

# Report Results

Return

**Unofficial Undergraduate Degree**

Rhode Island College

Identifying Code: RICOL

Name : [REDACTED]

Student ID: 0407517

SSN : [REDACTED]

Print Date : 2010-12-10

- - - - - **Academic Program History** - - - - -

Program : Ugrad Degree General College  
 2007-04-13 : Active in Program  
 2007-04-13 : El Ed Undecided-IM Major

Program : Ugrad Deg Education & Humn Dev  
 2009-01-12 : Active in Program  
 2009-01-12 : ELED, Special Education-BS Major

- - - - - **Beginning of Undergraduate Record** - - - - -

**Fall 2007**

COLL	101	The College Experience	1.00	1.00	A	4.000
ENGL	161	Western Literature	4.00	4.00	C	8.000
MATH	143	Math For Elem Sch Teachers I	3.00	3.00	C	6.000
POL	201	Development of Amer Democracy	3.00	3.00	B+	9.990
WMST	200	Gender and Society	3.00	3.00	B	9.000
WRTG	100	Writing and Rhetoric	4.00	4.00	B	12.000
TERM GPA :		2.722	TERM TOTALS :		18.00	18.00
CUM GPA :		2.722	CUM TOTALS :		18.00	18.00
					48.990	48.990

**Spring 2008**

FNED	346	Schooling in a Democratic Soc	4.00	4.00	A-	14.680
HIST	161	Western History	4.00	4.00	A-	14.680
INST	251	Intro To Emerging Technologies	3.00	3.00	A	12.000
MATH	144	Math For Elem Sch Teachers II	3.00	3.00	B	9.000
MUSE	341	Meth & Matl of Music Educ	2.00	2.00	B	6.000
TERM GPA :		3.523	TERM TOTALS :		16.00	16.00
CUM GPA :		3.099	CUM TOTALS :		34.00	34.00
					56.360	105.350

Dean's List

**Summer 2008**

**Transfer Credit from Community College of Rhode Island**

Applied Toward Ugrad Degree General College Program

BIOL	109	Fund Concepts Of Biology	4.00	4.00	T	
Course Trans GPA:		0.000	Transfer Totals :		4.00	4.00
						0.000

**Fall 2008**

ANTH	162	Non-Western Worlds:	4.00	4.00 B+	13.320
Course Topic(s): Middle East					
ART	101	Drawing I: General Drawing	3.00	3.00 B+	9.990
ARTE	340	Methods&Materials in Art Educ	2.00	2.00 B	6.000
SPED	300	Intro Ed of Exceptional Chld	4.00	4.00 B	12.000
TERM GPA :			3.178	TERM TOTALS :	13.00 13.00 41.310

CUM GPA :			3.120	CUM TOTALS :	47.00 51.00 146.660
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**Spring 2009**

ANTH	261	Intercultural Encounters:	4.00	4.00 C+	9.320
Course Topic(s): Food and Culture					
Food and Culture					
CEP	315	Educational Psychology	4.00	4.00 A	16.000
ELED	300	Concepts of Teaching	3.00	3.00 A	12.000
PHIL	230	Aesthetics	3.00	3.00 B	9.000
TERM GPA :			3.309	TERM TOTALS :	14.00 14.00 46.320

CUM GPA :			3.164	CUM TOTALS :	61.00 65.00 192.980
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Dean's List

**Summer 2009**

PSCI	103	Physical Science	4.00	4.00 B+	13.320
TERM GPA :			3.330	TERM TOTALS :	4.00 4.00 13.320

CUM GPA :			3.174	CUM TOTALS :	65.00 69.00 206.300
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**Fall 2009**

ELED	422	Teaching Developmental Read I	3.00	3.00 A	12.000
ELED	435	Teaching Lang Arts Elem Sch	3.00	3.00 A	12.000
HED	346	M&M Elem Health&Phys Educ	3.00	3.00 A-	11.010
SPED	310	Behav Mgt For Except Chld&Yth	4.00	4.00 A-	14.680
TERM GPA :			3.822	TERM TOTALS :	13.00 13.00 49.690

CUM GPA :			3.282	CUM TOTALS :	78.00 82.00 255.990
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Dean's List

**Spring 2010**

ELED	436	Teach Elem Sch Soc Studies	3.00	3.00 A	12.000
ELED	438	Teach Elementary School Math	3.00	3.00 A-	11.010
SPED	311	Lang Dev&Commun Prob Of Child	3.00	3.00 A	12.000
SPED	312	Assess Proc Except Chld&Youth	4.00	4.00 B	12.000
TERM GPA :			3.616	TERM TOTALS :	13.00 13.00 47.010

CUM GPA :			3.330	CUM TOTALS :	91.00 95.00 303.000
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Dean's List

**Fall 2010**

ELED	424	Teach Developmental Reading II	3.00		
ELED	437	Teaching Elementary Sch Sci	3.00		

PHIL	263	God(s)	4.00			
SPED	412	Assessment, Curric&Method Chil	4.00			
THTR	330	Creat Drama With Chldrn&Youth	3.00			
TERM GPA :	0.000	TERM TOTALS :	0.00	0.00	0.000	
CUM GPA :	3.330	CUM TOTALS :	91.00	95.00	303.000	

**Spring 2011**

ELED	439	Student Teaching Elem School	5.00			
ELED	469	Student Teach Sem In Elem Edu	2.00			
SPED	419	St Teach Elem/Mid Sch Sp Clas	5.00			
SPED	440	Collaboration:Home,Sch&Commun	3.00			
TERM GPA :	0.000	TERM TOTALS :	0.00	0.00	0.000	
CUM GPA :	3.330	CUM TOTALS :	91.00	95.00	303.000	

**Undergraduate Career Totals**

CUM GPA :	3.330	CUM TOTALS :	91.00	95.00	303.000	
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**Non-Course Milestones**

- 2007-01-19 College Mathematics Requirement  
Milestone Status: Completed
- 2007-01-19 SAT Test Taken - Completed
- 2007-12-29 College Writing Requirement  
Milestone Status: Completed
- 2007-12-29 Course Taken - Completed

**ACADEMIC ADVISEMENT REPORT**

**Report on Undergraduate Career**

Requirements Not Satisfied

**Ugrad Deg Education & Humn Dev Program**

Requirements Not Satisfied

**RHODE ISLAND COLLEGE GRADUATION REQUIRMENTS FOR ALL UNDERGRADUATE STUDENTS.**

A minimum overall grade point average of 2.00, a minimum of 120 earned credit hours, and a minimum of 45 credit hours in residence is required for graduation

A minimum overall grade point average of 2.00 on a 4.00 scale is required  
GPA (required/actual): 2.000/3.330

Student has completed at least 45 credits at Rhode Island College and has fulfilled the college residency requirement.

General Education Program

## Core 1 Requirement-Western Literature

Core 1 - Complete one of the following courses: ENGL 161, HONR 161

Term	Course	Description	Units	Grade	Code
Fall 2007	ENGL 161	Western Literature	4.00	C	EN

## Core 2-Requirement- Western History

Core 2 -Must take 1 of the following: Hist 161, Honr 162

Term	Course	Description	Units	Grade	Code
Spring 2008	HIST 161	Western History	4.00	A-	EN

## Core 3 Requirement-Non Western Worlds

Core 3- Must take 1 of the following: Afam 162, 163, Anth 162, 169, Art 162, Comm 162, Engl 163, Film 162, Hist 162-165, Honr 163, Mlan 162, Mus 169, Phil 165, 167, Pol 161, Ssci 162, Soc 161, Wmst 162

Term	Course	Description	Units	Grade	Code
Fall 2008	ANTH 162	Non-Western Worlds:	4.00	B+	EN

## Core 4 Requirement -Other Cultures

1 from : Afam 261, 262, Anth 261-265, Art 262, Biol 261, Comm 261, 262, Eled 261, Engl 261-265, Film 262, Gen 261- 264, Geog 261, 263, Hist 261-266, Honr 264, Mth 262, Mgt 261, Mlan 261, Nurs 261-265, Phil 261-265, Pol 261-265, Soc 261-266, Tht 261

Term	Course	Description	Units	Grade	Code
Spring 2009	ANTH 261	Intercultural Encoun	4.00	C+	EN

Soc/Beh-Must take 2 courses FROM DIFFERENT DEPTS: Afam 200, Anth 101, 102, 104, 204, 205, 206, Econ 200, Geog, 100, 101, Mlang courses 110, 113 , Pol 200-204, Psyc 110, 215, Soc 200, 202, 204, 207, 208, 211, 217, Wmst 200

Complete one of the following courses: POL 200, 201, 202, 203, 204

Term	Course	Description	Units	Grade	Code
Fall 2007	POL 201	Development of Amer	3.00	B+	EN

Complete WMST 200

Term	Course	Description	Units	Grade	Code
Fall 2007	WMST 200	Gender and Society	3.00	B	EN

## Visual/Performing Arts Requirement

Visual/Perf-Complete 3 credits from: Art 101, 104, 201, 230, 231, 232, Comm 241, Danc 107/116, 215, Engl 113, 116, Mus 161-166, Mus 201, 203, 221, 222, 223, 225, PFA 158, Phil 230, Thtr 240

Term	Course	Description	Units	Grade Code
Fall 2008	ART 101	Drawing I: General D	3.00	B+ EN

#### Laboratory Science Requirement

Lab Sci-Must take 1 of the following: Biol 101/111, 102/112, 104, 108, 109, Chem 103-106, Psci 103, 212, 217, Phys 101, 102, 110, 200

Term	Course	Description	Units	Grade Code
Sum 2008	BIOL 109	Fund Concepts Of Bio	4.00	T TR

Mathematical Systems Requirement YOU HAVE A CHOICE--  
(take Math 143 and Math 144; OR one from the designated list)

Must complete MATH 143, 144

Term	Course	Description	Units	Grade Code
Fall 2007	MATH 143	Math For Elem Sch Te	3.00	C EN
Spring 2008	MATH 144	Math For Elem Sch Te	3.00	B EN

#### Additional Science/Mathematics Requirement

Sci/Math-Must take either 1 add. course from Lab Sci Req or 1 add. course from Math Systems Req or 1 course from: Anth 103, Biol 103, Csci 101, Geog 205, Phil 205, Psci 205, 208, 210, 214, 216

Term	Course	Description	Units	Grade Code
Summ2009	PSCI 103	Physical Science	4.00	B+ EN

#### Elementary Ed. with a Concentration in Special Education Plan No Requirements

#### Mild /Moderate Disabilities, K - Middle Subplan

Requirements Not Satisfied

#### Requirements for Elementary Education (Generalized)/Special Education-Mild/Moderate Disabilities Elem-Middle School Level-BS

Overall Requirement Not Satisfied -

Must complete each of the following: Cep 315/215, Biol 109, Psci 103, Math 143, 144, Pol Sci 201, Arte 340, Muse 341, Ped 346/Hed 346, Fned 346, Eled 300, 439/339, 469/360, 422/322, 424, 435/335, 436/336, 437/337, 438/338

Requirement Not Satisfied -

Courses (required/actual/needed): 19.00/14.00/5.00

Term	Course	Description	Units	Grade Code
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Fall 2007	MATH	143	Math For Elem Sch Te	3.00	C	EN
Fall 2007	POL	201	Development of Amer	3.00	B+	EN
Sprng 2008	FNED	346	Schooling in a Democ	4.00	A-	EN
Sprng 2008	MATH	144	Math For Elem Sch Te	3.00	B	EN
Sprng 2008	MUSE	341	Meth & Matl of Music	2.00	B	EN
Fall 2008	ARTE	340	Methods&Materials in	2.00	B	EN
Sprng 2009	CEP	315	Educational Psycholo	4.00	A	EN
Sprng 2009	ELED	300	Concepts of Teaching	3.00	A	EN
Summ2009	PSCI	103	Physical Science	4.00	B+	EN
Fall 2009	ELED	422	Teaching Development	3.00	A	EN
Fall 2009	ELED	435	Teaching Lang Arts E	3.00	A	EN
Fall 2009	HED	346	M&M Elem Health&Phys	3.00	A-	EN
Sprng 2010	ELED	436	Teach Elem Sch Soc S	3.00	A	EN
Sprng 2010	ELED	438	Teach Elementary Sch	3.00	A-	EN

**Must complete each of the following: Sped 300, 310, 311, 312, 412/315, 419/318, 440/340**

Requirement Not Satisfied -

Courses (required/actual/needed): 7.00/4.00/3.00

Term	Course		Description	Units	Grade	Code
Fall 2008	SPED	300	Intro Ed of Exceptio	4.00	B	EN
Fall 2009	SPED	310	Behav Mgt For Except	4.00	A-	EN
Sprng 2010	SPED	311	Lang Dev&Commun Prob	3.00	A	EN
Sprng 2010	SPED	312	Assess Proc Except C	4.00	B	EN

Students with an Education Curriculum must adhere to minimum grade requirements as listed in the catalog. Transfer credit was made equal to a "C" grade beginning Spring 2003.

If you find you took a course that is not meeting a specific requirement and is now listed in the Unused course list, you may not have earned the required grade or it was a course you transferred in. Please meet with your Dept. Chair for assistance.

The below listed courses are courses that were either taken or are presently being taken.

These courses have not been used to satisfy a specific requirement in your degree program.

Term	Course		Description	Units	Grade	Code
Fall 2007	COLL	101	The College Experien	1.00	A	EN
Fall 2007	WRWG	100	Writing and Rhetoric	4.00	B	EN
Sprng 2008	INST	251	Intro To Emerging Te	3.00	A	EN
Sprng 2009	PHIL	230	Aesthetics	3.00	B	EN

Return

Special Education Field Work

Candidate's Name: [REDACTED]

Special Education Course	Special Ed Setting	Diversity Features	Teacher	School & District
SPED 300 (4 credits) Semester <u>Fall</u> Yr <u>2008</u>	<input type="checkbox"/> Special Class <input checked="" type="checkbox"/> General Ed with Special Ed Support <input type="checkbox"/> Resource	5-6 students - focus - one male Learning disabilities Hispanic Fifth-Sixth grade Title I school, urban district	Mrs. Zeprosky	Stadium Elementary School Cranston
SPED 310 (4 credits) Semester <u>Fall</u> Yr <u>2009</u>	<input checked="" type="checkbox"/> Special Class <input type="checkbox"/> General Ed with Special Ed Support <input type="checkbox"/> Resource	Six students, DLP class - mixed 3 boys, 3 girls race/ethnicity severe and profound Suburban school district	Mrs. Day	Glen Hills Elementary Cranston
SPED 312 (4 credits) Semester <u>Spring</u> Yr <u>2010</u>	<input type="checkbox"/> Special Class <input type="checkbox"/> General Ed with Special Ed Support <input checked="" type="checkbox"/> Resource	One student - white male Suburban school district 4th grade mid-moderate learning disability	Mrs. Smith	Anna McCabe Elementary Smithfield
SPED 412 (4 credits) Semester <u>Fall</u> Yr <u>2010</u>	<input type="checkbox"/> Special Class <input checked="" type="checkbox"/> General Ed with Special Ed Support <input type="checkbox"/> Resource	One student, female, Chinese Urban school district 3rd grade, learning disability	Mr. Oldstem	Henry Barnard Providence
SPED 424 (4 credits) Semester _____ Yr _____	<input type="checkbox"/> Special Class <input type="checkbox"/> General Ed with Special Ed Support <input type="checkbox"/> Resource			
SPED 435 (4 credits) Semester _____ Yr _____	<input type="checkbox"/> Special Class <input type="checkbox"/> General Ed with Special Ed Support <input type="checkbox"/> Resource			
SPED 436 (4 credits) Semester _____ Yr _____	<input type="checkbox"/> Special Class <input type="checkbox"/> General Ed with Special Ed Support <input type="checkbox"/> Resource			

As part of your Preparing to Student Teach portfolio you must submit a summary of the special education settings within which you completed your field experiences. Each four credit special education course in your program requires a thirty hour field experience to complete a course artifact and/or projects. Students must document experiences in a variety of special education settings, including an urban multi-cultural district

Briefly describe the features of diversity evident in the setting. Use the definition of diversity below to guide your description. State the name of the school and the school, the teacher and district or city/town in which your fieldwork for each course was done.

*Diversity is used to address ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual-orientation, and geographical area.*



**SPECIAL EDUCATION 300 RUBRIC FOR CASE STUDY PAPER**



Evaluation Component	Evaluation Criteria			
	Exceeds Standard	Meets Standard	Approaches But Does Not Meet Standard	Does Not Meet Standard
<p align="center"><b>Presentation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Appropriately uses rules of standard grammar, punctuation, and capitalization</li> <li><input type="checkbox"/> Ideas and observations presented are clear</li> <li><input type="checkbox"/> Layout and format of paper are clear with meaningful topical headings that are consistent with assignment details and expectations</li> <li><input type="checkbox"/> Citation of references and quotations throughout paper follows APA format</li> <li><input type="checkbox"/> References section of paper complies with APA format</li> <li><input type="checkbox"/> Paper is doubled spaced using 12 point font</li> <li><input type="checkbox"/> Paper is appropriately bound together</li> </ul>	7*  4 pts.	5-6  3 pts.  ✓	3-4  2 pts.	1-2  1 pt.
<p align="center"><b>Sources of Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher interview</li> <li><input type="checkbox"/> IEP review</li> <li><input type="checkbox"/> Classroom observations</li> <li><input type="checkbox"/> Folder review</li> <li><input type="checkbox"/> Work samples and products</li> <li><input type="checkbox"/> Direct contact and experience</li> </ul>	6*  4 pts.	4-5  3 pts.  ✓	3  2 pts.	1-2  1 pt.
<p align="center"><b>Description of Community/School/Classroom</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Descriptive information is provided regarding community/school characteristics (e.g., <a href="http://www.infoworks.ride.riec.edu">www.infoworks.ride.riec.edu</a>)</li> <li><input type="checkbox"/> Descriptive information is provided regarding the classroom setting (e.g., daily schedule, curriculum approaches &amp; materials, staffing configuration, physical layout, teaching styles used).</li> <li><input type="checkbox"/> Descriptive information is provided regarding student characteristics in the classroom (e.g., number, racial &amp; economic composition, number of students with IEPs, other unique learning &amp; behavioral characteristics of students).</li> </ul>	3* (complete)  8 pts.	3 (partial)  6 pts.  ✓	2  4 pts.	1  2 pts.

\* Number of Criteria Met.

**SPECIAL EDUCATION 300 RUBRIC FOR CASE STUDY PAPER**

Evaluation Component	Evaluation Criteria			
	Exceeds Standard	Meets Standard	Approaches But Does Not Meet Standard	Does Not Meet Standard
<b><i>Child Portrait</i></b>	7*	5-6	3-4	1-2
<ul style="list-style-type: none"> <li><input type="checkbox"/> Essential descriptive information about child is provided (DOB, gender, race, physical health)</li> <li><input type="checkbox"/> Clear and succinct overview of child's school history is provided</li> <li><input type="checkbox"/> Clear presentation of child's current program is provided (IEP goals, service intensity, and service providers)</li> <li><input type="checkbox"/> Clear presentation of child's social behaviors is provided (both challenging as well as prosocial)</li> <li><input type="checkbox"/> Clear presentation of academic and/or developmental strengths and needs is provided.</li> <li><input type="checkbox"/> Child's primary diagnosis or IDEA eligibility category is provided.</li> <li><input type="checkbox"/> Clear and meaningful description of child's communication skills and preferences are provided.</li> </ul>	8 pts.	6 pts. ✓	4 pts.	2 pts.
<b><i>RIC Student Has Learned About Child</i></b>	7*	5-6	3-4	1-2
<ul style="list-style-type: none"> <li><input type="checkbox"/> Reports behavior accurately and objectively</li> <li><input type="checkbox"/> Does not use biased, discriminating language and presumptions</li> <li><input type="checkbox"/> Does not use pejorative labels or descriptors</li> <li><input type="checkbox"/> Focuses on child strengths and assets and not deficits</li> <li><input type="checkbox"/> Understands influence of cultural, language, and economic differences on achievement and behavior</li> <li><input type="checkbox"/> Understand the influence of a disability on achievement and behavior</li> <li><input type="checkbox"/> Understands the influence of behavioral organization and task orientation on achievement and behavior</li> </ul>	4 pts. ✓	3 pts.	2 pts.	1 pt.

\* Number of Criteria Met.

**SPECIAL EDUCATION 300 RUBRIC FOR CASE STUDY PAPER**

Evaluation Component	Evaluation Criteria			
	Exceeds Standard	Meets Standard	Approaches But Does Not Meet Standard	Does Not Meet Standard
<p align="center"><b><i>RIC Student Has Learned About Classroom Environments</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the influence of classroom rules and expectations on child behavior and achievement</li> <li><input type="checkbox"/> Understands influence of a teacher's words and behaviors on child behavior and achievement</li> <li><input type="checkbox"/> Understands influence of a paraprofessional's words and behaviors on child behavior and success</li> <li><input type="checkbox"/> Understands the use of physical space on child achievement and behavior</li> <li><input type="checkbox"/> Understands the influence of curriculum organization and design on child achievement and behavior</li> <li><input type="checkbox"/> Understands how and why instructional approaches and methods are modified for this child</li> <li><input type="checkbox"/> Understands how and why assignments are modified for this child</li> <li><input type="checkbox"/> Understands the influence of assigned work on child achievement and behavior</li> </ul>	7-8*	5-6	3-4	1-2
	8 pts.	6 pts.	4 pts.	2 pts.
	✓			
<p align="center"><b><i>RIC Student's Self-Awareness and Insights</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the impact of his/her own words and behaviors on children's achievement, behavior, motivation, and attitude</li> <li><input type="checkbox"/> Understands his/her own biases and tolerance for differences in children (behaviorally, academically/developmentally, physically)</li> <li><input type="checkbox"/> Understands his/her own comfort level in working with children with disabilities</li> <li><input type="checkbox"/> Has learned to communicate effectively with children with disabilities, both verbally and non-verbally</li> <li><input type="checkbox"/> Has learned to establish a meaningful, appropriate relationship with children with disabilities</li> <li><input type="checkbox"/> Understands the influence of race, culture, gender, and economic status on communication and expectations</li> </ul>	6*	4-5	3	1-2
	4 pts.	3 pts.	2 pts.	1 pt.
	✓			

**TOTAL POINTS**

40
30
20
10

*meet Standard*  
*11/14/08*  
*12/17/08*

\* Number of Criteria Met.

Case Study



Special Education 300, Section 04

Professor Kochanek

December 3, 2008

For the past two months I have tutored at Stadium Elementary School in Cranston in one fifth grade and one sixth grade inclusion classroom. Stadium Elementary school is located in an urban community on the eastern side of Cranston and is a Title I school, which means that most of its students receive free or reduced lunch as well as live at or below the poverty line in their surrounding community. In my thirty six hours that I have completed, I worked mostly in the fifth grade classroom with a group of six special education students who all come from different ethnic, economical, and cultural backgrounds. In my experience with tutoring this group of children I have been able to gain a sense of compassion for working with them and have learned the importance of helping them to better their education. I feel that as a student who is starting her college career as an Elementary Education teacher in the field of Special education, it is necessary for me to learn the importance of helping every student achieve and knowing how to accommodate their personal needs.

This practicum along with my practicum in my FNED 346 class, which also took place in a special education classroom at the same school, has helped me gain a better sense of how to positively impact students' education. Between both classrooms that I worked in, there were about eleven students who had IEPs that consisted of autism, behavioral disorders, Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, learning disabilities and other mental and physical disabilities. Many of these children have severe issues with their disorders that require them to take medication to control their behaviors and to help them focus in the classroom. These children are diverse in their racial and family backgrounds in that about half of them are white Caucasian while the other half are black and Hispanic and all come from different households. Out of the six children that I tutored, I have worked one on one with a male student who has learning disabilities in various areas. In this experience I learned different methods to

help the student with his schoolwork and what areas he needed help with the most. I have also learned about and observed his strengths and understand how they play a part in his overall education. It has been a learning experience for me and hopefully I have impacted the child's life in a way that has improved his way of learning.

When I began working in Stadium School I was assigned to Ms. Zenofsky who has been a Special Education teacher for several years. She has worked with special education students in elementary and middle schools and this is the first year that she has not had her own classroom due to Stadium's first year of implementing inclusion. She is a teacher for one fifth grade and one sixth grade classroom and works along side with another special education teacher. The classroom where she is assigned to is the fifth grade classroom with regular education teacher Mrs. Theroux. In my time at Stadium School I was able to interview Ms. Zenofsky and Mrs. Theroux who both had a great deal to say about the way the classroom is run and about the advantages and disadvantages of inclusion. I also discussed with them what I have been learning about in Special Education 300 regarding inclusion and the positives and negatives that we went over as a class.

In my discussion with Ms. Zenofsky she talked about her feelings toward inclusion and how it has become a huge difference from what she was used to working with. When I asked her about her take on inclusion she said that it has been a challenge to work with the special education students because she is not giving them her own lessons and working with them individually in order for them to understand all of the material. It has been difficult for her to accommodate to her students needs because they are now going at a faster pace and are obtaining more material than they have received in the past with being in a secluded classroom. She stated that she enjoyed having her own classroom because she was in charge and was able to perform

varying rates of learning

her own lessons while also getting around to all of the students. It has been a challenge for her to get around to the students who have questions or are confused because they move at a faster pace from one lesson to another.

In my observation I chose one student out of both the fifth and sixth grade classrooms whom I wanted to work with. For my case study I chose a fifth grade male student whose racial status is Hispanic and recently turned eleven years old as of November 22<sup>nd</sup>. According to the student's Individualized Education Program (IEP) that was documented in April of last year, his needs focus on the areas of reading skills and written expression, math calculation and reasoning, organization, and language. When I first started working with this student I did not view his IEP until the second or third visit so that I could observe what areas he struggled with and what type of behavior he showed. I also wanted to see what his strengths were so that I could see how they have helped him with his schooling and how I can help him use them towards strengthening his difficulties. I believe that this was beneficial for me as well as the student because I did not want to have any biases toward the student before or while I was working with him.

The first few times that I did start working with the student, I noticed that he struggled in the areas of reading and writing as well as comprehension. I noticed this because I assisted him in the area of English by helping him with assignments on sentence structure, comprehension, and vocabulary. He also had difficulty on spelling that resulted in his failing of several spelling tests. The spelling test was given to all students at the same time, but the difference that the regular and special education students had with the test was that the special education students only had to complete ten of the words while the other students completed twenty. This was an example of modified work for the students because by giving them a smaller amount, they felt less overwhelmed and pressured by the test. However, this also prevents the students from

good idea

learning the same amount of material as their fellow classmates. Also, the student who I worked with had difficulties with various types of words and I believe it was a result of lack of studying as well as lack of teaching. The student came from Arlington Elementary school this year, which is a school that is also located in Cranston. I believe that the student's education before coming to Stadium lacked in teaching quality as well as in assistance. I believe that the teaching he is receiving from Ms. Zenofsky could also use improvement because she often does not assist him and frequently leaves the classroom and leaves her students with the other teacher or with me and other college students, expecting us to assist them. She often expected me to help the students while she went off and ran errands around the school or completed paperwork. I feel that she could have given me more insight of how to go about helping these students and showed me what methods to use that would best assist them. *I understand*

In my observation, I was also able to talk with the regular education teacher and acquired her point of view on inclusion and having a second teacher in the classroom. She said that it has been very challenging to work with the other teacher because she refuses to also take part in teaching lessons to the class. According to her, one part of inclusion consists of her and the special education teacher dividing the amount of lessons between each other so that students are being equally taught by both teachers. After talking to both teachers about inclusion I have realized that it is an ongoing challenge for both them and their students. As a result of them not professionally collaborating, it has negatively affected the students the most because they are not receiving the education that they are supposed to be. I understand that professional collaboration is a key component in becoming a teacher because it helps educators to learn different ways of teaching from one another. It is also important in helping students because teachers, principals,

*good point  
it is as challenging for teachers as it is for students*



and parents are able to work with one another to help students with receiving the best education and assisting them with their personal needs.

One advantage that both teachers have seen with the special education students is that they have become more socially connected with their classmates and other teachers in their school. Unlike their previous years at Stadium, special education students are now able to build friendships with other children and interact with the rest of their school community. I asked Ms. Zenofsky if she has seen a difference between last year and this year with the special education student's social skills and she said that she has seen an immense difference with the children. She stated that they have become more sociable and outgoing as individuals and seem happier that they are able to be in the same classroom with everyone else. They have also made more friends with students their age and are not secluded from their classmates.

yes!

I believe that inclusion has had positive effects on students because they are strengthening their social skills as well as receiving an equal education. However, there are many ongoing issues that schools are facing and without collaborating with one another and solving these issues, they will negatively affect the students. I understand that it is difficult for Ms. Zenofsky to go from one way of teaching to another especially after having her own classroom for so many years. I believe that with time and experience she will be able to solve these issues before her students get left behind and if she works with her fellow educators in the school, she will find ways to better teach her students.

In my case study with the student whom I have worked with, I read over his IEP after I had observed him in the classroom and worked with him on assignments. The student's IEP was filled out by the teachers he had at Arlington and it consisted of his strengths and needs in the

general curriculum. It states that he is a well behaved student who gets along with his peers and uses strategies that he learns in small group instruction. I saw these strengths very relevant in all different settings and I believe that they are essential for every student to have. The needs consisted of his reading and writing skills, mathematical skills, organization, and language skills. It states that he has a weakness in knowledge of the five syllable types and short vowel sounds as well as comprehension and fluency. The goals stated that he will read fluently and comprehend selections read at his level while working towards the grade level standards. When I worked with him I noticed these weaknesses and when I was able to, I pointed out mistakes he made in his comprehension with vocabulary words so that he understood what the correct way was. I gradually saw him noticing his own mistakes and correcting them. I also saw improvement on his comprehension skills. I pointed out to him that reading a story instead of glancing over it quickly gives him the ability to understand what it is about and helps him identify what the answers to questions that follow it are.

On another page of his IEP it stated that he is easily discouraged by long assignments and I observed this issue when I worked with him because he would get frustrated or even say, "I don't want to do this anymore." I also experienced this issue with another special education student who refused to complete work because she did not enjoy it and also, did not want to do it. A way of solving this issue with them was to break the material up and give pieces of it at a time, this way it was not too long and gave them a break from time to time. However, I do believe that attitude plays an important role in them wanting to do their work. They are now growing into their teenage years where they will be given more responsibilities and will have to complete more things on their own and with less assistance. I believe that their life at home and experiences in school with teachers has caused them to develop certain attitudes. I found out in

yes

this classroom, that the special education students were sometimes almost spoiled because they were told that they did not have to do some work, instead of being told to complete what they could do. There are different methods and approaches that are effective towards helping children complete tasks on their own and I feel that these methods must be implemented.

Inclusion has become a great method in that it helps students work hard and gives them the determination to want to complete their work. By being around regular education students who receive less assistance, sometimes special education students want to be more independent like their fellow classmates. I have found this to be true when I asked students if they needed any help or wanted to come to the back for extra help, but many of them after a while wanted to try to complete their work on their own and sit at their own desk. I thought this was a great improvement from what I had seen in my previous years of tutoring special education students and feel that by implementing inclusion; school systems have already taken a step toward improving the education of students. *a worthwhile but complicated idea*

Going back to the student whom I worked one on one with, on his IEP in the section of his mathematical skills, it states that his calculations are not at the automatic level and his math reasoning ability is negatively affected by his weakness in reading skills. I also observed this challenge when working on his math test with him. When the special education students were given their math tests, they were sent to the back of the room at the table with the special education teacher and I, so that they were able to ask questions and receive certain assistance that would not disturb or affect the rest of the classroom. This also helped the students with their individual needs. When I worked with the student, he was unable to complete more than half of the test because he did not know how to multiply double digit numbers. I gave him great assistance on his math test so that he was able to complete it. I made sure that he understood the

methods of multiplying so that he was able to solve it on his own. I realized that I may have overstepped my boundaries of helping him because it was a test, but it was better for me to teach the child the right way than for him to leave it blank or incorrect. I found that the student was not taught enough about multiplication because he simply did not know how to begin solving it. His challenge with reading also came into play when he worked on word problems because he did not know several words and would often ask, "What does that mean?" When he was given problems that asked at the end to explain how he got the answer and how he solved it, he would not answer it. In his answers for word problems or math questions, he would have difficulty with expressing what he knew and his answers would many times be difficult to understand.

Throughout the student's IEP, it stated that he continued to struggle in some of the areas such as language skills, vocabulary skills, and comprehension skills, which I noticed in my tutoring with him. It did however state that he improved in the area of sentence formulation in length and complexity, which I also could see was clear, but still, had room for some improvement. The providers that this student has at Stadium are both regular and special education teachers, a speech/language therapist, occupational therapist, adaptive physical education teacher, school nurse teacher, rehabilitative counselor, and psychologist. I believe that these providers are of significant help for this student because they are able to give him the assistance that will help him with the learning disabilities he faces. The modifications and accommodations have been given and are continued to be given to support the student so that he does receive the best education. These consist of proximal seating, visual examples of finished products, repeat/restating directions, reading selections aloud, giving demonstrations to assure his understanding of concepts, providing extra time to complete lengthy assignments, chunking longer assignments into smaller ones, and providing encouragement to complete written

good  
Detail

assignments. I believe that these are all essential in giving the student the best support and I have seen these modifications implemented. I have tried to use these methods of support while I worked with him and sometimes saw his teachers doing the same. I believe that it is also important for him to receive this assistance at home because by receiving positive support from both environments it gives the child a sense of determination to succeed. I believe that if he continues to receive support and works hard as an individual, he will improve on the skills that he is weak in and succeed.

In my observation, I came every Friday morning and stayed till the end of the day to observe how a full day went in the classroom. By coming every week and spending a good quality of time with the students, I was able to see what the entire classroom schedule was for one day and was able to build a strong relationship with the student who I worked with. When I came in the morning the student worked on his morning work which usually consisted of assignments that were not completed from that week. I would often assist him with the assignments by making grammatical corrections and making sure that he comprehended the material. He would then go back to his seat and the teacher would either give the class a lesson on one of the subjects or they would go into reading groups that consisted of four or five students, both regular and special education. The reading groups helped the student improve with his reading skills and comprehension. After a few pages, the teacher would ask the students questions on the story to make sure that they all comprehended the material. I saw the student participate more in this group than in the regular classroom lessons, showing me that he liked working in smaller groups. After this, the class would go to recess and lunch, which I went to observe a couple of times to see how the student's behavior was with his peers. The student was very sociable with his classmates and I never saw any arguments or disagreements that needed

attention. He was a very pleasant student to work with and after working with him for several weeks, we grew a stronger relationship with one another. He as well as the other students felt very comfortable with asking me for help and were not hesitant to start a conversation.

In order for Ms. Zenofsky to help her students, she would have them come to her at a table in the back of the room where they brought assignments they had to complete after every lesson the teacher gave. After lessons on Science, Reading, and Mathematics, she had me work with students on assignments they were given because they needed help with reading the directions and comprehending the material. Many of them were often confused with what they were taught and needed additional instruction in order for them to grasp and understand the information. As I observed the special education students in their involvement with classroom lessons, I often found that many times they were confused at what the material was. When the teacher asked questions, many of them were hesitant to raise their hand because they were unsure of their answers. I particularly saw this in the student who I worked with and after talking with the teacher, I found out that he is many times hesitant to raise his hand and unsure of himself. She said that he sometimes needed a push and just a second opinion on his answer to assure him that his answer was correct.

I was fortunate enough to observe the children in both classrooms not only in their regular setting but also in their Art, Health, and Gym classes as well as at recess and in the lunchroom. This experience gave me the ability to see the special education students in different environments and see how their behaviors alter with different teachers and settings. I saw drastic changes when they were with their male gym teacher and how the boys were more talkative and outgoing. The student who I was working with seemed to fit right in with the rest of the students

and if it had not been for the teacher telling me that the student was in special education, I would not have known.

In my observation of the fifth and sixth grade classroom, I have learned the importance of having inclusion in schools. I understand the influence of classroom rules and expectations on child behavior and achievement because I have personally experienced it with these students. I <sup>twice</sup> have seen them react with different teachers and their rules and seen the positives and negatives in the many methods that teachers have used. I have seen the affect of professional collaboration <sup>twice</sup> on students and educators and understand that if educators lack this component they will hold students back from receiving the right education as well as hindering their own learning capabilities. As my journey of becoming a teacher continues, I understand that teachers are life-long learners because it is a learning environment that constantly changes its ways of educating. I also understand the influence that curriculum organization has on students and their ability to learn and that without giving organized lessons, teachers can go without teaching important components. They must be organized in giving their lessons so that they give students the knowledge they need to succeed without limiting their learning. I comprehend why assignments are modified for students according to their needs because there are various ways to go about teaching children. Everybody has different ways of interpreting material learning and they do not always comprehend their material with just one method. By modifying assignments in a way <sup>in the individualization</sup> that a student will understand, I will be able to give my students the best education and fulfill their needs.

I believe that I have many assets that I can use toward my career of teaching that are essential in helping students. These assets consist of open-mindedness, knowledge of my profession, experience with students from diverse backgrounds, patience, determination, and the

compassion of working with children. I understand that what I say and how I act towards my students has an immense effect on their achievement, behavior, motivation, and attitude. I have observed other teachers behaviors and understand what methods work and positively affect students and what methods do not. Working with children is a certain talent that I obtain and I believe that if I continuously learn about the career of teaching and realize my strengths and weaknesses I will be able to become a teacher. I understand that I may still have biases that need to be broken and that when I walk into a classroom I must have a tolerance for differences in children, because without it I will not succeed. I believe that teaching, especially in the special education field, is an area of teaching that requires this type of open-mindedness towards people regardless of their race, gender, culture, economic background, behavior, physical and mental capabilities and other personal attributes. I realize that this is only the beginning of my learning experience and that I have a lot to learn about working with children in special education.

In my hours of service, I have learned how to communicate effectively with children who have disabilities because I have worked with them in schools and have had my own experience at a job where I work with adults who are mentally challenged. There are many methods and techniques of communicating with people who are disabled both verbally and non-verbally that I have learned and am continuing to learn. I understand that a child's race, culture, gender, and economic status have a great influence on communication and expectations. I embrace the diversity of children because I feel that everyone has something different to offer people and by embracing one another's differences we are able to work with one another. Expressing this importance to my students is also an important aspect because it will help them to work with others and give them a better knowledge about others around them.





*Grade Separately*

Special Education 3:10

Rubric

Structure Report

Rhode Island Beginning Teacher Standard # 6

Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation.

Indicators:

- 6.1 Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained.
- 6.2 Establish a safe and secure environment.
- 6.3 Organize and allocate the resources and materials and physical space to support active engagement of students.
- 6.4 Provide and structure the time necessary to explore important concepts.
- 6.5 Help students establish a classroom environment characterized by mutual respect and intellectual risk taking.
- 6.6 Create learning groups in which students learn to work collaboratively and independently.
- 6.7 Communicate clear expectations for achievement that allow students to take responsibility for their own learning.

Each area of the report is evaluated in accordance with the following:

- 1 Does not meet standard
- 2 Emerging
- 3 Meets standard
- 4 Exceeds standard

	Exceeds Standard	Meets Standard	Emerging	Does Not Meet Standard
<b>Knowledge of School</b> <b>(4 points)</b>  <b>4</b>	Describes in detail with full understanding of the school setting each of the following: 1. number of students, 2. make up of student population, 3. number of teachers, 4. academic performance of school, and 5. number of students receiving special education services.	Describes in detail with adequate understanding of the school setting each of the following: 1. number of students, 2. make up of student population, 3. number of teachers, 4. academic performance of school, and 5. number of students receiving special education services.	Describes in limited terms the school setting inclusive of minimally three of the following: 1. number of students, 2. make up of student population, 3. number of teachers, 4. academic performance of school, and 5. number of students receiving special education services.	Describes in limited terms less than three of the following: 1. number of students, 2. make up of student population, 3. number of teachers, 4. academic performance of school, and 5. number of students receiving special education services.
<b>Setting and Students</b> <b>(4 points)</b>  <b>4</b>	<u>The specific setting</u> and four students are comprehensively described inclusive of: 1. chronological age, 2. gender, 3. disability label, 4. level of academic functioning, 5. personal and social skills, and 6. unique individual characteristics.	<u>The specific setting</u> and four students are adequately described inclusive of: 1. chronological age, 2. gender, 3. disability label, 4. level of academic functioning, 5. personal and social skills, and 6. unique individual characteristics.	<u>The specific setting</u> and four students are minimally described inclusive of: 1. chronological age, 2. gender, 3. disability label, 4. level of academic functioning, 5. personal and social skills, and 6. unique individual characteristics.	<u>The specific setting</u> and four or less students are described in broad general terms.

<p><b>Spatial Arrangements</b> (4 points)</p> <p>xy</p>	<p>The physical structure of the room is comprehensively described inclusive of each of the following: 1. location of desks and student assignment to desks, 2. learning centers, 3. recreation centers, 4. room dividers, 5. study carrels, 6. storage areas, 7. windows, 8. other distinctive features, 9. mobility patterns for students, and 10. task cards and work completed folders if used.</p> <p>A detailed floor plan is provided. The physical environment is thoughtfully reviewed in terms of influencing behavior with reference to Chapter eight as appropriate. Aspects of the environment to be maintained and aspects to be changed are noted and a thoughtful rationale provided.</p>	<p>The physical structure of the room is adequately described inclusive of each of the following: 1. location of desks and student assignment to desks, 2. learning centers, 3. recreation centers, 4. room dividers, 5. study carrels, 6. storage areas, 7. windows, 8. other distinctive features, 9. mobility patterns for students, and 10. task cards and work completed folders if used.</p> <p>A detailed floor plan is provided. The physical environment is reviewed in terms of influencing behavior with reference to Chapter eight as appropriate. Aspects of the environment to be maintained and aspects to be changed are noted and a rationale for each provided.</p>	<p>The physical structure of the room is minimally described inclusive of eight of the following: 1. location of desks and student assignment to desks, 2. learning centers, 3. recreation centers, 4. room dividers, 5. study carrels, 6. storage areas, 7. windows, 8. other distinctive features, 9. mobility patterns for students, and 10. task cards and work completed folders if used.</p> <p>A simple floor plan is provided. The physical environment is reviewed in terms of influencing behavior. Aspects of the environment to be maintained and aspects to be changed are noted and a limited rationale for each provided.</p>	<p>The physical structure of the room is minimally described. Eight or less of the following is included: 1. location of desks and student assignment to desks, 2. learning centers, 3. recreation centers, 4. room dividers, 5. study carrels, 6. storage areas, 7. windows, 8. other distinctive features, 9. mobility patterns for students, and 10. task cards and work completed folders if used.</p> <p>The floor plan and reflection specific to the influence of the environment on behavior and suggested changes are superficial.</p>
<p><b>Temporal Arrangements</b> (4 points)</p> <p>x2</p>	<p>A detailed copy of the daily and weekly schedule is provided. A thoughtful reflection is included inclusive of aspects of the schedule, which are appropriate, and aspects, which require change, with reference to, Chapter eight as appropriate.</p>	<p>A copy of the daily and weekly schedule is provided. An adequate reflection is included inclusive of aspects of the schedule, which are appropriate, and aspects, which require change, with reference to, Chapter eight as appropriate.</p>	<p>A copy of the daily and weekly schedule is provided. A limited reflection section is included inclusive of aspects of the schedule, which are appropriate, and aspects, which require change.</p>	<p>Daily and weekly schedules lack detail. Reflection section is minimal or not included.</p>
<p><b>Rules</b> (4 points)</p> <p>3 1/2</p>	<p>A list of classroom rules is provided and thoughtfully critiqued inclusive of consideration of each of the following 1. Are the rules developmentally appropriate?</p>	<p>A list of classroom rules is provided and adequately critiqued inclusive of consideration of each of the following 1. Are the rules developmentally appropriate?</p>	<p>A list of classroom rules is provided with adequate consideration of at least six of the following: 1. Are the rules developmentally appropriate? 2. Were the rules</p>	<p>A list of classroom rules is provided with adequate consideration of less than six of the following: 1. Are the rules developmentally appropriate? 2. Were the rules collaboratively developed?</p>

	<p>2. Were the rules collaboratively developed?</p> <p>3. Are the rules few in number?</p> <p>4. Are the rules positively stated?</p> <p>5. Are the rules appropriately posted?</p> <p>6. Are the rules periodically reviewed?</p> <p>7. Is rule following behavior positively reinforced?</p> <p>8. What are the procedures when a rule is violated?</p> <p>Thoughtful suggestions, demonstrating full understanding of the rule setting process and or the rules is included. Reference to Chapter eight in the text is included.</p>	<p>2. Were the rules collaboratively developed?</p> <p>3. Are the rules few in number?</p> <p>4. Are the rules stated positively stated?</p> <p>5. Are the rules appropriately posted?</p> <p>6. Are the rules periodically reviewed?</p> <p>7. Is rule following behavior positively reinforced?</p> <p>8. What are the procedures when a rule is violated?</p> <p>Appropriate suggestions, demonstrating full understanding of the rule setting process and or the rules is included. Reference to Chapter eight in the text is included.</p>	<p>collaboratively developed?</p> <p>3. Are the rules few in number?</p> <p>4. Are the rules positively stated?</p> <p>5. Are the rules appropriately posted?</p> <p>6. Are the rules periodically reviewed?</p> <p>7. Is rule following behavior positively reinforced?</p> <p>8. What are the procedures when a rule is violated?</p> <p>Suggestions for change are superficial or not provided.</p>	<p>3. Are the rules few in number?</p> <p>4. Are the rules positively stated?</p> <p>5. Are the rules appropriately posted?</p> <p>6. Are the rules periodically reviewed?</p> <p>7. Is rule following behavior positively reinforced?</p> <p>8. What are the procedures when a rule is violated?</p> <p>Suggestions for change are superficial or not provided.</p>
<p><b>Group Composition Group Process</b></p> <p><b>(4 points)</b></p> <p><b>44</b></p>	<p>The composition of the group is comprehensively described with reference to the guidelines for group composition as included in Chapter eight. The stage of group development for the group and individual students is specified. Examples demonstrating full understanding of group composition are provided. Group processes as described in chapter eight are comprehensively described inclusive of classroom examples when available. Uses of group processes within the context of the current setting are thoughtfully discussed indicating usefulness in influencing behavior within the setting.</p>	<p>The composition of the group is adequately described with reference to the guidelines for group composition as included in Chapter eight. The stage of group development for the group and individual students is specified. Examples demonstrating understanding of group composition are provided. Group processes as described in chapter eight are adequately described inclusive of classroom examples when available. Uses of group processes within the context of the current setting are adequately discussed indicating usefulness in influencing behavior within the setting.</p>	<p>The composition of the group is minimally described. Examples demonstrating understanding of group composition are provided. Group processes are minimally described inclusive of classroom examples when available. Uses of group processes within the context of the current setting are minimally discussed indicating usefulness in influencing behavior within this setting.</p>	<p>Group composition and group process are superficially described. Examples are inappropriate or not provided.</p>

*[Handwritten signature]*

*This project has been graded*

*individually exceeds 97%*

*exceeds 100*

*does not meet 50%*

<p><b>Summary</b> (4 points)</p> <p>+4</p>	<p>Summary section provides a comprehensive review of the physical environment, temporal arrangements, rules and group composition/process demonstrating critical thinking skills within the context of the Rhode Island Beginning Teacher Standard #6 and the related indicators; <b>Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation.</b></p>	<p>Summary section provides an adequate review of the physical environment, temporal arrangements, rules and group composition/process demonstrating critical thinking skills within the context of the Rhode Island Beginning Teacher Standard #6 and the related indicators; <b>Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation.</b></p>	<p>Summary section provides a limited review of the physical environment, temporal arrangements, rules and group composition/process within the context of Rhode Island Beginning Teacher Standard #6 and the related indicators; <b>Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation</b></p>	<p>Summary section provides a superficial review of the physical environment, temporal arrangements, rules and group composition/process within the context of Rhode Island Beginning Teacher Standard #6 and the related indicators; <b>Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation.</b></p>
<p><b>Writing Style</b> (4 points)</p> <p>+4</p>	<p>The student's written communication effectively presents ideas in an organized fashion and free of mechanical errors (spelling, syntax, grammar, and usage).</p>	<p>The student's written communication effectively presents ideas in an organized fashion with a few minor mechanical errors (spelling, syntax, grammar, and usage).</p>	<p>The student's written communication effectively presents ideas in an organized fashion but with many mechanical errors (spelling, syntax, grammar, and usage).</p>	<p>The student's written communication does not present ideas in an organized fashion and demonstrates minimal competence in the proper mechanics of writing (spelling, syntax, grammar, and usage).</p>

Name [REDACTED]

Date 11-26-09

Instructor *[Signature]*

Score 29½ Percentage 92

*17.5 for 27½ pts no schedule*

*86% for equal grade*

$\frac{29\frac{1}{2}}{32} = 92\%$

*29½*

*29½*

*final grade 89%*

*mette*

*[Signature]*

*Knowledge: Human Learning and Development, Pedagogy: Assessment, RI BTS #9:* Teachers use a variety of formal and informal assessment strategies to support continuous development of the learner.

DESCRIPTION OF THE LEARNING ENVIRONMENT - REQUIRED				
Areas of Analysis	UNACCEPTABLE		ACCEPTABLE	EXEMPLARY
<b>Class Basics</b> <input type="checkbox"/> Size of the classroom <input type="checkbox"/> Number of students in the classroom <input type="checkbox"/> Number of teachers and paraprofessionals <input type="checkbox"/> Physical Set-up of the room <input type="checkbox"/> Description (no more than one paragraph) of the activities observed	<input type="checkbox"/> Information was not found in this area  0	<input type="checkbox"/> More than one area of analysis of the environment was missing <input type="checkbox"/> Information was found but important information was missing or the level of detail did not present a full description of the environment  1	<input type="checkbox"/> Information reflects an adequate amount of information to provide an overview of the environment  2 3	<input type="checkbox"/> This section provides an excellent overview of the environment <input type="checkbox"/> Many details have been provided  4 5
<b>Practices that Promote Learning</b> <input type="checkbox"/> Language(s) of instruction in the classroom <input type="checkbox"/> Model of English Instruction (ESL/Bilingual Ed/ Immersion) <input type="checkbox"/> Practices of Cultural Sensitivity observed <input type="checkbox"/> Other supports of Language Development	<input type="checkbox"/> Information was not found in this area  0	<input type="checkbox"/> More than one area of analysis of the practices used to promote language learning was missing <input type="checkbox"/> Information was found but important information was missing or the level of detail did not present a full description of this area  1	<input type="checkbox"/> Information reflects an adequate amount of information to provide an overview of the practices used in this environment to promote language learning.  2 3	<input type="checkbox"/> This section provides an excellent overview of the practices used in the classroom that promote language learning for students with diverse language abilities <input type="checkbox"/> Each section is defined and supported with many details in all required areas  4 5
GENERAL DESCRIPTION OF THE STUDENT - REQUIRED				
<b>Student:</b> Brief description of <input type="checkbox"/> Child's age <input type="checkbox"/> Grade in school <input type="checkbox"/> Special services received <input type="checkbox"/> Child's strengths (1-2 paragraphs) <input type="checkbox"/> Child's areas of challenge (1-2 paragraphs)	<input type="checkbox"/> Information was not found in this areas  0	<input type="checkbox"/> Information was found but described with a limited detail. <input type="checkbox"/> Information was found but important information was missing. Some areas of analysis were weak in description.  1	<input type="checkbox"/> Information reflects an overview with details provided in all areas identified  2 3	<input type="checkbox"/> This section provides an excellent overview of the student, describing all areas identified in detail  4 5

COMMUNICATION INVENTORY #1: GRADING RUBRICS

Fall 2004

**Knowledge: Human Learning and Development, Pedagogy: Assessment, RI BTS #9:** Teachers use a variety of formal and informal assessment strategies to support continuous development of the learner.

<b>STUDENT'S DIVERSITY OF LANGUAGE: REQUIRED</b>					
Areas of Analysis	UNACCEPTABLE		ACCEPTABLE		EXEMPLARY
<p><b>*Multiple Language Variety of Language</b></p> <ul style="list-style-type: none"> <li>o What language(s) are used in the home?</li> <li>o What was the first language of instruction in school? Bilingual Ed? ESL? Immersion?</li> <li>o Child's level of <i>spoken language &amp; written language proficiency</i> in English</li> <li>o Child's level of <i>spoken language &amp; written language proficiency</i> in a language or dialect other than English</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fewer than 3 areas of analysis are addressed</li> <li><input type="checkbox"/> Analysis includes few examples</li> <li><input type="checkbox"/> Analysis reflects minimal understanding of each area of analysis</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Less than 5 areas of analysis are addressed</li> <li><input type="checkbox"/> Many areas of analysis include only one example in most instances and does not describe the process used to gain information</li> <li><input type="checkbox"/> Analysis reflects a marginal understanding</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All areas of analysis are investigated and described in separate paragraphs</li> <li><input type="checkbox"/> Most areas of analysis include two examples that demonstrate the child's performance and/or the process used to gain information.</li> <li><input type="checkbox"/> Analysis reflects a good understanding of content</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All areas of analysis are investigated, defined, and described in separate paragraphs</li> <li><input type="checkbox"/> At least 2 examples are included in each area that clearly demonstrates the child's performance and/or the process used to gain information.</li> <li><input type="checkbox"/> Level of Analysis reflects an excellent understanding of content</li> </ul>	
	0	2 3	4 5 <b>6</b>	7 8	

<b>ANALYSIS OF STUDENT'S CLASSROOM BEHAVIOR &amp; COMMUNICATION - REQUIRED</b>					
Areas of Analysis	UNACCEPTABLE		ACCEPTABLE		EXEMPLARY
<p><b>Classroom Issues</b></p> <ul style="list-style-type: none"> <li>◇ Need for constant repetition</li> <li>◇ Analysis of organization /planning</li> <li>◇ Ability to express known information</li> <li>◇ Ability to problem solve</li> <li>◇ Ability to self-monitor and self-correct</li> <li>◇ Additional challenge to classroom communication</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> &lt; 3 areas of language use are analyzed</li> <li><input type="checkbox"/> Few examples are used to support analysis</li> <li><input type="checkbox"/> Analysis reflects minimal understanding of this area</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 4 areas of classroom issues are analyzed</li> <li><input type="checkbox"/> Many areas do not include sufficient examples that support analysis</li> <li><input type="checkbox"/> Some areas of analysis reflect an understanding of classroom issues</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 4 areas of classroom issues are analyzed</li> <li><input type="checkbox"/> Most areas of analysis include 2 examples to support analysis</li> <li><input type="checkbox"/> Analysis reflects a good understanding of classroom issues</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> At least 4 areas of Classroom issues are analyzed</li> <li><input type="checkbox"/> Each analysis is defined and has 2 examples that directly support this child's performance</li> <li><input type="checkbox"/> Analysis reflects an excellent understanding of classroom issues</li> </ul>	
	0	2 3	4 5 6	<b>7</b> 8	

COMMUNICATION INVENTORY #1 GRADING RUBRICS

Fall 2004

*Knowledge: Human Learning and Development, Pedagogy: Assessment, RI BTS #9:* Teachers use a variety of formal and informal assessment strategies to support continuous development of the learner.

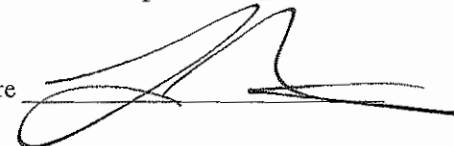
LESSON PLAN - REQUIRED					
2 Lesson Plans needs to include:	UNACCEPTABLE		ACCEPTABLE		EXEMPLARY
	<ul style="list-style-type: none"> <li>◇ Speech &amp; language goals</li> <li>◇ Educational goals</li> <li>◇ Materials</li> <li>◇ Classroom techniques</li> <li>◇ 2 Activities</li> <li>◇ Target words/phrases</li> <li>◇ Alternate levels of class participation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> many areas of lesson plan were not included</li> <li><input type="checkbox"/> Format was not consistent with the handout in class</li> <li><input type="checkbox"/> Certain areas were not correctly done</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> &lt;2 lesson plans were included and most areas were complete</li> <li><input type="checkbox"/> Goals were general and do not address the specific needs of this child</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 2 lesson plans were included and all areas were complete.</li> <li><input type="checkbox"/> Lesson reflects a good understanding of planning for students with special language/speech needs.</li> <li><input type="checkbox"/> Goals are directly related to this student's needs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 2 lesson plans were included and the</li> <li><input type="checkbox"/> Lesson activities reflect creativity and strong understanding of planning for a student with special language/speech needs.</li> <li><input type="checkbox"/> Goals are directly related to this student's needs</li> </ul>

Professionalism of the Paper					
Writing Mechanics	UNACCEPTABLE		ACCEPTABLE		EXEMPLARY
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Writing skills require significant improvement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Writing Skills require some improvement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Good Writing Skills with few errors noted</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Excellent writing skills</li> </ul>	0
And	<ul style="list-style-type: none"> <li><input type="checkbox"/> Acronyms are not defined</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> errors of spelling</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> errors of grammar</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> non-professional language used</li> </ul>	2 3
Presentation of Paper	<ul style="list-style-type: none"> <li><input type="checkbox"/> Errors of format</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Font difficult to read</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Headers not used</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pages not numbered</li> </ul>	4 <u>5</u>
				<ul style="list-style-type: none"> <li><input type="checkbox"/> Not concisely worded</li> <li>Ideas are difficult to follow in some areas</li> </ul>	

41 /44

Grade for Paper: 93 /100

Name [REDACTED]

date 4/20/10 Professor's Signature 

**Evaluation of Communication Inventory**

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Unacceptable	Acceptable	Exemplary

\_\_\_\_\_ Initial Submission                      \_\_\_\_\_ Re-submission

[REDACTED]

SPED 311-02

Project 2

15 April 2010

### Communication Inventory # 2

For my project I observed a student in a Special Education Pre-K classroom in a Providence Elementary School. The classroom is split up into different areas with dividers and consists of a bathroom, closets, tables, rugs and bookcases. The class is made up of eleven students who all have special needs and three teachers, one special education teacher, one two-on-one assistant, a CNA and a teacher assistant. When you first walk into the classroom the Special Education teacher's desk is right on the left and the closet for the students' coats and bags is on the right. Directly in front of the class is a rug for the students with a chair and two backboards where the teacher spends a lot of time teaching. To the left of the rug is a round table and behind that is a horseshoe shaped table with a play area behind it. To the left of the play area is another rug area that is separated with a bookshelf. On the same wall of the teacher's desk there is the bathroom and a door connected to a room. On the wall are several mirrors and cubbies beneath the mirrors. There is another circle table in the middle where the teacher's were working on the activity for that day.

During the observation I watched two activities of the class that included hands on and verbal activities. When I first came in the classroom the teachers were sitting the students down on the rug to begin a lesson. The special education teacher began a lesson which focused on



'categories' of different animals; ocean, farm and wild animals. The activity was called the Vocabulary Classification Center. The students had to place magnetic pictures of the animals under the correct categories of animals which were labeled. She had the students sit on the rug in a circle while they did this and had them repeat the names of the animals and categories as well as give an explanation for why they belonged there. For the second activity, the students were making their own barns by painting its cutout with red and brown paint and learning the different parts of it. The students sat at large tables while the teachers came around and gave them the barns and paint. They had set up their spots prior to having them sit down and taped paper on the table at each seat. This was very engaging for students and helped them to learn about farm animals and barns.

The language of instruction that is used in the classroom is mainly English. All of the teachers speak English and the special education teacher communicates to the children in English all of the time. Although this student is bilingual, he is not in a Bilingual or English Language Learning classroom. In discussing the student's language with the teacher, she only speaks English to him and her students because it is a special education class. However, one of the other teachers in the classroom who is a teacher assistant does speak Spanish and speaks Spanish to the student often. She does this in order to communicate with him and his mother, who only speaks Spanish. The student only speaks English in school, according to his teacher, and mainly speaks Spanish at home.

In the special education classroom, the teacher incorporates diversity and culture into her teaching through activities, material taught and in discussions, especially with making connections. Examples of practices of cultural sensitivity that the teacher incorporates are connecting vocabulary words to personal cultures or beliefs and reading stories that incorporate

diversity. In the lesson that I observed, I was unable to observe specific practices of cultural sensitivity, but I did notice that the teacher did not ever point out or negatively comment about diverse groups or people. In discussing the animals and completing the activities, she made connections to what the students previously knew, but did not make connections to them personally. She was aware that many of them may not be familiar with the material because of their personal lives and experiences. She gave additional information to them and introduced them to the specific animals and groups in order to help them learn about animals that they may be unfamiliar with.

In talking with the special education teacher, I was able to gather additional information on my student about the other supports of Language Development that he receives. The student receives speech at the school twice a week and receives Occupational Therapy (OT) which helps with the students processing and motor skills. He also may receive some additional help at home because his two sisters are older and speak both Spanish and English at home and in school. The speech that he receives helps to work with his English proficiency and pronunciation or verbal sounds in letters and words.

The student that I observed is five years old and is in the Pre K Special Education classroom. He was enrolled in school this past year, but should have been enrolled into school much earlier, as told by his teacher. The special services that the student receives are as what was stated above, Speech and Occupational Therapy. He is also in the special education class where he does receive more one on one time with the teachers and more specific help towards his areas of struggle. In observing the student and talking with his special education teacher, he has some strengths that help him to learn and progress in the classroom. The student's strengths that are clear to his teacher are modeling or following others and their directions (when they are

repeated), his eagerness to learn and absorb information that is taught to him, and his fine motor and gross skills. In the activities that I observed, the student did not need any physical assistance and was able to complete the hands-on activities with no extra help. The student also seemed to be focused on the lessons and what the teacher was saying and participated eagerly in the activities. He was able to answer questions both verbally and physically in the discussions and activities. He also responded to the teacher when the students as a whole, answered questions or made statements. He was great in what the lesson entailed him to do.

As far as the student's areas of challenge, the student has no severe physical disabilities, but is overweight for his age which prevents him from keeping up with others and being easily mobile. The student has no self-help skills which means that he does not put on his coat, put things in his backpack, feed himself, and sometimes get himself dressed. The student is given aid to these areas and is currently being taught how to do them on his own. The teacher also stated that the student is delayed in physical, mental and verbal attributes. One area of challenge is his significant language delay which means that he does not speak as much and as well as he should for his age when compared to regular education students. He does have challenges with processing information and with following directions. He often needs the person to repeat and look directly at him when he or she is talking. I observed this in the activity with animal categories. When the teacher asked him a question she needed to repeat it to him at least twice. She asked him, "What goes on a farm?" and spread out the magnet pictures on the ground. The student answered her before going over to them with "A pig" and then picked up the magnet of a pig and placed it under farm animals. She had the student repeat the answer again to all of the students.

Another area of challenge is the student's verbal skills. When I observed him on this day he was very quiet when sitting with the students at the rug and at the tables. He was however very attentive to what was going on because he had his eyes on the teacher and was following directions. He did give the teacher one word answers to her questions with the pig and with "What animal goes in the ocean?" The student stated 'duck' which was wrong for ocean but correct for a water animal because it sits on top of other bodies of water. The teacher explained to the student why it would not fit with ocean, but would fit with a pond or a lake. The student needs constant repetition of directions which were given during the barn activity, "Do not paint this (silo)" (which was pointed to by the teacher). The student was able to perform the activities, but only gave some feedback. He does not ask for help if he needs it from the teachers, but he can be very violent with teachers and students. This was not observed, but it was told to me by the special education teacher. He has challenges in self-monitoring and self-control habits and needs continuous prompting by his teachers.

The languages that are used at this student's home are English and Spanish. The majority of spoken language that is used at home is Spanish, which is spoke by his mother and sisters. His mother speaks only Spanish, no English, and for the most part his sisters speak Spanish when they are at home. According to the teacher, the student does not receive help in his language areas at home and his sisters do not directly help him in learning English. The first and only language of instruction that the student has received in school is English and some Spanish, if the teacher assistant is talking with the student, in a Special Education classroom. This is the student's first year in school, so it is the only language instruction that he has received. The teacher stated that he will be in an inclusion Kindergarten classroom come next year.

The child's level of spoken and written language proficiency in English is very low for his age. According to his teacher he has a delay in spoken English proficiency and as observed, he is very limited to what he speaks and how he speaks. In my observation I only saw and heard the student say two word answers, a pig. The student does not talk or play with other students and therefore is not showing or practicing any verbal or social skills with spoken English in the classroom. The student has very limited written language proficiency in English according to the teacher, but is being taught letters in the alphabet along with words in English. He is able to say letters and limited words, but is unable to write them proficiently in English. The student is able to write his name independently which shows that he is able to write some words in the Alphabet and understands the concept of writing letters down. He is able to replicate upper and lower case letters, but must have adult prompting along with it. He also responds to English to his teachers and understands a lot of it by being able to give answers and follow directions.

The child's level of spoken and written language proficiency in Spanish is also very low for his age as far as what the teacher is able to see. He has learned Spanish from living at home with his mom and clearly understands it when it is spoken to him. He understands Spanish that is spoke in the classroom by the teacher assistant and will respond to Spanish, but not always verbally. In my observation I did not observe any Spanish language being spoken to him or him speaking it. I only observed English instruction during my visit and since the classroom is not a bilingual or ELL classroom, it is not commonly spoken unless the special education teacher will say specific words in order to connect lessons with student's culture or the teacher assistant is speaking Spanish to the children.

The classroom issues that focus on the student's classroom behavior and communication were all relevant and able to be observed in my visit. As far as repetition, the student ~~do~~

does need constant repetition of directions, words and prompts directed towards him. In the observation the teacher practiced this by repeating the categories and animals of the categories verbally. She also pointed to them on the board and provided the students with visuals of them. When asking the student questions, she repeated the question and his answer at least twice in order to help him and other students understand. According to the teacher the student has poor personal organizational skills and poor reception skills. This was observed when the student had to switch from activities. He needed to be prompted with where he was going and have directions repeated. The teacher stated that he has poor personal planning skills that are physical such as moving around. He does not independently go and do what he is supposed to do and needs to be given directions of what to do by the teachers. His perception skills affect the way he physically moves around the room and the way in which he does things, such as hanging his coat up or eating food.

The student's ability to express known information is also at a lower level because he will only express information if he is given directions, asked with a question or prompted with what is being asked. In my observation the student answered questions and expressed his knowledge but with only one or two word answers. The teacher stated that he has difficulty with applying information and needs repetition of questions. The student's ability to problem solve is significantly low and according to the teacher has very few to none problem solving skills. I was unable to observe a lesson that incorporated mathematics, but from talking with the teacher there was no specific problem solving skills of the student. He needs constant help from the teachers with motor planning and does not understand how to independently solve problems on his own.

His ability to self-monitor and self-correct is absent in the student. The teacher stated that he has no self-control or self-correcting skills and as stated above, needs constant help in the

areas of personal everyday skills. These include being dressed and being fed. He needs continuous prompting of directions and what to do physically. He has poor motor planning according to the teacher and does have significant trouble in performing tasks independently. The student does portray additional challenges to classroom communication. The teacher stated that the student does not initiate conversation with his peers or with the teachers and staff. He always appears confused and for the most part does not respond to questions immediately. He does not respond to questions in a simple story and has difficulty with explaining reasons to his answers. The student is not as sociable as the other students and according to the teacher, portrays parallel play. This means that the student mostly plays by himself and will only play with one object. He portrays low energy in his behavior and communication which is somewhat caused by his health and physical condition.

## **Lesson One: The Outside Parts of the Human Body (Science Unit on The Human Body)**

### **Speech, Language and Educational Goals:**

1. After discussing and referring to pictures of the major outside parts of the body, students will be able to correctly say, repeat and identify/point to at least 12 out of the 16 parts.
2. After tracing their bodies on large pieces of paper, students will be able to observe and identify their own outside parts of the body by labeling at least 5 of the parts on their papers.
3. After singing a revision to the original song, "Head, Shoulders, Knees and Toes" students will be able to recall and repeat the major external parts of the body that they learned about.
4. Students will be able to understand and remember the functions of at least 5 of the parts of the body by recording on paper what each function is and/or acting out their functions.

### **Materials**

Large paper, crayons, pencils, erasers, marker, tape, pictures of each part of the body, word wall of the vocabulary words in Spanish and English, and poster board.

### **Classroom Techniques and Activities**

I am going to gather the children in a circle and ask them what outside parts of the body they already know. As they name parts, I will tape them up to a board in front of them and we will discuss ones that they did not name. The pictures will also have the names of them on the bottom, written in both Spanish and English.

I will present to the students a chart that lists each part of the body with space to list its functions. I will then ask the students to raise their hands and tell me what each part's function is and list a few of them in the space. We will act out the functions in order for the students to understand them.

The students will be spread out and will be given a large piece of paper that I will tape down to the floor for them. I will tell them that they will be making their own life sized human body. They will work in pairs and trace one another's bodies. I will go around and help and have them write their names on the very top of the paper. I will then ask them to point to the parts of the body that I call out. They will write each part of the body next to the part on their drawn bodies. The pictures and words for the parts of the body will be taped up for them to see. I will ask them to write the parts in English on their paper.



When students are finished with their bodies, I will tape each of them up to the board so that they can see each others. I will then gather them together and explain to them that we will be singing a song about the external parts of the body. I will explain to them that it is called “Head, Shoulders, Knees, and Toes” but that I have added extra parts to it. I will demonstrate the first part of the song and dance for them once and then ask them to join me. We will then sing the song all together. I will explain to them that by singing the song, they will be able to remember the different parts and will help them to remember their different functions.

### **Target Words/Phrases**

Head, eyes, ears, mouth, nose, arms, shoulders, elbows, hands, fingers, knees, legs, feet, toes, functions, external.

### **Alternate Levels of Class Participation**

For students who are at lower levels, the visuals of the body parts, along with the song and hands-on activity of drawing the body provides these students with other ways of learning that may come easier to them than the information being read or told to them.

For ELLs the body parts serve as visuals along with the song, hands-on activity and the parts written in Spanish. Students will be able to connect their personal knowledge with learning the parts and will learn them in English. This will work on their speech along with the discussion and the song of “Heads, Shoulders, Knees and Toes.”

## **Lesson Two: The Inside Parts of the Body**

### **Speech, Language and Educational Goals**

1. After discussing and referring to a hands-on visual diagram of the human body's major organs, students will be able to name and place at least 5 out of the 7 organs in the correct places inside the body.
2. Students will display their understanding of the different functions of the organs by recording their knowledge and new information about what each function is on a chart.
3. Students will be able to identify at least 5 out of the 7 organs and place their own cutouts of these in 5 out of the 7 correct locations on the inside of their drawn bodies from the 1<sup>st</sup> lesson.
4. After singing the song, "My Body: Internal Organs" by Rob Brown, students will repeat and be able to recall the major organs that they learned about.

### **Materials**

Crayons, poster board, cut out pictures of the different organs for each student, tape, their previously drawn bodies and the hands-on Velcro diagram of the human body with organs.

### **Classroom Techniques and Activities**

I will ask students if they know what an organ is. I will then tell them what it is and write this on the poster. I will ask if they know about any organs that are inside of their bodies. I will present to them a Velcro diagram of the inside of a human body and as they name the organs that they know, I will stick them on the diagram in the part of the body where they are located. I. We will discuss each organ and its location and I will then take each organ off of the diagram. I will then have the students come up to the diagram and place the organs where they are located and will re-direct and cue students if they seem to be placing them in the wrong places.

I will present to the students a chart that lists each organ of the body on one side with space on the other side to list their functions. I will ask the students what they believe each organ's function(s) is and will explain to them how these functions help to keep the body living. By explaining this, the students will be able to fully understand each function through discussion and representation and will be able to remember what each organ does.

I will hand out to them cut out pictures of organs and will again go over each organ's name, where it is located in the body, and what its function is. I will do this by having them hold up the organ that I hold up and asking them questions about them while referring to the diagram. After students have a general idea of what each organ's name is, its location, and what its function is, they will be given crayons and can color in the pictures of the organs with each one being a

different color so that it is easily identified. They will then each be given pieces of tape for their organs and will tape each organ on their drawn bodies in the correct location. They must place at least 5 of the organs in the correct locations.

We will then sing “My Body: Internal Organs” that talks about each organ we went over and their different functions. By singing the song, they will be able to recall the different organs and it will help them to remember their different functions.

### **Target Words/Phrases**

Brain, lungs, heart, stomach, intestines, liver, and kidneys.

### **Alternative Levels of Participation**

For students who are at lower levels, the visual diagram of the internal parts will help students with the locations, names and shape of the parts, along with the song and hands-on activity of taping the organs to their drawn bodies.

For ELLs the diagram and hands-on activity of taping the parts serve as visuals and the song helps them with hearing the way the words are pronounced. They will use repetition in order to correctly say them and to remember them. Students will be able to connect whatever knowledge they have of organs in the body with learning them and will learn them in English. This will work on their speech along with the discussion of the organs and their functions.

SPED 312: Student Assessment Summary and Presentation and Interpretation of Findings



RIC Student Name: [REDACTED]

Semester/Year: SP 2010

Criteria	Below Standard	Approaches But Does Not Meet Standard	Meets Standard	Exceeds Standard
<u>Student Portrait</u> <ul style="list-style-type: none"> <li>• Present age, gender, grade</li> <li>• Describe cultural/linguistic background</li> <li>• Describe primary language in school/home</li> <li>• Describe unique child and family strengths, needs, and circumstances</li> </ul>			✓	
<u>School History</u> <ul style="list-style-type: none"> <li>• Describe preschool history</li> <li>• Present grade progression; retention?</li> <li>• Provide summary of prior accommodations</li> <li>• Provide summary of prior REGED supports</li> <li>• Provide referral date and reasons</li> </ul>			✓	
<u>Historical Assessment Data</u> <ul style="list-style-type: none"> <li>• Review, summarize, and interpret prior NR, CR, RTI, CBA, and teacher data</li> <li>• Identify primary areas of need</li> <li>• Present SPED eligibility category</li> </ul>			✓	
<u>Current IEP</u> <ul style="list-style-type: none"> <li>• Provide clear statement of strengths and needs</li> <li>• Provide clear statement of current level of functioning</li> <li>• Provide summary of annual goals and short term objectives</li> </ul>			✓	

**Paper 2:**

**Information Gathering, Analysis and Interpretation**

  
  
**SPED 312-01**

**April 28, 2010**

## Identification of Focal Areas of Assessment- Lisa

CA = 10  
Gr = 4

The areas that we decided to focus on for Student B were chosen based upon the student's assessment results in his academic areas of struggle (derived from our last paper), the time we spent working with him in the Special Education and Regular Education classrooms, our observations of the student in class and his work samples. From these gatherings we have decided to focus on the academic areas of Reading and Writing. In the areas of Reading, we chose to focus on and test the areas of comprehension and decoding. For Writing we have chosen the areas of form and production with varying venues. Student B has shown in his work and in the classroom that he has difficulty in these areas and needs further help and one-on-one assistance in order to improve and reach the personal academic goals that are set for him. To understand what level our student is at in the specific areas of Reading and Writing we used three tests; one informal and two formal in order to accurately assess his specific areas of challenge.

The two formal measured tests that we used focused on Student B's Reading and Writing levels. The tests were both subtests derived from AIMSweb which is "a three-tier benchmark and progress monitoring system based on direct, frequent and continuous student assessment which is reported to students, parents, teachers and administrators via a web-based data management and reporting system for the purpose of determining response to intervention. The AIMSweb system components provide one comprehensive progress monitoring and RTI Solution. The three tiers consist of Benchmark, Strategic monitor and Progress Monitor" (AIMSweb). The AIMSweb consists of a variety of tests that measure various components in Reading, Writing and Mathematics. The two tiers that we focused on were Strategic Monitoring and Progress Monitoring which measured the areas of Reading and Writing.

The informal test that we used focused on Student B's Writing, which is the academic area that we feel the student seems to have the greatest challenge in. It was created and given by both of us, the RIC teacher candidates, and was based off of a similar idea that the *AIMSweb* CBM Written test assessed. The reasons for focusing on the areas of Reading and Writing and how Student B will be assessed in the areas through the three formal and informal assessments are stated below.

### *AIMSweb* Reading- Formal

For this past year in fourth grade, our student has been 'Progress Monitored' using the Reading-Standard Progress Monitoring Passages by the teacher that we worked with every week. Progress Monitoring is "a continuous assessment, information management and improvement reporting system designed for frequent monitoring of progress for students at risk or with severe needs. Based on individual goals, expected rates of progress are prescribed and compared to actual rates of progress, allowing fine tuning of the instructional approach to maximize improvement. Progress Monitoring is done weekly or every two weeks" (*AIMSweb*). By analyzing his new scores from these progress monitoring tests administered by the teacher, we have seen that Student B is above the Goal Statement that was set for this current year. It states that the "student will achieve 130 Words Read correct with 0 errors from grade 4 Reading-Standard Progress Monitor Passages." The student as of April 2<sup>nd</sup> in the twenty third week, was currently at 141 words correctly read with zero errors, which is already exceeding the goal set for twenty nine weeks at 130. These results were gathered from the Progress Monitoring Improvement Report for Student B from 09/29/2009 to 06/10/2010.

great approach

Although the results showed that the student had little to no challenge in correctly reading words, we still decided to focus on the area of comprehension in reading. To assess this we used a different test from *AIMSweb* that measures his reading comprehension called the MAZE test. The information regarding the test itself and the results that we gathered from giving the test are stated in the Assessment Plan part of the paper.

### **AIMSweb Writing-Formal**

Student B has also been assessed by the teacher for this academic year in writing using the *AIMSweb* Written Expression Curriculum-Based Measurement test called WE-CBM Story Starters. This test is a Strategic Monitoring test which is the same as Progress Monitoring, but instead it is given to the student monthly. This test has been given monthly for this current academic year and he has gradually shown challenges in the areas it tests; Total Words Written, Words Spelled Correctly and Correct Writing Sequences. The student has shown scores below his Goal Statement which is that the student will independently use the writing process to complete one cohesive paragraph with less than five errors. After analyzing and discussing his scores with his teacher, the teacher recommended and we decided to use this same test again to assess where the student is currently. The information regarding the test itself and the results that we gathered from giving the test are also stated in the Assessment Plan part of the paper.

### **Writing-Informal**

In analyzing Student B's writing levels we concluded that this academic area seemed to be his greatest challenge. From the scores regarding the *AIMSweb* CBM, the observations and time we spent with him in class and by looking at samples of his written work, we decided to assess other areas in Writing in addition to the CBM. Collectively with the teacher, we decided



to give an additional assessment that would assess the students form (using appropriate Rules of Standard English) and production within varying venues. We found these to be the two areas that he struggles the most with in writing. The information regarding the test itself and the results that we gathered from giving the test are stated below in the Assessment Plan part of the paper.

**Assessment Plan**

**Formal- MAZE Test- Melinda**

The formal assessment that we used to test Student B's reading was the AIMSweb Maze test. The Maze is a multiple-choice close task that students complete while reading silently. The first sentence of a 150-400 word passage is left intact. Thereafter, every seventh word is replaced with three words inside parenthesis. One word is the correct choice the other two are distracters. One of the distracters is a near distracter, a word of the same type (noun, verb, and adverb) that does not make sense of preserve meaning. The other distracter is a far distracter, a word not of the same type but a word that is selected randomly from the story that does not make sense. The passages are derived from narrative fiction passages for Grades 1-8 which measures reading comprehension. (Mark and Michelle Shinn. 2002. *AIMSweb Training Workbook*, pg.7).

vocabulary  
+  
spelling  
are  
important  
here.  
Is this  
a good  
match  
for  
the  
student?

Area	Timing	Test Arrangements	What is scored?
CBM Maze Reading	Three minutes	Individual, Small Group, Classroom group	Number of correct answers

(Mark and Michelle Shinn. 2002. *AIMSweb Training Workbook*, pg.7)

Student B (Age 10 Grade 4) was given the Maze test on April 5, 2010. The student had three minutes to silently read the story and circle the correct word in order to complete the sentence. Out of 40 questions, Student B received an average score of 26/1 on the test which meant that he circled 26 words correctly and omitted one word selection in the three minute time frame he was given in order to complete the test.

Based on Student B's test results it appears that the student is working at an average level for his grade. Due to the fact the student did not complete the test in the time allowed, the results are based solely on half of the forty questions that needed to be answered.

Student B has difficulty with spelling which is affecting his reading and comprehension skills. We feel that this interfered with his ability to complete this test. We feel that if the student were allowed more time to complete the test he would have been able to finish completing the passage by answering all of the questions.

*this is true; Le is challenged in spelling, was the parent of the test a good choice?*

During the test, there were observations conducted on the student. The teacher first read the directions to the student and made sure the student fully understood before beginning the test.

Once the directions were explained Student B began reading as soon as the teacher said begin.

Student B was very persistent and when he came upon a problem he did not understand he skipped the problem and moved on.

*} ?*

Another observation that could have contributed to the student not completing the test is the fact that he is easily distracted. This was observed when the student was taking the test and another teacher walked in the classroom. Student B focused on the teacher that entered the room rather than concentrating on the test that was given to him. Based on these results and observations, we feel that Student B would have performed better had he not had time restraints to complete this test. At the rate of improvement that this student demonstrates and if his progress continues to increase, we feel he should possibly be evaluated on whether or not he should be exited out of the Special Education Program.

26/1

Most of Jamie's clothes were homemade. They were nice, and she liked (those, them, gave), but they were still homemade. It (and, was, were) a special treat when Jamie's mother (bought, liked, clothes) her a complete, brand-new, store-(special, treat, bought) outfit. Jamie loved her new red (would, pants, years) and the blue and white knit (flag, shirt, loved) her mother bought for her. She (complete, thought, homemade) the clothes looked beautiful on her. (They, Her, She) couldn't wait to wear them to (store, walked, school) on Monday.

On Monday, Jamie dressed (homemade, carefully, complete). Her new clothes made her feel (confident, complete, beautiful) and pretty. When she came down (of, were, for) breakfast, her mom and dad told (fun, her, she) how nice she looked. She smiled (also, they, even) more. To her surprise, no one (at, for, from) school seemed to notice her outfit. (All, Only, Hall) her best friend complimented her on (mom, it, be). It didn't matter though, because Jamie (dress, only, still) loved it.

At about ten in (the, one, got) morning, the teacher sent Jamie on (was, an, the) errand to the office. Walking the (breakfast, confident, deserted) halls alone always gave Jamie a (spooky, every, matter) feeling. On her way back to (halls, class, them), Jamie saw another student coming her (far, for, way) from down the hall. She recognized (her, it, an) was Debbie, a sixth grader. She (was, new, were) three years older than Jamie. She (that, was, saw) big, and she was also a (sent, shirt, bully).

Jamie tried to walk as far (down, for, from) Debbie as possible. Jamie didn't look (to, at, in) Debbie, but Debbie would not be (ignored, coming, teacher). As they approached each other, Debbie (friend, started, looking) taunting Jamie. She called her a (sixth, skinny, smiled), little kid, and she made fun (of, to, for) Jamie's new clothes. She asked if (they, down, Jamie) got dressed in the dark and (came, said, alone) Jamie looked like a flag. By (only, the, her) time Debbie moved on down the (hall, them, nice), Jamie was close to tears. All (new, of, the) joy and excitement of her new (dress, outfit, class) was gone.

what have you learned about this skill's decoding + comprehension skills?

## Formal- WE-CBM- Lisa

The formal test that we used to assess Student B's Writing was the *AIMSweb* Written Expression Curriculum-Based Measurement (WE-CBM) test. The WE-CBM is Progress Monitoring, Standard Writing Assessment Story Starters test. The test assesses several areas of writing, including mechanics, communication, spelling, and number of words written. The test can be administered to a small group, large group or an individual student. The way in which it is administered and how it is administered greatly affects the student and the results of the test. In order to properly administer the test, a workbook is given to the teacher which covers "what examiners need to do before testing students, while testing students and after testing students" (2004, Kelly A. Powell-Smith, Mark R. Shinn, *AIMSweb* Training Workbook, pg. 6 ).

A set of story starters are first chosen which are short orally presented ideas that give students something to write about. These are separated into different groups and are chosen based upon the age and grade of the student. The examiner must also set up an appropriate assessment environment for the student to prevent environmental factors from hindering the performance of the student on the test. The test is a short writing task where students are timed for one minute to think of what they will write and three minutes to write the story. A piece of lined paper and pencil are given to the student and specific directions from the *AIMSweb* system are said to the student in giving the test. These are stated below.

*You are going to write a story. First, I will read a sentence, and then you will write a story about what happens next. You will have 1 minute to think about what you will write, and 3 minutes to write your story. Remember to do your best work. If you don't know how to spell a word, you should guess. Are there any questions? (Pause).*

*Put your pencils down and listen.*

***For the next minute, think about...(story starter)***

(2004, Kelly A. Powell-Smith, Mark R. Shinn, *AIMSweb* Training Workbook, pg. 8)

can you write your thoughts?

The student is then given one minute to think about the story starter. The examiner will start the time with a stopwatch and after thirty seconds states, "you should be thinking about (story starter). At the end of the minute they will say, "Now begin writing" and they will restart the watch and time the student for three minutes. They must monitor the student and if the student pauses for about 10 seconds or they say they are done before time is up, the examiner must say, "Keep writing the best story you can." After ninety seconds is up, the examiner must repeat, "You should be thinking about...(story starter)" and at the end of three minutes say, "Stop. Put your pencils down."

*timed formats are difficult for student with all challenges. what*

Student B (Age 10 Grade 4) was administered the test on March 29, 2010. In administering the test for Student B, we sat across from the student and chose a story starter from the "Cross-Age Suitable for All Benchmark Grades" which was number twelve and stated "A police officer stopped the driver for speeding and..." We gave this to the student individually and had him sit at a small table in the classroom where no other teachers or students were present. The student was given lined paper and sharpened his pencil before starting the test. One of us then read the directions to the student that are stated above and began the time given for 'brainstorming' while monitoring the student. We followed the correct procedure from the manual in giving the test and gave enough space for the student so that he felt comfortable. During the test the student did not finish early, but he did pause a number of times, and stated once, "Keep writing the best story you can." He placed his pencil down when time was up and then we thanked the student, told him he could go back to class and began grading his story.

*is the difference in performance of a timed vs. untimed test?*

When scoring the test, we chose to assess three areas of writing including spelling, number of words written and sequence. These areas were assessed by determining the number of Total Words Written (TWW), Correct Writing Sequences (CWS) and Words Spelled Correctly

(WSC) (*AIMSweb*). We followed the directions from the handbook and received assistance from the teacher when scoring the writing sample. A table of the results is listed below and is written on the student's assessment.

TWW Total Words Written	WSC Words Spelled Correctly	CWS Correct Writing Sequences
42	34	24

We first determined the number of TWW which ‘serves as a valid indicator of general written expression skills for most students through Grade 6.’ The student wrote a total of forty two words in his passage. This was determined by highlighting each word and counting them. We then counted up the WSC by circling the words that were spelled incorrect and underlining the words spelled correctly. The student spelled correctly a total of thirty four words in his passage. Lastly, we determined the CWS which is “two adjacent writing units (words and punctuation) that are correct within the context of what is written. It is scored by writing in a caret mark (^) between pairs of words that are mechanically (spelled correctly, appropriate capitalization), semantically, and syntactically correct. The student’s score of CWS was twenty four in his passage.

From analyzing these results we were able to see and understand the student’s skill definition and level of difficulty in writing. The results have showed us that Student B struggles in all of the areas of writing that were assessed. His score of Total Words Written showed us that he is able to write words down, but is unable to write a good amount of information. This is true because during the three minutes of the test where the student could begin writing, he did not begin right away and was not persistently in writing his ideas down. He paused a number of times to think of what he was going to write and paused at the end for about twenty seconds.

??  
content  
ideas

The student also had trouble in spelling words correctly by either missing a letter or guessing on the spelling of words. The area that we feel Student B had the greatest difficulty was in the Correct Writing Sequences. His spelling affected this score along with other mechanics including punctuation and capitalization. We were able to read and understand the idea which showed us for the most part that he was able to communicate his ideas through his writing.

RSE

We feel that in order for Student B to achieve higher scores and improve on these areas of writing, he needs one-on-one assistance in addressing the specific areas where he is struggling. His form (using Rules of Standard English) including mechanics such as spelling, capitalization, and punctuation greatly affect his performance in writing. His production of varying venues, which in this case was a creative essay, also struggled in the areas of sentence development, sequence/order of ideas and ability to write a good amount of ideas down, also need to be worked on the most.

grapher  
or organizer  
?

if untimed, what results would be expected?

Based upon the results, we feel that the instruction of the test may have affected his performance because of the short amount of time that he was given to brainstorm his ideas and then write them down on paper. We feel he was not given enough time and because he was being timed, was pressured to write as much as he could down quickly, which affected his spelling, mechanics and production. We also feel that he struggled in the areas of task orientation including, persistence in writing his ideas down, his completion of the writing sample and self-correction of mistakes. These may have also been affected by the pressure and short amount of time given. There was no evidence of self-correction because there were no eraser markers and when he had time at the end, he did not go back and correct mistakes. We feel that our observations of the student during the test and the results from the test support our assumptions and thoughts stated above.

true



The police officer was driving getting off and all  
of a sudden he saw a guy sneaking but he did  
not pull over so he called back up and he  
went on the side of the road but he  
did not pull over.

TWW 42

WSC-34

CWS-24

**Informal Test-** Melinda

Student B (Age 10 Grade 4) was given a 20 minute informal writing test on April 14, 2010. It was given to assess the students form (using appropriate Rules of Standard English) and to see the production within different venues. The test was given and created by the two RIC teacher candidates in the Special Education classroom. It was a creative essay about the student's favorite sport. Before the student began the test, a graphic organizer was provided in which the student could use to write down his ideas. The graphic organizer was designed by his Special Education teacher and is in part of his IEP short term objective that states, "The student will use a graphic organizer to independently brainstorm and organize ideas." The graphic organizer and the corrected test are as followed:

*ford*

**Introduction:**

<b>Reason 1:</b>	<b>Reason 2:</b>	<b>Reason 3:</b>
<b>A</b>	<b>A</b>	<b>A</b>
<b>B</b>	<b>B</b>	<b>B</b>
<b>C</b>	<b>C</b>	<b>C</b>
<b>Close</b>	<b>Close</b>	<b>Close</b>

**Closing:**

# Introduction

Read!

1. B.1.1 + 6.1.1
2. This is code
3. ... of full.

Chapter 2

1. There is ...
2. ...
3. This is ...

Read 3

- 1.
- 2.
- 3.

Basket ball is a lot of fun. Basket ball is fun because

there is a lot of people and you get to pass the ball to the

other people. You get to put the ball into the basket

and score. At the same time, we play basketball and

we have to pass the ball to the next person

in the line. You get to run and shoot the ball

and you get to pass it to the next person

in the line. You get to run and shoot the ball

and you get to pass it to the next person in the

line. You get to run and shoot the ball and you

get to pass it to the next person in the line.

You get to run and shoot the ball and you get to

Objectives	Below Expectation 0-6 points	Meets Expectation 7-12 points	Above Expectation 13-18 points
Topic Sentence	<b>0points</b> No topic sentence.	<b>1point</b> Topic sentence does not give reader enough information about the paragraph.	<b>2points</b> Topic sentence gives reader a good idea of what will be discussed in the essay.
Supporting Sentences	<b>0points</b> Supporting sentences do not relate to the topic sentence.	<b>1point</b> Supporting sentences relate to the topic sentence.	<b>2points</b> Supporting sentences relate to the topic sentence and use detail.
Ending Sentence	<b>0points</b> No ending sentence.	<b>1point</b> Ending sentence repeats topic sentence often using the same words.	<b>2points</b> Ending sentence summarizes paragraphs without using same words as topic sentence.
Content	<b>0points</b> Sentences do not make sense or do not relate to the topic at all.	<b>1point</b> Sentences make sense but may not all relate to the topic.	<b>2points</b> Sentences make sense and all sentences relate to topic sentence.
Sequence	<b>0points</b> No sequence or illogical sequence is used.	<b>1point</b> A basic sequence is used but 1-2 sentences are out of order.	<b>2points</b> A sequence is used and all sentences follow logical order.
Paragraph Indent	<b>0points</b> No paragraphs are indented.	<b>1point</b> Paragraphs are indented at least 50% of the time.	<b>2points</b> Paragraphs are always indented
Spelling	<b>0points</b> More than 5 words are misspelled.	<b>1point</b> 2-4 words are misspelled.	<b>2points</b> 0-1 words are misspelled.
Mechanics	<b>0points</b> More than 5 errors are made in capitalization and punctuation.	<b>1point</b> 2-4 errors are made in capitalization and punctuation.	<b>2points</b> 0-1 errors are made in capitalization and punctuation
Subject Verb Agreement	<b>0points</b> More than 3 errors in subject verb agreement occur.	<b>1point</b> 2-3 errors in subject verb agreement occur.	<b>2points</b> 0-1 errors in subject verb agreement occur.
	<b>Points 0</b>	<b>Points 4</b>	<b>Points 4</b>

### Student's Results- 8 points total

From the rubric created by the two RIC teacher candidates Student B's results are that the essay met expectations. Student B received a score of 8 out 18 total points. The main area of concern is the mechanics of Student B's writing. The areas concerning the form of the essay that he has most trouble with are: spelling, paragraph indent, and creating an ending sentence.

*form, spelling are the challenges here*

Once the teacher candidates explained the directions and what was to be expected Student B took the initiative and began writing using the graphic organizer. Once the graphic organizer was filled out Student B was very persistent and began writing the essay without any teacher guidance. The one problem that the student encountered was toward the end of the essay. The student struggled to come up with ideas to write about but could not complete the rest of the essay. This could have been due to the fact that the third part of the graphic organizer was never completed by Student B.

Observations were conducted during the testing by the teacher candidates. Student B was able to brainstorm ideas right away and as soon as he thought he had enough ideas he began writing. It appears that the student was focused more on who was watching him rather than his writing. This again proves that the student does not focus well during testing.

Towards the end of the essay Student B began to struggle. This was noted when he began to just sit there and look down. Teacher candidates gave prompts to first look at the graphic organizer to see if he forgot any ideas. Again Student B sat there and looked down. Teacher candidates then asked if he included the Who? What? When? and Where? in the essay. Student B looked at his paper for a minute and then sat and looked down. Based on these findings we feel that the student was unable to complete the essay because he did not complete the graphic organizer, which would have helped him be more prepared to write the essay.

The student's major problem is his difficulty with spelling. This problem is hindering him to improve in the areas of Writing and Reading. In order for the student to grasp the mechanics of writing he must learn how to spell the words that he needs to write. Due to his limited spelling ability his sentences are short and are simple in thought. Student B should

continue to use graphic organizers when given a writing assignment because it seems to keep him on track. We feel the student would make better progress by working on short writing assignments that would allow him to practice the skills needed to achieve higher levels of proficiency.

he appears to be a phonetic speller;  
what about visual memory?

### Short Term Goals- Melinda and Lisa

After analyzing our results from the tests on Reading and Writing, we have developed short term goals for Student B that we would implement into his curriculum in order to help him improve in the areas of form, production, decoding and comprehension. The information that we gathered from observations, working with the student in the classrooms, information from previous tests, work samples, and working with his Special Education teacher, has helped us to gain a better understanding of Student B's work habits, academic levels, personality and strengths and weaknesses. We feel that the information that we have gathered from these areas has helped us in creating the goals for Reading and Writing. We believe that Reading and Writing strongly intertwine with one another and the student's performance in one area greatly affects his performance in the other. Below are three goals that we believe would help Student B in achieving higher academic levels.

1. Given the Maze test, Student B will identify the correct word needed to complete each sentence correctly, with 80% accuracy, every four weeks. This will be achieved by giving the student five additional spelling words in his weekly classroom spelling assignment. Student B will also be required to read short stories which include the words from the weekly spelling assignment.

should this continue to be the standard?

what is the strategy here?

2. Given the informal writing assessment, Student B will receive a score of 12 points or higher with a score of at least 1 point in each area, every month. This will be achieved by focusing on the areas of difficulty including Mechanics, Paragraph Indent, Spelling, Sequence and Production (Topic Sentence, Supporting Sentences and Ending Sentence).

The student will work on mechanics of a sentence by practicing 'sentence framing' at least twice a week in both classrooms. (Sentence framing is taught by his Special Education Teacher and it includes capitalization, punctuation, subjects and predicates.)

example?

The student will work on the production, paragraph indent, and sequence of an essay by using a graphic organizer to organize his thoughts and writing at least one short story every week.

3. Given the *AIMSweb* WE-CBM once a month, Student B will gradually increase in the total words written and will spell words correctly and use correct writing sequences with 80% accuracy. This will be achieved by reading and writing the spelling words for each week correctly with 80% accuracy. The student will also focus on the area of sequencing by using what he has learned from brainstorming to independently write topic, supporting and ending sentences without using an organizer. The graphic organizer will be taken away from the student when he is able to write his ideas in sequence independently. He will write paragraphs, short stories or creative essays at least once a week, connecting them with other subjects. The story starters chosen will gradually become more difficult

as Student B receives scores higher than 80%.

Melinda + Lisa,

2.4 ; 2.4  
The skill areas you focused on make good sense. I understand that the assessment methods you used were selected by the teacher, & this is fine. However, when you examine the requirement of each assessment & the skill



Most up-to-date.



Assessment Rubric

Teaching Process: The candidate uses multiple forms of assessment aligned with unit/IEP objectives to assess student learning.

will assess @ end  
See page 2 for assessment report eval

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Part I: Visual Organizer</b>				
<b>Visual Organizer Format (RIPTS 9)</b>	<p>The organizer does not clearly present:</p> <ul style="list-style-type: none"> <li>• how the phases of the assessment process are aligned with Student Profile and IEP; and/or</li> <li>• the justification for the method of each assessment; and/or</li> <li>• any adaptations and/or the adaptations presented are not aligned with Student Profile and IEP.</li> </ul>	<p>The organizer clearly presents:</p> <ul style="list-style-type: none"> <li>• how <i>some</i> phases of the assessment process are aligned with Student Profile and IEP; and/or</li> <li>• the justification for the method of some assessments is incomplete or inappropriate; and/or</li> <li>• some adaptations are missing or inappropriate based on Student Profile and IEP.</li> </ul>	<p>The organizer clearly presents:</p> <ul style="list-style-type: none"> <li>• how <i>all</i> phases of the assessment process are aligned with Student Profile and/or IEP; and</li> <li>• the justification for the method of all assessments; and</li> <li>• appropriate adaptations for all phases of the assessment process aligned with Student Profile and IEP.</li> </ul>	6
<b>Multiple Forms of Assessment (RIPTS 9)</b>	<p>The pre-assessment plan includes only one assessment per content area and/or only one content area is addressed; the formative assessment plan includes assessments student performance only before or after instruction.</p>	<p>The pre-assessment plan includes multiple forms of assessment the formative assessment plan includes assessments on student performance before and after instruction.</p>	<p>The pre-assessment plan includes highly appropriate multiple forms of assessment the formative assessment plan includes highly appropriate assessments on student performance before, during, and after instruction</p>	6
<b>Alignment of Annual Goals/Short Term Objective/Lesson Objectives and Assessments (RIPTS 9)</b>	<p>None annual goals/short-term objectives are aligned with overall pre-assessment plan. None formative and post assessments are aligned with the short-term IEP objective/lesson objectives.</p>	<p>Some annual goals/short-term objectives are aligned with overall pre-assessment plan. Some formative and post assessments are aligned with the short-term IEP objective/lesson objectives.</p>	<p>All annual goals/short-term objectives are aligned with overall pre-assessment plan. All formative and post assessments are aligned with the short-term IEP objective/lesson objectives.</p>	6

	issues related to IEP development, program monitoring or eligibility decisions.		decisions.	
<b>Organization, readability, spelling, and grammar (RIPTS 8)</b>	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	6

Comments

Overall, nice job.  
Always wrap things up @ the end.

Name \_\_\_\_\_

Score 1

17.5 / 18 (Part 11)

Date

11/15/10

Score 2

47.5 / 48

Date

12/4/10

99%

Can't wait for

**IEP Rubric**

**Teaching Process: The candidate develops an appropriate IEP for the case-study student.**

*Revised*


Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Part I</b>				
<b>Annual Goals (RIPTS 2)</b>	Annual goals do not lead to the student being involved and making progress in general education curriculum. There is not a direct alignment between a goal statement and the needs identified in the present levels of academic achievement and/or functional performance statement. They are not measurable. One content annual.	Annual goals <i>lead</i> to the student being involved and making progress in general education curriculum. There is <i>somewhat</i> alignment between a goal statement and the needs identified in the present levels of academic achievement and/or functional performance statement. They are <i>somewhat</i> measurable. Two content annual goals.	Annual goals <i>lead</i> to the student being involved and making progress in general education curriculum. There is a <i>direct alignment</i> between a goal statement and the needs identified in the present levels of academic achievement and/or functional performance statement. They are measurable. Two content annuals.	<del>4</del> 6
<b>Part II</b>				
<b>Alignment with National, State or Local Standards (RIPTS 2)</b>	Annual goals are not aligned with national, state or local standards.	Annual goals are aligned with national, state or local standards.	Annual goals are <i>explicitly</i> aligned with national, state or local standards.	<del>3</del> 6
<b>Short-Term Objectives (RIPTS 5)</b>	Short-term objectives are not related to the annual goals. They are not measurable. There is only one short-term objective for each annual goal.	Short-term objectives are related to the annual goals. They are <i>somewhat</i> measurable. There are <i>at least</i> two short-term objectives for each annual goal.	Short-term objectives are <i>directly</i> related to the annual goals. They are measurable. They are <i>more</i> than two short-term objectives for each annual goal.	<del>4</del> 6
<b>Clarity (RIPTS 8)</b>	Annual are not stated clearly. (i.e., Annual Academic Goal=Learner + ELS/GLE/GSE/AAGSE + individual learner's target performance + measurability)	<i>Some</i> annual goals and are stated clearly. (i.e., Annual Academic Goal=Learner + ELS/GLE/GSE/AAGSE + individual learner's target performance + measurability)	<i>All</i> annual goals are clearly stated. (i.e., Annual Academic Goal=Learner + ELS/GLE/GSE/AAGSE + individual learner's target performance + measurability)	6
<b>Appropriateness Of Student's Present Levels of</b>	The description of the student's strengths and needs is not comprehensive. The PLP does not provide the	The description of the student's strengths and needs is comprehensive. The PLP provides somewhat baseline data	The description of the student's strengths and needs is very comprehensive. The PLP provides the baseline	<del>4</del> 6

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Performance (PLP) (RIPTS 3)</b>	baseline data for developing annual goals. The information does not come from variety of sources (e.g., student's outcomes on previous IEP, formal and informal assessments, classroom/school/district /state assessment)	for developing annual goals. The information come from some sources (e.g., student's outcomes on previous IEP, formal and informal assessments, classroom/school/district /state assessment)	data for developing annual goals. The information comes from variety of sources (e.g., student's outcomes on previous IEP, formal and informal assessments, classroom/school/district /state assessments)	
<b>Part III</b>				
<b>Rationale / Purpose (RIPTS 4)</b>	A superficial statement of rationale is included. The rationale requires more detail to explain why the annual goals are important to the student. Explanation of appropriateness of annual goals and short-term objectives is superficial or inaccurate.	A statement of rationale is included. The rationale partially explains why the annual goals are important to the student. Explanation of appropriateness of annual goals and short-term objectives is clear and somewhat accurate.	A clearly written, rich statement of rationale is included. The rationale explains why the annual goals are important to the student. Explanation of appropriateness of objectives is rich, insightful and mostly accurate.	6
<b>Organization, readability, spelling, and grammar (RIPTS 8)</b>	The IEP is not complete is difficulty to read, and/or has many spelling and/or grammar errors. It is an electronic version.  Unprofessional presentation.	The IEP is complete, readable, and uses appropriate spelling and grammar. Contains few errors. It is an electronic version.  Adequate presentation.	The IEP is complete and well-documented, readable, and uses appropriate spelling and grammar. It is an electronic version.  Highly professional presentation.	6

TOTAL 33 /42

Comments:

Lots of information.  
Made suggestions on IEP.

Name 

Score 1

33/42

Date

11/15/10

Score 2

42/42 = 100%

Date

12/4/10

Care M. D. H. Foley

## Design for Instruction Rubric

**Teaching Process:** The candidate designs instruction in order to meet a specific IEP short-objective. The design takes into account student characteristics, needs, learning contexts, and standards of the discipline.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
<b>Use of Context (RIPTS 4)</b>	A clear explanation of how contextual factors influenced instructional design is lacking.	A basic explanation of how contextual factors influenced instructional design is provided.	A rich, insightful explanation of how contextual factors influenced instructional design is provided.	5
<b>Unit Visual Organizer (RIPTS 2)</b>	The visual organizer is difficult to navigate.  The lessons within the unit are not logically organized (e.g., sequenced).	An organized visual organizer is provided.  Most of the lessons within the unit are logically sequenced.  Lessons appear to be somewhat useful in moving students toward achieving the IEP short-term objective	An organized, detailed visual organizer is provided.  All lessons within the unit are logically sequenced.  Lessons are useful in moving students toward achieving the IEP short-term objective.	6
<b>Lesson Plans (RIPTS 2)</b>	Lesson plans are missing required components.  Candidate's use of content appears to contain numerous inaccuracies.  Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.  Instruction incorporates little variety of instructional strategies and techniques across instruction, activities, assignments, and resources.  Heavy reliance on textbook or single resource (e.g., work sheets).	Lesson plans contain required components.  Candidate's use of content appears to be mostly accurate.  Shows some awareness of the big ideas or structure of the discipline.  Instruction incorporates some variety of instructional strategies and techniques across instruction, activities, assignments, or resources.  Some reliance on textbook, some variety of resources.	Lesson plans contain required components in rich detail.  Candidate's use of content appears to be accurate.  Focus of the content is congruent with the big ideas or structure of the discipline.  Instruction incorporates a significant variety of instructional strategies and techniques across instruction, activities, assignments, and/or resources.  The use of a variety of resources makes a clear contribution to learning.	6

FSEHD Teacher Candidate Observation and Progress Report  
for  
PRACTICUM IN Special Education  412  424

Teacher Candidate: [REDACTED] Emplid: \_\_\_\_\_

College Professor's Name: Cara McDermott-Fasy

Practicum Teacher's Name: Mr. Oldsten

Grade Level/Content Area Assignment: 3rd

Cooperating School District/School: Henry Bannard School

Person Completing This Observation (Check one):  Practicum Teacher  College Professor

Date: 12/2/10

Observation # (Circle one): 1 2

The purpose of this instrument is to provide instructive feedback about the teacher candidate's teaching performance to the teacher candidate, the college supervisor, and the teacher candidate's practicum teacher during the teacher candidate's student teaching. The instrument is to be completed following each formal observation of the candidate in the practicum experience.

*We have conferred in the summary of the candidate's classroom performance. Our signatures below attest to our judgments regarding the proficiency of the teacher candidate. As professional educators we recommend the student observed do the following:*

X Continue with preparation for a teaching license.

\_\_\_\_\_ Be required to complete an individualized contract to remedy deficiencies.

\_\_\_\_\_ Discontinue preparation for a teaching license.

Cara McDermott-Fasy 12/4/10  
College Professor's Signature Date

\_\_\_\_\_  
Practicum Teacher's Signature Date

Use the following rating scale to the **Implementation and Content Indicators**.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present.	Elements of the indicator are clearly present but are partially or ineffectively carried out.	Elements of the indicator are of good quality, but there is room for improvement.	High quality implementation of indicator.
The candidate does not include the indicator in his/her planning, action, or reflection.	The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

### ACTION

#### Implementation Indicators

1. The teacher candidate arranges the physical environment to maximize learning in this particular lesson.
2. The teacher candidate attends to individual student needs, including learning and behavioral issues.
3. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity.
4. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson.
5. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology).
6. The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning.
7. The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (e.g., emphasized higher order questions, appropriately used "wait time," identified prior conceptions and misconceptions).
8. The lesson is modified as needed based on formative assessment within the lesson.

Rating

6  
6  
N/A  
6  
N/A  
6  
6  
6

Comments:

#### Content Indicators

1. The content of the lesson is significant and worthwhile.
2. The content of the lesson is appropriate for the developmental levels of the students in this class.
3. Students are intellectually engaged with important ideas relevant to the focus of the lesson.
4. The teacher candidate provides accurate content information and displays an understanding of important concepts.
5. Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts.

Rating

6  
6  
6  
5  
N/A

Comments:

A little disconnected between fluency goals & lesson content; however, in talking with Lisa I could see that she was able to build the link between what

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3

she was doing & fluency goals as articulated in SEP

## CAPSULE RATING OF OBSERVED LESSON

In this final rating of the lesson, consider all available information about the lesson, its context and purpose, and your own judgment of the relative importance of the ratings you have made. Select the capsule description that best characterizes the lesson you observed. Keep in mind that this rating is not intended to be an average of all the previous ratings, but should encapsulate your overall assessment of the quality and likely impact of the lesson you just observed. Please provide a brief rationale for your final capsule description of the lesson in the space provided.

### 0 Points: Ineffective Instruction

Instruction is highly unlikely to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline. For example, instruction may be pedantic or uninspiring; students may be passive recipients of information from the teacher candidate or textbook; or material may be presented in a way that is inaccessible to many of the students. Alternatively, students may be involved in hands-on activities or other individual or group work, but it may appear to be activity for activity's sake, without a clear sense of purpose and/or a clear link to conceptual development.

*Immediate intervention involving the college supervisor, cooperating teacher, and candidate is needed.*

### 1-2 Points: Some Elements of Effective Instruction

Instruction contains some elements of effective practice, but there are problems in the design, implementation, content, and/or appropriateness for many students in the class. For example, the content may lack importance and/or appropriateness; instruction may not successfully address the difficulties that many students are experiencing, etc. Overall, the lesson is very limited in its likelihood to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline.

*If this is other than a first observation, student performance at this level may indicate that intervention is needed.*

### 3-4 Points: Effective Instruction

Instruction is well-designed, purposeful and characterized by most elements of effective practice. Students are usually engaged in meaningful work, but there are some weaknesses in the design, implementation, or content of instruction. For example, instruction addresses the needs of most students, but the classroom climate may limit the effectiveness of an otherwise well-designed lesson. Overall, the lesson is likely to enhance students' understanding of the discipline and develop their capacity to successfully "do" the discipline.

### 5-6 Points: Accomplished Instruction

Instruction is purposeful and engaging. Students actively participate in meaningful work (e.g., investigations, student presentations, collaborative activities, physical demonstrations, reading) throughout the lesson. The lesson is well-designed and implemented. The teacher candidate is responsive to students' diverse needs and interests. Instruction enhances students' understanding of the discipline and develops their capacity to successfully "do" the discipline.

Capsule Rating (Circle only one number):

0

1

2

3

4

5

6

Rationale for Capsule Rating:

N.a lesson. I would give it a 5 versus a 6 just because of the disconnect we spoke about; however, in talking with you I could see that you could articulate when you<sup>s</sup> was going & I felt your explanation was appropriate. So, I would say in the end a 6.



**ONGOING PROGRESS**

Professional Behavior and Technology Indicators are based on the cooperating teacher's observations of and interactions with the teacher candidate up to this point in the student teaching experience.

Use the following rating scale to rate the Professional Behavioral and Technology Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present.  The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out.  The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement.  The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator.  The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

**Professional Behavior Indicators**

Rating

1. The teacher candidate treats her practicum teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty. \_\_\_\_\_
2. The teacher candidate is on time and is prepared. \_\_\_\_\_
3. The teacher candidate dresses professionally. \_\_\_\_\_
4. The teacher candidate is able to accept constructive feedback and make the appropriate adjustments. \_\_\_\_\_
5. The teacher candidate takes initiative in classroom interaction consistent with practicum teacher guidance. \_\_\_\_\_
6. The teacher candidate is a thoughtful listener to his/her students, other college students, and teaching professionals. \_\_\_\_\_
7. The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues. \_\_\_\_\_

**Technology Indicators (as applicable for the experience)**

Rating

1. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity. \_\_\_\_\_
2. The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. \_\_\_\_\_
3. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). \_\_\_\_\_
4. The teacher candidate demonstrates fluency with available technology systems. \_\_\_\_\_
5. The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. \_\_\_\_\_
6. The teacher candidate models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. \_\_\_\_\_

*NA*

**Identify technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) within the classroom that are available to the teacher candidate. Check all that apply.**

- |                          |                             |                          |                       |
|--------------------------|-----------------------------|--------------------------|-----------------------|
| <input type="checkbox"/> | Computer for teacher use    | <input type="checkbox"/> | Smart Board           |
| <input type="checkbox"/> | Computer(s) for student use | <input type="checkbox"/> | Overhead projector    |
| <input type="checkbox"/> | Calculators                 | <input type="checkbox"/> | LCD Projector         |
| <input type="checkbox"/> | Document camera             | <input type="checkbox"/> | Internet connection   |
| <input type="checkbox"/> | Other (specify) _____       | <input type="checkbox"/> | Other (specify) _____ |

**Any extra Comments:**

**Department of Special Education  
PREPARING TO STUDENT TEACH PORTFOLIO REVIEW**

Candidate's Name: [REDACTED]

Course Number	Product	Completed Rubric Present				Acceptable	
		Below Standard	Approaches Standard	Meets Standard	Exceeds Standard	Course Grade	TCPOR **
SPED 300	Case Study <i>CEC 2</i>						
SPED 310	Structure Project- <i>CEC 5</i>						
SPED 311	Communication Inventory <i>CEC 3 and CEC 6</i>						
SPED 312	Critical Analysis of a Test <i>CEC 8</i>						
SPED 412	Assessment - IEP - Unit <i>CEC 7</i>						
SPED 424	Assessment - IEP - Unit <i>CEC 3</i>						
SPED 427	Observation/Curriculum Participation Report <i>CEC 7</i>						
SPED 435	Assessment - IEP - Unit <i>CEC 3</i>						
SPED 436	Curriculum Modification Project Adolescents/Young Adult <i>CEC 7</i>						

\*\* A Teacher Candidate Performance & Observation Report (TCPOR)

**Special Education Field Work Submitted**

Number of Placements	Urban Core/Urban Ring	Suburban	Rural

This candidate has submitted a Preparing to Student Teach Portfolio that:

- Below Standard    Approaches Standard    Meets Standard    Exceeds Standard

Transcript Review

\_\_\_\_\_ This candidate has successfully completed the Department prerequisites for special education student teaching for:

- \_\_\_\_\_ Mild/Moderate Disabilities, K through Middle School  
 \_\_\_\_\_ Mild/Moderate Disabilities, Middle through Secondary Level  
 \_\_\_\_\_ Severe/Profound Disabilities Children and Young Adults 3-21

\_\_\_\_\_ This candidate has not met the Department prerequisites for special education student teaching.