/Observer | Uses surveys to tabulate resources, housing, businesses, social-service providers, recreational facilities, religious institutions | Survey, clipboard |
| Note-taker/Collector | Takes observational notes of people and places, keeps track of photos for descriptions, collects artifacts that exemplify communities (flyers, brochures, business cards, etc.), tells note-taker what is collected, where and importance | Clipboard, note paper, photo record sheet |
| Photographer | Takes 8 – 10 significant photos, tells note-taker number of photo, location, and importance. | Digital camera |

**Community Mapping Products:** After documenting the community, create and submit two products:

1. **Develop a brief, 6 slide maximum, PowerPoint presentation of your exploration.** The PPT summarizes what you found in the community. The PPT should include, at minimum, a picture of a place/s to live, work or learn, and recreate in this community. For each place, identify 3 – 5 skills, specific to that place, that a student would need in order to live, work or learn, and recreate in that place. Do not list generic skills such as read, write, or count money. For example, if you identify a bank as a place in the community, list 3 – 5 skills the person would need in order to use that specific bank.
2. **Community-based instructional plan and task analysis.** Choose one place from your community map and one skill you identified. Develop an instructional plan to teach a person the skill you identified. The place and skill must correspond and be specific – again, don’t list generic skills (e.g., using a key card to enter an apartment building). The instructional plan must include (a) a measurable post-school goal, (b) a measurable learner goal/objective, (c) task analysis, (d) and monitoring form.

**Scoring Guide:** Community-Mapping and Instruction **Due**: Week 6

**Name:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Does Not Meet Standard (0)** | **Meets Standard (1-2)** | **Exceeds Standard (3)** |
| **Writing Standard**  Correct grammar, spelling, cohesive writing, and well organized. | 3 or more grammatical and or spelling errors  **OR**  Poorly organized, disjointed writing | 1 or 2 grammatical and or spelling errors  **AND**  Writing is mostly cohesive – it flows logically and makes sense |  |
| **Person First Language** | Does not use person first language | Uses person first language throughout |  |
| **Content Standard:** PowerPoint presentation | Contains fewer than 3 slides **OR** locations are not from the community **OR** doesn’t include one or more places to (a) live, (b) work or learn, and (c) recreate **OR** Lists fewer than 3 specific skills for each place **OR** skills are not specific to each plage **OR** has a busy background that competes with the pictures **OR** font is crowded or hard to read | Contains 3 - 6 slides documenting *real* community places to (a) live, (b) work or learn, and (c) recreate.  **AND** Lists 3 – 5 specific skills for each place **AND** PPT has a simple background that doesn’t compete with the pictures **AND** font is easily read and not crowded or too small |  |
| **Content Standard:**  Instructional Plan | Missing one or more elements of a measurable post-school goal. | Includes a measurable post-school goal with an after statement, names the student, states the behavior he or she will perform, and defines where and how. |  |
| **Content Standard:**  Instructional Plan | Missing one or more elements of a measurable learner goal/objective. | Includes a measurable learner goal/objective with the condition, student’s name, behavior, criteria, and timeframe | Learner goal includes an evidence-based practice |
| **Content Standard:**  Instructional Plan | Task analysis is not teachable  OR is missing a learner goal/objective  OR is unreasonable or has illogical steps | Includes a teachable task analysis with a learner goal/objective, **AND** reasonable, logical steps to complete the task |  |
| **Content Standard:**  Instructional Plan | Monitoring form is not usable OR is missing the scoring criteria, mastery criteria, and or objective | Includes a useable monitoring form with scoring criteria, mastery criteria, and objective |  |
| **Content Standard:**  Transition services | Identifies fewer than two appropriate transition services **OR** Services are not reasonable | Identifies at least two appropriate transition services **AND**  Services are reasonable |  |
| **Total points & Comments:** | | | |

**Scoring Rubric:** Postsecondary Transition Goals **Due:** Week 7

**Purpose**: Writing appropriate postsecondary transition goals is the cornerstone to a students’ free appropriate public education that’s designed to prepare them for employment, further education, and independent living.

**Directions**: For this assignment, you will write three postsecondary goals, one each for work, further education, and independent living. The goals should be aligned with what a student wants to do after he or she leaves high school. For example, if the student’s goal is work at an airport, the work related goal should focus on working at an airport, not McDonalds or a flower shop. Follow the formula for writing postsecondary goals.

For each goal, the statement should contain: (1) an after-school statement, (2) students’ name, (3) a *‘will’* statement, (4) specific behavior, and (5) where and how the goal can be reached.

**Scoring Rubric:** Postsecondary Transition Goals **Due:** Week 7

**Name:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Does Not Meet Standard (0)** | **Meets Standard (1)** | **Exceeds Standard (3)** |
| **Writing Standard**  Correct grammar, spelling, cohesive writing, and well organized. | 3 or more grammatical and or spelling errors  **OR**  Poorly organized, disjointed writing **OR**  Did not use an outline form | 1 or 2 grammatical and or spelling errors  **AND**  Writing is mostly cohesive – it flows logically and makes sense **AND** uses an outline (not narrative) |  |
| **Person First Language** | Does not use person first language | Uses person first language throughout |  |
| **Content Standard:**  Identifies the timeframe for the postsecondary goal | Did not identify the time frame | Identifies the timeframe |  |
| **Content Standard:**  Identifies the student by name | Did not identify the student by name | Identifies the student by name |  |
| **Content Standard:**  Uses the *‘will’* verb | Did not use the ‘will’ verb **OR** uses some other verb (e.g., wants to, hopes to) OR  Uses ‘will’ in combination with some other verb (e.g., will try to, will see about) | Uses the ‘will’ verb |  |
| **Content Standard:**  States the desired behavior (work, attend, live, etc) | Did not state the desired behavior work, further education, living | States the desired behavior for work, further education, living |  |
| **Content Standard:** States where and how the goal will be met | Did not state where and how the goal will be met | States where and how the goal will be met |  |
| **Total points & Comments:** | | | |

**Scoring Rubric:** Case Study  **Due:** Week 8

**Purpose**: The case study assignment is the culminating assessment project for this course. In the case study, the individual assignments come together to form a cohesive picture of a student.

**Directions**: During field hours, you will identify one young adult, age 17 or older, who receives special education services for a moderate of serve intellectual disability or autism spectrum disorder. Use the strategies learned throughout the course to develop the elements of the case study project. Each element is a separate assignment throughout the course and are intended to build the case study.

The culminating case study document, submitted to CU (Ms. Wheat) and the instructor, consists of the elements below organized into a single document (*do not* submit each element separately):

**1. A brief description of the student** – this is the introduction of the case study. In one-half to one page, introduce the student by describing his or her characteristics (age, height, race/ethnicity, disability, special education services, where he lives, family configuration, etc). Make sure you have permission from the young adult and his or her family to develop your case study around him or her. Use first names only when describing the student and family.

**2. Vocational and Life Skills Assessment** – this is the summary/reflection component of the assignment, not the analysis survey form.

**3. One-page profile and Community Map PPT** – these are the one page profile and the PPT from these assignments.

**4. Local Resources and Postsecondary Transition Goals** – this is the local resource and postsecondary transition goal assignments. For the local resources in the case study, include at least three relevant resources. Do not include resources that are inappropriate for the student.

**Organization of the case study:** The completed case study should tell a story about a student. It is the story of his or her postsecondary goals, where in his or community he or she will fulfill those goals related to working, living, learning, and recreating, the job-related skills and training he or she will need in order to have his desired job, and finally, the local resources and supports that will help him or her after high school. Organizing the case study to tell the story is critical. Start each section with a heading followed by the brief summary of the information for that section, and then include the actual documentation of the element. For example:

Page 1: Cover page with your name, course title, assignment name

Page 2: Heading (Student Introduction and 1-page profile), then start the ½ to 1 page introduction, followed by the 1-page profile.

Page 3: Heading (Student’s Postsecondary Goals), state the student’s three postsecondary goals

Page 4: Heading (Student’s Community Map), briefly describe the student’s community

Page 5: Heading (Vocational and Life Skills Assessment), the start the summary of the job entry assessment (you are not to include the job analysis form)

Page 6 or 7: Heading (Local Resources), summarize the local resources available to help the student meet his or her postsecondary goals in the community he or she wants to live in after high school.

**Note**: The elements of the case study carry the same requirements as the course assignment. Review the scoring rubric and description to ensure you don’t miss a requirement.

**Scoring**: To receive an overall passing grade on the Case Study, you must have a pass on 6 of the 8 elements of the scoring rubric. If you receive a revise and resubmit on an element, you will have two days to revise and resubmit at which time the element will be rescored to give you an opportunity to receive a pass on that element. An element scored as fail will not be rescored.

**Scoring Rubric:** Case Study  **Due:** Week 7

**Name:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Fail** | **Revise and Resubmit** | **Pass** |
| **Writing Standard**  Correct grammar, spelling, cohesive writing, and well organized. | 3 or more grammatical and or spelling errors  **OR**  Poorly organized, disjointed writing | 1 or 2 grammatical and or spelling errors  **AND**  Writing is mostly cohesive – it flows logically and makes sense  **OR**  Missing headings | No grammatical and or spelling errors  **AND**  Writing is cohesive – it flows logically and makes sense  **AND** is organized with headings |
| **Person First Language** | Does not use person first language |  | Uses person first language throughout |
| **Content Standard:**  Student description | Missing more than one key piece of information. | Missing one key piece of information. | ½ to 1 page description consisting of key information: age, height, race/ ethnicity, disability, special education services, where he lives, family configuration. Include any other information you think is important. |
| **Content Standard:**  1-page profile meeting all the criteria in the assignment: questions, picture, organized and attractive. | Missing information related to two or more areas: questions OR picture OR organization/attractive. | Missing information related to one of the areas: questions OR picture OR organization/attractive. | Addresses three questions **AND** includes a picture, **AND** is well organized **AND** attractive |
| **Content Standard:**  Student’s Postsecondary Goals for work, further education, living | Missing more than one postsecondary goal OR missing more than one element of the formula | Missing one postsecondary goal OR one goal does not follow the formula | States the student’s three postsecondary goals with all parts of the formula |
| **Content Standard:**  Community Map | Missing slides **OR** slides do not include living, working or learning **OR** missing instructional plan | Too few or many slides **OR** slides do not include living, working or learning **OR** incomplete instructional plan | Includes 3 - 6 slides related to living, working or learning, and recreating **AND** complete instructional plan for 1 skill |
| **Content Standard:**  Vocational and Life Skills Assessment | Reflection paper missing more than one area: skills, barriers, strategies, instruction, and services the person needs for the job. | Reflection paper missing one area: skills, barriers, strategies, instruction, and services the person needs for the job. | Reflection paper describes skills, barriers, strategies, instruction, and services the person needs for the job. |
| **Content Standard:**  Local Resources | More than one resource is incomplete **OR** inappropriate **OR** does not include a resource for either further education or finding a job. | One resource is incomplete **OR** inappropriate **OR** does not include a resource for either further education or finding a job. | Includes at least three complete and appropriate resources including one each related to further education and finding a job. |
| **Total points & Comments:** | | | |

Individual Education Program (IEP)

Scoring Rubric

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CU ID#\_\_\_\_\_\_\_\_\_\_\_\_\_Course\_\_\_\_\_\_\_\_\_\_\_\_ G\_\_\_\_/20\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Criteria** | **KY Teacher Standards-Advanced Level**  **Interstate Teacher Assessment and Support Consortium (InTASC)** | **POINTS** |
| Educational Performance Areas---page 1  All areas filled out completely | Communication  Status | \_\_\_\_KTS 1  The teacher demonstrates applied content knowledge  \_\_\_\_InTASC 1  The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.  CAEP A.1.1  Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced  CEC 1  Learner Development and Individual Learning Differences  CEC 5  Instructional Planning and Strategies | \_\_\_\_\_/25 |
| Academic Performance |
| Health, Vision, Hearing, Motor Abilities |
| Social & Emotional Status |
| General Intelligence |
| Transition Needs |
| Functional Vision/Learning Media Assessment |
| Consideration of Special Factors  -page 2  All areas filled out completely | All areas correctly checked | \_\_\_\_KTS 8.b  Designs a plan to enhance student learning that includes all parties in the collaborative effort..  \_\_\_\_InTASC 10  The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.  CEC 1  Learner Development and Individual Learning Differences  CEC 5  Instructional Planning and Strategies  CEC 6  Professional Learning and Ethical Practice | \_\_\_\_\_/15 |
| Mearurable Goals and Benchmarks  -page 3  All areas filled out completely | includes students name | \_\_\_\_KTS 1.c  Demonstrates instructional strategies that are appropriate for content and contribute to student learning.  \_\_\_\_KTS 3.a  Communicates high expectations  \_\_\_\_InTASC 7  The teacher plans instruction that supports every student in meeting rigorous goals by drawing upon knowledge of content areas,, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.  CAEP A.1.1  Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced  CEC 2  Learning Environments  CEC 3  Curricular Content Knowledge  CEC 7  Collaboration | \_\_\_\_\_/45 |
| written in observable, measurable language |
| contain criteria for mastery for success |
| the condition |
| time for mastery |
| Review of  Progress: A  -page 4  All areas filled out completely | Supplementary Aids and Services | \_\_\_\_KTS 5  The teacher assesses and communicates learning results  \_\_\_\_InTASC 6  The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.  CAEP A.1.1  Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced  CEC 4  Assessment;  CEC 5  Instructional Planning and Strategies | \_\_\_\_\_/30 |
| Accommodtions |
| Program Modifications/Supports |
| Review of  Progress: B  -page 5  All areas filled out completely | LRE | \_\_\_\_KTS 3.c  Values and supports student diversity and addresses individual needs.  \_\_\_\_InTASC 3  The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.  CAEP A.1.1  Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced  CEC 3  Curricular Content  CEC 5  Instructional Planning and Strategies | \_\_\_\_\_/15 |
| Frequency and Duration |
| Extended School Year & Transition  -page 6  All areas filled out completely | Extended school year (ESY)needs addressed. | \_\_\_\_KTS 7.a  Uses data to reflect on and evaluate student learning.  \_\_\_\_InTASC 10  The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession  CAEP A.1.1  Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced | \_\_\_\_\_/20 |
| Transition needs addressed if student is 14 or older. |

Total Points \_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_

**SED 730**

**Case Study Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 100(4) |     94 (3) |     86 (2) |      79 (1) |
| **Introduction** | Prepare an introduction that includes:  1) adescription of the student, including strengths and interests; 2) present levels of performance in the areas of academics (reading, writing, math), communication skills, functional skills (organization, executive function, daily living, etc.), and social and behavioral skills; 3) a description of restricted interest deficits,  sensory status, and strategies to address these issues; and 4) write one IEP goal and two objectives for each area—social skills, communication, and restricted interests. | Prepare an introduction that includes:  1) adescription of the student, including strengths and interests; 2) present levels of performance in the areas of academics (reading, writing, math), communication skills, functional skills (organization, executive function, daily living, etc.), and social and behavioral skills; 3) a description of restricted interest deficits,  sensory status, and strategies to address these issues; and 4) write one IEP goal and one objective for each area—social skills, communication, and restricted interests. | Prepare an introduction that includes:  1) adescription of the student, including strengths 2) present levels of performance in the areas of academics (reading, writing, math), communication skills, functional skills (organization, executive function, daily living, etc.), and social and behavioral skills; 3) a description of restricted interest deficits,  sensory status, and strategies to address these issues; and 4) write one IEP goal and one objective for each area—social skills, communication, and restricted interests. | Prepare an introduction that includes:  1) adescription of the student, including strengths 2) present levels of performance in the areas of academics (reading, writing, math), communication skills, functional skills (organization, executive function, daily living, etc.), and social and behavioral skills; 3) a description of restricted interest deficits,  sensory status, and strategies to address these issues; and 4) write one IEP goal and one objective |
| **Social Assessment** | (1) Conduct direct observations of the student interacting socially on the playground, at lunch, etc.  Keep data on the number of social exchanges and types of behavior used in each social exchange (e.g., touch, facial expression, verbal communication, etc.).  (2) Identify two social issues or deficits of concern and make a chart of antecedents, behavior and consequence (ABC) for this.  (3) Review the ABC chart information looking for patterns that might suggest antecedents or “triggers” setting the occasion for the behavior and consequences or “pay offs” maintaining the behavior.  List your theories and discuss various social skills strategies with the classroom teacher. | (1) Conduct direct observations of the student interacting socially on the playground, at lunch, etc.  Keep data on the number of social exchanges and types of behavior used in each social exchange (e.g., touch, facial expression, verbal communication, etc.).  (2) Identify a social issue or deficit of concern and make a chart of antecedents, behavior and consequence (ABC) for this.  (3) Review the ABC chart information looking for patterns that might suggest antecedents or “triggers” setting the occasion for the behavior and consequences or “pay offs” maintaining the behavior.  List your theories and discuss various social skills strategies with the classroom teacher. | (1) Conduct direct observations of the student interacting socially on the playground, at lunch, etc.  Keep data on the number of social exchanges and types of behavior used in each social exchange (e.g., touch, facial expression, verbal communication, etc.).  (2) Identify a social issue or deficit of concern and make a chart of antecedents, behavior and consequence (ABC) for this.  (3) Review the ABC chart information looking for patterns that might suggest antecedents or “triggers” setting the occasion for the behavior and consequences or “pay offs” maintaining the behavior.  List your theories | (1) Conduct direct observations of the student interacting socially on the playground, at lunch, etc.  Keep data on the number of social exchanges and types of behavior used in each social exchange (e.g., touch, facial expression, verbal communication, etc.).  (2) Identify a social issue or deficit of concern and make a chart of antecedents, behavior and consequence (ABC) for this.  (3) Review the ABC chart information looking for patterns that might suggest antecedents or “triggers” setting the occasion for the behavior and consequences or “pay offs” maintaining the behavior teacher. |
| **Lesson Plan and Analysis**  **70 points** | In collaboration with your field site, create a lesson plan in one of the academic core areas for ageneral education classroom that includes your case study student.  Suggest ways that teachers (both general and special education) can alleviate these issues and promote success (both academic and social) in inclusion.  Use the Lesson Plan form found on the course page or the School of Education website. Teach the lesson and video tape the lesson to upload on Moodle. Analyze and reflect on the lesson | In collaboration with your field site, create a lesson plan in one of the academic core areas for ageneral education classroom that includes your case study student.  Suggest ways that teachers (both general and special education) can alleviate these issues and promote success (both academic and social) in inclusion.  Use the Lesson Plan form found on the course page or the School of Education website. Teach the lesson and video tape the lesson to upload on Moodle. Analyze the lesson | Create a lesson plan in one of the academic core areas for ageneral education classroom that includes your case study student.  Suggest ways that teachers (both general and special education) can alleviate these issues and promote success (both academic and social) in inclusion.  Use the Lesson Plan form found on the course page or the School of Education website. Teach the lesson and video tape the lesson to upload on Moodle. Analyze the lesson | Create a lesson plan in one of the academic core areas for ageneral education classroom that includes your case study student.  Suggest ways that teachers (both general and special education) can alleviate these issues and promote success (both academic and social) in inclusion.  Use the Lesson Plan form found on the course page or the School of Education website. Teach the lesson and video tape the lesson to upload on Moodle |
| **Community Resources** | Complete an Internet search for resources available for families of individuals with ASD in the student’s community and/or region in the areas of employment, housing, postsecondary education, and social relationships, recreation/leisure.  Include adult service agencies, group homes, employment settings, etc. Use the Kentucky Autism Training Center’s *Family Guide to ASD* (2011) as a starting point, but be specific for your area/region. Create a list of 20 – 25 resources with local contact information and a short description of what each has to offer individuals with ASD. | Complete an Internet search for resources available for families of individuals with ASD in the student’s community and/or region in the areas of employment, housing, postsecondary education, and social relationships, recreation/leisure.  Include adult service agencies, group homes, employment settings, etc. Use the Kentucky Autism Training Center’s *Family Guide to ASD* (2011) as a starting point, but be specific for your area/region. Create a list of 15- 19 resources with local contact information and a short description of what each has to offer individuals with ASD. | Complete an Internet search for resources available for families of individuals with ASD in the student’s community and/or region in the areas of employment, housing, postsecondary education, and social relationships, recreation/leisure.  Include adult service agencies, group homes, employment settings, etc. Use the Kentucky Autism Training Center’s *Family Guide to ASD* (2011) as a starting point, but be specific for your area/region. Create a list of 10-14 resources with local contact information and a short description of what each has to offer individuals with ASD. | Complete an Internet search for resources available for families of individuals with ASD in the student’s community and/or region in the areas of employment, housing, postsecondary education, and social relationships, recreation/leisure.  Include adult service agencies, group homes, employment settings, etc. Use the Kentucky Autism Training Center’s *Family Guide to ASD* (2011) as a starting point, but be specific for your area/region. Create a list of under 10 resources with local contact information and a short description of what each has to offer individuals with ASD. |
| **Reflection** | Based on your case study activities, identify 4  appropriate strategies for this student and recommend changes and/or next steps for working with this student. | Based on your case study activities, identify 3  appropriate strategies for this student and recommend changes and/or next steps for working with this student. | Based on your case study activities, identify 2 appropriate strategies for this student and recommend changes and/or next steps for working with this student. | Based on your case study activities, identify 1 appropriate strategies for this student and recommend changes and/or next steps for working with this student. |
| **Writing Style** | Report is organized and well-written  No grammatical errors. Follows APA format in the document, with headings, paragraphs, etc. | Report is organized and well-written  1-2 grammatical errors. Follows APA format in the document, with headings, paragraphs, etc. | Report is organized and well-written 3-4 grammatical errors. Follows APA format in the document, with headings, paragraphs, etc. | More than 4 grammatical errors. Follows APA format in the document, with headings, paragraphs, etc. |

|  |  |
| --- | --- |
| **Campbellsville University**  **School of Education** | |
| **Source of Evidence #5 Professional Growth** | |
| **Kentucky Framework for Teaching Components**  4A- Reflecting on Teaching  4E- Growing and Developing Professionally | **Kentucky Teacher Standards**  7- Reflects on and Evaluates Teaching and Learning  9- Evaluates Teaching and Implements Professional Development  10- Provides Leadership within School/Community/Profession |

**Guidelines for Developing the Source of Evidence #7: Professional Growth Plan (PGP)**

The professional growth process and approach is grounded in the developmental view of teaching, recognizing that this complex, demanding profession is learned over the course of several years of study, consultation and reflective practice. In developing this Source of Evidence, you will have the opportunity to assess your present level of performance on the components of the Kentucky Framework for Teaching (4 domains), the Kentucky Teacher Standards (10) and Dispositions to begin to identify your strengths and areas for growth. Working with your professors, peers and P-12 teachers, you will identify the focus for your PGP at each CAP.

The PGP is the Source of Evidence that documents that you have been afforded due process. The areas for growth to be addressed on your PGP will be identified at CAP 5, then re-evaluated, assessed and modified as needed, specifically at CAP 6 and CAP 7.

1. For CAP 5, assess your present level of performance using the pre-assessment documents approved by CU on the components of

(a) Kentucky Framework for Teaching (KFT) domains,

(b) Kentucky Teacher Standards,

(c) Dispositions.

There may be other events or documents that may influence decisions on growth goals suggested by your advisor and CU faculty.

2. Consider using these questions to help guide you in writing SMART goals for your areas identified as needing growth.

S: specific M: measurable A: attainable R: relevant T: time-bound

**a) What do I need to change in my practice?**

· What do I want to change about my practice that will effectively impact student learning?

· Which KTS, domains and dispositions would intentional focus help the most with this change? Explain why you think this.

**b) What is my plan of action?**

· What is my personal learning necessary to make that change?

**c) What evidence will show progress toward that goal?**

· What are the measures of my success in making the change?

· What is the expected student growth impact of the change?

3. Complete the PGP document approved by CU School of Education and begin taking action for improvement (book study, professional seminars, connecting with a mentor, PPD sessions, professional conferences, KDP materials, CEC materials, KDE trainings, etc.)

4. Visit the PGP each semester to document progress on actions and results. Specifically, at CAP 6 and CAP 7 PGP, *self-assess your performance again*, noting improvements and additional growth areas. Update your growth goals and actions you will take to improve in those areas. Consider advice from your advisor, professors, and field supervisors, as well as your experiences to date.

Be specific in your reflections on:

* actions taken,
* new learning,
* Did you achieve your growth goals
* positive impact the actions have had on your instructional effectiveness
* how this has potential to impact student achievement under your direction
* what components might you focus on next year in your growth plan

**Campbellsville University**

**School of Education**

|  |  |
| --- | --- |
| **Source of Evidence**  **Special Education Graduate Programs Professional Growth**  **Self-Assessment and Reflection: Kentucky Teacher Standards** | |
| Name | Date |
| To initiate the development of your Professional Growth Plan at CAP 5, please assess your level of performance on each of the indicators by writing a letter **(I, D, A, E)** in the blanks to the left of each indicator. **The scale to be used is: (I) Ineffective, (D) Developing, (A) Accomplished, (E) Exemplary.**  You will repeat this self-assessment process at CAP 6, and CAP 7 as part of your ongoing assessment of professional growth and identification of areas for professional growth. | |

**STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE**

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

***Performance Criteria:*** The extent to which you:

|  |  |  |  |
| --- | --- | --- | --- |
| CAP 5 | CAP 6 | CAP 7 | **Advanced-Level Performance** |
|  |  |  | **1.1 Communicate concepts, processes, and knowledge.**  *Accurately and effectively communicates in-depth understanding of concepts, processes and/or knowledge in ways that contribute to the learning of all students.* |
|  |  |  | **1.2 Connect content to life experiences of student.** *Effectively connects content to students’ life experiences including, when appropriate, prior learning in the content area or other content areas.* |
|  |  |  | **1.3 Demonstrate instructional strategies that are appropriate for content and contribute to student learning.** *Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.* |
|  |  |  | **1.4 Guide students to understand content from various perspectives.** *Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.* |
|  |  |  | **1.5 Identify and address students’ misconceptions of content**. *Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.* |

**STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION**

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

***Performance Criteria:*** The extent to which you:

|  |  |  |  |
| --- | --- | --- | --- |
| CAP 5 | CAP 6 | CAP 7 | **Advanced-Level Performance** |
|  |  |  | **2.1 Develop significant objectives aligned with standards**. *Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students’ needs, interests and abilities.* |
|  |  |  | **2.2 Use contextual data to design instruction relevant to students**. *Plans and designs instruction that is based on significant contextual and pre-assessment data.* |
|  |  |  | **2.3 Plan assessments to guide instruction and measure leaning objectives**. *Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.* |
|  |  |  | **2.4 Plan instructional strategies and activities that address learning objectives for all students.**  *Plans a learning sequence using instructional strategies and activities that build on students’ prior knowledge and address learning objectives.* |
|  |  |  | **2.5 Plan instructional strategies and activities that facilitate multiple levels of learning.** *Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.* |

**STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE**

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

***Performance Criteria:*** The extent to which you:

|  |  |  |  |
| --- | --- | --- | --- |
| CAP 5 | CAP 6 | CAP 7 | **Advanced-Level Performance** |
|  |  |  | **3.1 Communicate high expectations**. *Consistently Sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.* |
|  |  |  | **3.2 Establish a positive learning environment.** *Maintains a fair, respectful, and productive classroom environment conducive to learning.* |
|  |  |  | **3.3 Value and support student diversity and addresses individual needs.** *Consistently uses appropriate and responsive instructional strategies that address the needs of all students.* |
|  |  |  | **3.4 Foster mutual respect between teacher and students among students** *Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.* |
|  |  |  | **3.5 Provide a safe environment for learning.** *Maintains a classroom environment that is both emotionally and physically safe for all students.* |

**STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION**

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

***Performance Criteria:*** The extent to which you:

|  |  |  |  |
| --- | --- | --- | --- |
| CAP 5 | CAP 6 | CAP 7 | **Advanced-Level Performance** |
|  |  |  | **4.1 Use a variety of instructional strategies that align with learning objectives and actively engage students** *Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.* |
|  |  |  | **4.2 Implement instruction based on diverse student needs and assessment data**. *Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.* |
|  |  |  | **4.3 Use time effectively** *Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.* |
|  |  |  | **4.4 Use space and materials effectively to facilitate student learning.** *Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning* |
|  |  |  | **4.5 Implement and manage instruction in ways that facilitate (promote) higher order thinking.** *Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.* |

**STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS**

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

***Performance Criteria:*** The extent to which you:

|  |  |  |  |
| --- | --- | --- | --- |
| CAP 5 | CAP 6 | CAP 7 | **Advanced-Level Performance** |
|  |  |  | **5.1 Use pre-assessments.** *Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.* |
|  |  |  | **5.2 Use formative assessments.** *Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.* |
|  |  |  | **5.3 Use summative assessments.** *Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.* |
|  |  |  | **5.4 Describe, analyze, and evaluate student performance data** *Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.* |
|  |  |  | **5.5 Communicate learning results to students and parents.** *Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.* |
|  |  |  | **5.6 Allow opportunity for student self-assessment.** *Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning..* |

**STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY**

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

***Performance Criteria:*** The extent to which you:

|  |  |  |  |
| --- | --- | --- | --- |
| CAP 5 | CAP 6 | CAP 7 | **Advanced-Level Performance** |
|  |  |  | **6.1 Use available technology to design and plan instruction.** *Uses appropriate technology to design and plan instruction that supports and extends learning of all students.* |
|  |  |  | **6.2 Use available technology to implement instruction that facilitates student learning.** *Designs and implements research-based, technology-infused instructional strategies to support learning of all students.* |
|  |  |  | **6.3 Integrate student use of available technology into instruction.** *Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.* |
|  |  |  | **6.4 Use available technology to assess and communicate student learning.** *Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.* |
|  |  |  | **6.5 Demonstrate ethical and legal use of technology.** *Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.* |

**STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING**

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

***Performance Criteria:*** The extent to which you:

|  |  |  |  |
| --- | --- | --- | --- |
| CAP 5 | CAP 6 | CAP 7 | **Advanced-Level Performance** |
|  |  |  | **7.1 Use data to reflect on and evaluate student learning.** *Uses formative and summative performance data to determine the learning needs of all students.* |
|  |  |  | **7.2 Use data to reflect on and evaluate instructional practices.** *Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching* |
|  |  |  | **7.3 Use data to reflect on and identify areas for professional growth.** *Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.* |

**STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS**

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

***Performance Criteria:*** The extent to which you:

|  |  |  |  |
| --- | --- | --- | --- |
| CAP 5 | CAP 6 | CAP 7 | **Advanced-Level Performance** |
|  |  |  | **8.1 Identify students whose learning could be enhanced by collaboration.** *Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.* |
|  |  |  | **8.2 Design a plan to enhance student learning that includes all parties in the collaborative effort.** *Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.* |
|  |  |  | **8.3 Implement planned activities that enhance student learning and engage all parties** *Explains how the collaboration to enhance student learning has been implemented.* |
|  |  |  | **8.4 Analyze data to evaluate the outcomes of collaborative efforts.** *Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.* |

**STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT**

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.

***Performance Criteria:*** The extent to which you:

|  |  |  |  |
| --- | --- | --- | --- |
| CAP 5 | CAP 6 | CAP 7 | **Advanced-Level Performance** |
|  |  |  | **9.1 Self assess performance relative to Kentucky’s Teacher Standards** *Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.* |
|  |  |  | **9.2 Identify priorities for professional development based on data from self-assessment, student performance, and feedback from colleagues.** *Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.* |
|  |  |  | **9.3 Design a professional growth plan that addresses identified priorities.** *Designs a clear, logical professional growth plan that addresses all priority areas.* |
|  |  |  | **9.4 Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness of student learning.** *Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.* |

**STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION**

The teacher provides professional leadership within the school, community, and educational profession to improve student learning and well-being.

***Performance Criteria:*** The extent to which you:

|  |  |  |  |
| --- | --- | --- | --- |
| CAP 5 | CAP 6 | CAP 7 | **Advanced-Level Performance** |
|  |  |  | **10.1 Identify leadership opportunities that enhance student learning and/or professional environment of the school.** *Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.* |
|  |  |  | **10.2 Develop a plan for engaging in leadership activities.** *Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.* |
|  |  |  | **10.3 Implement a plan for engaging in leadership activities.** *Effectively implements the leadership work plan.* |
|  |  |  | **10.4 Analyze data to evaluate the results of planned and executed leadership efforts.** *Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.* |

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| **Campbellsville University**  **School of Education** | | | | | | | | | | | | | | | | | |
| **Source of Evidence #7**  **Professional Growth: Domains**  **Self-Assessment and Reflection/Establishing Priority Growth Needs** | | | | | | | | | | | | | | | | | |
| **Name** | | | | | **Date/s** | | | | | | | | | | | | |
| 1. **Self-Assessment of Performance**   To initiate the identification of your priority growth needs regarding the KFT, assess your level of knowledge/skills related to each of the components by marking the appropriate box to the right of each component.  The scale to be used is (I) Ineffective, (D) Developing, (A) Accomplished, and (E) Exemplary | | | | | | | | | | | | | | | | | |
| **Domains Component** | | | | | | **CAP 5** | | | | **CAP 6** | | | | **CAP 7** | | | |
| **1**  Planning and Preparation | 1A. Demonstrating Knowledge of Content and Pedagogy | | | | | I | D | A | E | I | D | A | E | I | D | A | E |
| 1B. Demonstrating Knowledge of Students | | | | | I | D | A | E | I | D | A | E | I | D | A | E |
| 1C. Selecting Instructional Outcomes | | | | | I | D | A | E | I | D | A | E | I | D | A | E |
| 1D. Demonstrating Knowledge of Resources | | | | | I | D | A | E | I | D | A | E | I | D | A | E |
| 1E. Designing Coherent Instruction | | | | | I | D | A | E | I | D | A | E | I | D | A | E |
| 1F. Designing Student Assessment | | | | | I | D | A | E | I | D | A | E | I | D | A | E |
| **2**  Classroom  Environment | 2A. Creating an Environment of Respect and Rapport | | | | | I | D | A | E | I | D | A | E | I | D | A | E |
| 2B. Establishing a Culture of Learning | | | | | I | D | A | E | I | D | A | E | I | D | A | E |
| 2C. Managing Classroom Procedures | | | | | I | D | A | E | I | D | A | E | I | D | A | E |
| 2D. Managing Student Behavior | | | | | I | D | A | E | I | D | A | E | I | D | A | E |
| 2E. Organizing Physical Space | | | | | I | D | A | E | I | D | A | E | I | D | A | E |
| **3**  Instruction | 3A. Communicating with Students | | | | | I | D | A | E | I | D | A | E | I | D | A | E |
| 3B. Using Questioning and Discussion Techniques | | | | | I | D | A | E | I | D | A | E | I | D | A | E |
| 3C. Engaging Students in Learning | | | | | I | D | A | E | I | D | A | E | I | D | A | E |
| 3D. Using Assessment in Instruction | | | | | I | D | A | E | I | D | A | E | I | D | A | E |
| 3E. Demonstrating Flexibility and Responsiveness | | | | | I | D | A | E | I | D | A | E | I | D | A | E |
| **4**  Professional Responsibilities | 4A. Reflecting on Teaching | | | | | I | D | A | E | I | D | A | E | I | D | A | E |
| 4B. Maintaining Accurate Records | | | | | I | D | A | E | I | D | A | E | I | D | A | E |
| 4C. Communicating with Families | | | | | I | D | A | E | I | D | A | E | I | D | A | E |
| 4D. Participating in Professional Community | | | | | I | D | A | E | I | D | A | E | I | D | A | E |
| 4E. Growing and Developing Professionally | | | | | I | D | A | E | I | D | A | E | I | D | A | E |
| 4F. Demonstrating Professionalism | | | | | I | D | A | E | I | D | A | E | I | D | A | E |
| **2. Possible Professional Growth Priority Components:**  **Professional Growth Priority Components** | | | | | | | | | | 1. **Priority Component for Professional Growth Plan Development** | | | | | | | |
| Domain 1: Planning and Preparation | | 1A | 1B | 1C | 1D | | 1E | 1F | |  | | | | | | | |
| Domain 2. The Classroom Environment | | 2A | 2B | 2C | 2D | | 2E |  | |
| Domain 3. Instruction | | 3A | 3B | 3C | 3D | | 3E |  | |
| Domain 4. Professional Responsibility | | 4A | 4B | 4C | 4D | | 4E | 4F | |
|  | | | | | | | | | | Current Level of Performance | | | | | | | |
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| **Professional Growth Plan: Source of Evidence** | | |
| **4. Professional Growth Plan (4E)** | | |
| **This PGP should be completed for each of the respective CAPs for review and approval.** | | |
| **CAP 5 CAP 6 CAP 7** | | |
| **Name: Date:** | | |
| **a. Professional Growth Goal (KTS):** | | |
| **b. Professional Learning Activities** | **c. Needed Resources/Support** | **d. Anticipated Completion Date** |
| **e. How will you assess your progress/success in addressing the Professional Growth Goal?** | | |
| **f. What is the expected impact on student learning of your professional learning activities?** | | |

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| **Name: Date:** | | |
| **Review your self-assessments and feedback from lessons.** | | |
| **a. Professional Growth Goal (Domain or Disposition):** | | |
| **b. Professional Learning Activities** | **c. Needed Resources/Support** | **d. Anticipated Completion Date** |
| **e. How will you assess your progress/success in addressing the Professional Growth Goal?** | | |
| **f. What is the expected impact on student learning of your professional learning activities?** | | |

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| **To be completed at CAP 6 and CAP 7** |
| * **Analyze your Professional Growth:** * **Summative Reflection:** |