

ASSESSMENT 2

Individualized Education Program (IEP)

Description

The Individualized Education Program (IEP) assessment is completed in [REDACTED], a course that is typically taken during spring of the teacher candidate's senior year. The IEP assessment requires candidates to use information they have learned beginning in [REDACTED], generally taken first semester of the sophomore year. During [REDACTED], the required field experience component emphasizes supporting implementation of an identified student's IEP. Later, during the fall semester of the teacher candidate's senior year, students complete [REDACTED], and during that semester candidates would have collected and compiled assessment data needed to make evaluative judgments and informed recommendations for this IEP project. The development of an individualized Education Program (IEP) that is legally sufficient and educationally appropriate for the identified student is the goal of this process.

Alignment

The IEP assessment is aligned to CEC Standards 1.2, 2.1, 3.1, 3.3, and 4.2, 4.3, 4.4, 5.1, 5.3, 5.5, and 7.3. Project components were developed based on information from each standard. Specific expectations are detailed in Appendix A – Individualized Education Program Assignment Description. Appendix B contains the Individualized Education Program Project Scoring Rubric with CEC Standard alignment for each component of the project.

All of the [REDACTED] special education program assessments are informed by the Draft Initial Special Education Individualized General Curriculum Specialty Set (retrieved April 3, 2014 from <https://www.cec.sped.org/>). This assessment was developed around CEC Standards 1, 3, 5, and 7.

APPENDIX A

IEP Project Description

As a special education teacher, you will be responsible for creating and implementing individualized education programs (IEPs) for your students with exceptionalities. You will need to understand and interpret results of standardized, and curriculum based assessments. Based on the interpretations, you will be required to develop a comprehensive individualized education plan for your students.

The purpose of this assessment is to have teacher candidates demonstrate knowledge of the individualized planning process required for the development of programs for students with disabilities. Through this assignment candidates will demonstrate understanding of the components of an IEP. Based on case information provided to the student (either by the course instructor or by the cooperating teacher from their student teaching placement), candidates will construct an IEP which is legally sufficient and educationally appropriate for the identified student. Candidates will use curricular resources and will demonstrate knowledge of evidence-based methods and strategies which are suitable in addressing the needs of the student.

Using the information provided, candidates will construct an IEP which completely and appropriately addresses the needs of the identified student. In proceeding with the assessment, candidates will:

- Complete a thorough student overview, which includes:
 - Background information - description of student (students including age, grade, level of academic and social/emotional functioning), previous assessments, schooling history, and program setting (resource, self-contained, departmentalized self-contained, day school, residential).
 - Program Model – definition and description of student’s program model, (e.g., tutorial, remedial, learning strategies, compensatory, consultative, collaborative, team teaching, life skills, work-study and functional) including a description of what the student is asked to do with respect to content, e.g., math, language arts, and behavioral expectations.
 - Program Critique - Critique should include the advantages and disadvantages of the program specific to each of the following: (1) Development of basic skills (reading, writing, mathematics) Instruction in school survival skills; (2) Extent to which the program facilitates post school adjustment specific to employment, post-secondary education and community participation; (3) Instructional and classroom modifications designed to meet the needs of students with disabilities; (4) Completion of requirements specific to receipt of a high school diploma.
- Study the state curriculum in respect to grade level for the identified student.
- Determine methods and strategies which might appropriately address the goals and objective determined for the student
- Complete all components of the IEP, using the format provided by the instructor

- Present Levels of Academic Achievement and Functional Performance (PLAAFP), Goals, Objectives, Progress Monitoring, Transition Plan, Related Services, Accommodations and Modifications, Least Restrictive Environment (LRE) etc.
- Construct a reflective paragraph, which discusses how the plan might be implemented in practical terms, as possible next steps for working with the student.

SAMPLE

IEP Project Rubric

Assessment

Purpose

The purpose of this assessment is to give you an opportunity to demonstrate knowledge of the individualized planning process required for the development of programs for students with special education needs. The IEP should establish a meaningful plan that can be implemented to meet the student's unique educational needs.

IEP Project Rubric_CEC

	Mastery (2.000 pts)	Benchmark (1.000 pt)	Unacceptable (0.000 pt)
Candidate demonstrates use of Assessments and Benchmarks (1.000, 7%) CEC-INI-2012.4 CEC-INI-2012.4.3	The candidate works in collaboration with colleagues and families to demonstrate comprehensive knowledge of general education-driven assessments and benchmarks by identifying specific instruction to address missing concepts, skills, or strategies that would enable the student to make progress in the general education curriculum.	The candidate works in collaboration with colleagues and families to demonstrate knowledge on some, but not all available general education-driven assessments and benchmarks by identifying some of the instructional materials that would address some missing concepts, skills, or strategies that would enable the student to make progress in the general education curriculum.	The candidate does not work in collaboration with colleagues and families to address student needs and enable student to make progress in the general education curriculum or does not identify any instructional materials that would enable the student to make progress in the general education curriculum.
Candidate demonstrates knowledge of individual student strengths (1.000, 7%) CEC-INI-2012.5 CEC-INI-2012.5.1	The candidate demonstrates comprehensive knowledge of the student's strengths by describing their relationship to the student's progress in the general education curriculum (e.g., abilities, interests, learning environments, and cultural and linguistic factors).	The candidate demonstrates knowledge of the student's strengths by describing their relationship to the student's progress in the general education curriculum on some but not all related areas (e.g., abilities, interests, learning environments, and cultural and linguistic factors).	The candidate does not demonstrate knowledge of the student's strengths.
Candidate demonstrates knowledge of impact of disability (1.000, 7%) CEC-INI-2012.5 CEC-INI-2012.5.1	The candidate demonstrates comprehensive knowledge of the impact of the student's disability on student's access to, participation in, and progress in the general education curriculum by considering all relevant factors	The candidate demonstrates knowledge of the impact of the student's disability on student's access to, participation in, and progress in the general education curriculum by considering some but not all relevant factors (e.g., abilities,	The candidate does not demonstrate knowledge of the impact of the student's disability on student's access to, participation in, and progress in the general education curriculum.

	(e.g., abilities, interests, learning environments, and cultural and linguistic factors) when selecting from the repertoire of evidence-based strategies.	interests, learning environments, and cultural and linguistic factors) when selecting from the repertoire of evidence-based strategies.	
Candidate demonstrates knowledge of need for supplemental instruction (1.000, 7%) CEC-INI-2012.1 CEC-INI-2012.1.2	The candidate demonstrates comprehensive knowledge of the need for supplemental instruction by identifying supplemental instruction needed to help the student to participate in and make progress in the general education curriculum (e.g., address missing skills, integrate skills, develop learning progressions, strategies, structures and concepts).	The candidate demonstrates knowledge of the need for supplemental instruction by identifying some but not all supplemental instruction needed to help the student to participate in and make progress in the general education curriculum (e.g., address missing skills, integrate skills, develop learning progressions, strategies, structures and concepts).	The candidate does not demonstrate knowledge of the need for supplemental instruction.
Candidate demonstrates knowledge of the need for accommodations (1.000, 7%) CEC-INI-2012.3 CEC-INI-2012.3.3	The candidate demonstrates comprehensive knowledge of the need for accommodations by identifying strategies to help the student to access, participate in, and make progress in, the general education curriculum through general and specialized methods (e.g. academic, strategic, social, emotional, and independence curricula).	The candidate demonstrates knowledge of the need for accommodations by identifying some but not all strategies to help the student to access, participate in, and make progress in, the general education curriculum through general and specialized methods (e.g., academic, strategic, social, emotional, and independence curricula).	The candidate does not demonstrate knowledge of the need for accommodations.
Candidate demonstrates knowledge of the need for assistive technology (1.000, 7%) CEC-INI-2012.5 CEC-INI-2012.5.3	The candidate demonstrates comprehensive knowledge of the need for assistive technology by identifying specific assistive technology that will help the student to access, participate in, and make progress in the general education curriculum (e.g., augmentative and alternative communication systems, assistive technologies).	The candidate demonstrates knowledge of the need for assistive technology by identifying some but not all available assistive technology that will help the student to access, participate in, and make progress in the general education curriculum (e.g., augmentative and alternative communication systems, assistive technologies).	The candidate does not demonstrate knowledge of the need for assistive technology.
Candidate demonstrates knowledge of the need for modifications (1.000, 7%) CEC-INI-2012.3 CEC-INI-2012.3.3	The candidate demonstrates knowledge of the need for modifications by identifying comprehensive strategies to help the student to access, participate in, and make progress in, the general education curriculum (e.g., academic, strategic, social, emotional, and independence	The candidate demonstrates knowledge of the need for modifications by identifying some but not all strategies to help the student to access, participate in, and make progress in the general education curriculum(e.g., academic, strategic, social, emotional, and independence	The candidate does not demonstrate knowledge of the need for modifications.

	curricula).	curricula).	
Candidate demonstrates the knowledge of the need for supports (1.000, 7%) CEC-INI-2012.7 CEC-INI-2012.7.3	The candidate demonstrates comprehensive knowledge of the need for supports by collaborating with colleagues and identifying specific supports that are needed by school personnel to facilitate the student's supplemental instruction, accommodations, and modifications.	The candidate demonstrates knowledge of the need for supports by collaborating with colleagues and identifying some but not all supports that are needed by school personnel to facilitate the student's supplemental instruction, accommodations, and modifications	The candidate does demonstrate knowledge of the need for supports.
Candidate demonstrates knowledge of how to formulate goals & objectives (1.000, 7%) CEC-INI-2012.4 CEC-INI-2012.4.2	The candidate demonstrates comprehensive knowledge of how to develop goals and objectives by relying on interpretation of assessment results to formulate comprehensive goals and objectives that are specific, measurable, achievable, relevant, and time specific.	The candidate demonstrates knowledge of how to develop goals and objectives by relying on some but not all assessment results to formulate goals and objectives that are specific, measurable, achievable, relevant, and time specific.	The candidate does not demonstrate knowledge of how to formulate goals and objectives.
Candidate demonstrates knowledge of conditions for learning (1.000, 7%) CEC-INI-2012.4 CEC-INI-2012.4.4	The candidate demonstrates comprehensive knowledge of conditions for learning by conducting formal and informal assessments of all relevant areas (e.g., behavior, learning, achievement, linguistic, social, and environments) to individualize the student's learning experiences.	The candidate demonstrates knowledge of conditions for learning by conducting formal and informal assessments of some but not all relevant areas (e.g., behavior, learning, achievement, linguistic, social, and environments) to individualize the student's learning experiences.	The candidate does not demonstrate knowledge of conditions for learning.
Candidate demonstrates knowledge of principles of instruction (1.000, 7%) CEC-INI-2012.3 CEC-INI-2012.3.1	The candidate demonstrates comprehensive knowledge of principles of instruction by designing specific instruction to directly support the students access to, participation in, and progress in all relevant areas in the general education curriculum (e.g., address missing skills, integrate skills, develop learning progressions, strategies, structures and concepts).	The candidate demonstrates knowledge of principles of instruction by designing specific instruction to directly support the students access to, participation in, and progress in some but not all relevant areas in the general education curriculum (e.g., address missing skills, integrate skills, develop learning progressions, strategies, structures and concepts).	The candidate does not demonstrate knowledge of principles of instruction.
Candidate demonstrates knowledge of hours and site of service delivery (1.000, 7%) CEC-INI-2012.2 CEC-INI-2012.2.1	The candidate demonstrates comprehensive knowledge and provides an explicit rationale for service hours and site of service delivery by collaborating with colleagues to determine create safe, inclusive, culturally responsive learning environments which create meaningful learning	The candidate demonstrates knowledge and provides a rationale for service hours and site of service delivery by collaborating with some but not all colleagues to determine create safe, inclusive, culturally responsive learning environments which create meaningful learning activities	The candidate does not demonstrate knowledge of service hours and site of service delivery options.

	activities and social interactions for the student.	and social interactions for the student.	
Candidate demonstrates knowledge of transition services (1.000, 7%) CEC-INI-2012.5 CEC-INI-2012.5.5	The candidate demonstrates comprehensive knowledge of transition services by collaborating with colleagues (student, families and teams) to specify the courses, employment opportunities and community experiences that will be developed and implemented in order to meet the student's post-school goals and transition service needs, beginning when the child is age 14 (or younger), if appropriate.	The candidate demonstrates knowledge of transition services by collaborating with some but not all colleagues (student, families and teams) to specify the courses, employment opportunities and community experiences that will be developed and implemented in order to meet the student's post-school goals and transition service needs, beginning when the child is age 14 (or younger), if appropriate.	The candidate does not demonstrate knowledge of transition services.

Standards

- CEC-INI-2012.1** Learner Development and Individual Learning Differences: Beginning special education professionals understand how exceptionalities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- CEC-INI-2012.1.1** Beginning special education professionals understand how language, culture, and family background can influence the learning of individuals with exceptionalities.
- CEC-INI-2012.1.2** Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
- CEC-INI-2012.2** Learning Environments: Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
- CEC-INI-2012.2.1** Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
- CEC-INI-2012.2.2** Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
- CEC-INI-2012.2.3** Beginning special education professionals know how to intervene safely and appropriately with individuals with

exceptionalities in crisis.

- CEC-INI-2012.3** Curricular Content Knowledge: Beginning special education professionals use knowledge of general¹ and specialized curricula² to individualize learning for individuals with exceptionalities.
- CEC-INI-2012.3.1** Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
- CEC-INI-2012.3.2** Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities
- CEC-INI-2012.3.3** Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.
- CEC-INI-2012.4** Assessment: Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
- CEC-INI-2012.4.1** Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
- CEC-INI-2012.4.2** Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
- CEC-INI-2012.4.3** Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
- CEC-INI-2012.4.4** Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
- CEC-INI-2012.5** Instructional Planning and Strategies: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies³ to advance learning of individuals with exceptionalities.
- CEC-INI-2012.5.1** Beginning special education professionals consider an

individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

- CEC-INI-2012.5.2** Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
- CEC-INI-2012.5.3** Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
- CEC-INI-2012.5.4** Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities
- CEC-INI-2012.5.5** 5: Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
- CEC-INI-2012.5.6** Beginning special education professionals teach to mastery and promote generalization of learning.
- CEC-INI-2012.5.7** Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
- CEC-INI-2012.6** Professional Learning and Ethical Practice: Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- CEC-INI-2012.6.1** Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
- CEC-INI-2012.6.2** Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
- CEC-INI-2012.6.3** Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- CEC-INI-2012.6.4** Beginning special education professionals understand the

significance of lifelong learning and participate in professional activities and learning communities.

- CEC-INI-2012.6.5** Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring
- CEC-INI-2012.6.6** Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.
- CEC-INI-2012.7** Collaboration: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
- CEC-INI-2012.7.1** Beginning special education professionals use the theory and elements of effective collaboration.
- CEC-INI-2012.7.2** Beginning special education professionals serve as a collaborative resource to colleagues.
- CEC-INI-2012.7.3** Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

SAI

Formative Data Fall 2015 (N = 20)

	Mastery (2 pts)	Benchmark (1 pts)	Unacceptable (0 pts)
Candidate demonstrates use of Assessments and Benchmarks (1.000, 7%) CEC-INI-2012.4 CEC-INI-2012.4.3	20 100%	0 0%	0 0%
Candidate demonstrates knowledge of Individual student strengths (1.000, 7%) CEC-INI-2012.5 CEC-INI-2012.5.1	20 100%	0 0%	0 0%
Candidate demonstrates knowledge of impact of disability (1.000, 7%) CEC-INI-2012.5 CEC-INI-2012.5.1	20 100%	0 0%	0 0%
Candidate demonstrates knowledge of need for Supplemental instruction (1.000, 7%) CEC-INI-2012.3 CEC-INI-2012.3.1	20 100%	0 0%	0 0%
Candidate demonstrates knowledge of the need for accommodations (1.000, 7%) CEC-INI-2012.3 CEC-INI-2012.3.3	20 100%	0 0%	0 0%
Candidate demonstrates knowledge of the need for assistive technology (1.000, 7%) CEC-INI-2012.5 CEC-INI-2012.5.3	18 90%	2 10%	0 0%
Candidate demonstrates knowledge of the need for modifications (1.000, 7%) CEC-INI-2012.3 CEC-INI-2012.3.3	20 100%	0 0%	0 0%
Candidate demonstrates the knowledge of the need for supports (1.000, 7%) CEC-INI-2012.7 CEC-INI-2012.7.3	20 100%	0 0%	0 0%
Candidate demonstrates knowledge of how to formulate goals & objectives (1.000, 7%) CEC-INI-2012.4 CEC-INI-2012.4.2	17 85%	3 15%	0 0%
Candidate demonstrates knowledge of conditions for learning (1.000, 7%) CEC-INI-2012.4 CEC-INI-2012.4.4	16 80%	4 20%	0 0%
Candidate demonstrates knowledge of principles of instruction (1.000, 7%)	19 95%	1 5%	0 0%

CEC-INI-2012.3 CEC-INI-2012.3.1			
Candidate demonstrates knowledge of hours and site of service delivery (1.000, 7%) CEC-INI-2012.2 CEC-INI-2012.2.1	16 80%	4 20%	0 0%
Candidate demonstrates knowledge of transition services (1.000, 7%) CEC-INI-2012.5 CEC-INI-2012.5.5	12 60%	8 40%	0 0%

Analysis and Interpretation

Data show that the 100% of teacher candidates performed either at Mastery or Benchmark on the components of this rubric at midterm. We did not have to put any remediation plans in place.

There were candidate who were at Benchmark on some elements of the rubric. Since this was data from the midterm review, the course instructor confirmed that these were skills that candidates were still working on in class and were making progress towards mastery.