CEC Assessment #1
Case Study Project

a. A brief description of the assessment and its use in the program
The Case Study Project is completed during SPED 300, the first special education course taken by all undergraduate students with a concentration in special education. As the initial course, the focus of the Case Study Project is for teacher candidates to demonstrate an understanding of a student with exceptional learning needs, and the system and supports that assist in their learning. An analysis of the environment and supports are observed within the 30 hour practicum placement is linked to course presented information on effective practice. This is the basis for information presented by the teacher candidates in the Case Study Project.

b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
The classroom structure project relates most directly to the following Council for Exceptional Children Standards:

The Case Study Project requires an analysis of a student with a exceptional learning need within the teacher candidate's assigned practicum classroom. Throughout their 30 hour practicum, the teacher candidates gather information through practicum teacher interview, review of the student's IEP, classroom observation, and analysis of work samples and products.

CEC STANDARD 1: FOUNDATIONS

How assessment aligns with this aspect of CEC Standard #1:
Teacher candidate describe the community, school, and classroom in terms of *continuum of placement and relevant services (IGC1K5)* in the school's *educational system to assist individuals with exceptional learning needs* (IGC1K4). Teacher candidates access the school's informational website and the state's *educational agency website* Rhode Island Department of Education, to compare information on school performance of all students (ICC1K3). Teacher candidates describe school influences including *dominant cultures* (ICC1K5), *linguistic differences* and supports available (ICC1K5), and family characteristics (ICC1K7). The supports provided to students within the school (i.e., social, cultural, instructional, transition, health, behavioral) are also identified and related to the unique learning characteristics of student in the classroom (ICC1K4). This aspect of CEC Standard 1 is assessed primarily under rubric section: Description of Community/School/Classroom.

At the classroom level, teacher candidates describe environmental influences using professional, strength-based language. This description includes how instructional strategies, curricular organization, and language are i*nfluenced by the learning, culture, and linguistic abilities of the students* (IGC1K4, ICC1K10). Teacher candidates describe the *rights and responsibilities of school professionals to accommodate students* (documented appropriately in the IEP (IGC1K4) and implemented in the school environment (IGC1K5). These aspects of CEC Standard 1 are assessed under rubric section: Description of School/Classroom, IEP for Case Study Student, and Factors Influencing Deliver of IEP.

The final aspect of the Case Study is a self-reflection by the teacher candidates. The teacher candidate reflects on their practicum experience and *identifies their own cultural influences*, bias, *values*, and tolerance for difference (ICC1K9, ICC1K10) impacted their comfort level, and evolved over the practicum experience. Teacher candidates use this information to begin to construct their own personal preference in the area of special education they feel is best matched to their self reflection and insights gained in this practicum experience
These aspects of Standard 1 are assessed under rubric section: Description of Insights and Self-Reflection.

CEC STANDARD 2: DEVELOPMENT AND CHARACTERISTICS OF LEARNERS.

How assessment aligns with this aspect of CEC standard #2: Teacher candidates provide an in-depth description of the *typical and atypical growth and development* of their Case study student (ICC2K1), in areas of social, communication, academic and developmental areas. This description must convey strength-based language and present both similarities to other students (strengths) and differences (areas of need) (ICC2K5-6). *The educational implications of the student's* exceptionalities (ICC2K2) are described clearly with an overview of the student's ability to meet the curricular and behavioral expectations.. As appropriate to the student, the *effects of medications* (ICC2K7), *sensory and/or physical issues* (IGC2K2, IGC2K5), *medical interventions/conditions* (IGC2K2), communication skills and preferences, *social behaviors* (IGC2K4),and family characteristics are described and linked to the child's current program (IEP goals, service intensity, and service providers). **Teacher candidates compare the how the characteristics of the student studied in their Case**

Study and the instruction observed in their practicum experience compares to literature (citing references), further strengthening their understanding of the development and characteristics of learners (CEC Standard 2).
This is assessed under rubric section: Overview of the Case Study Student, Individualized Education Program for Case Study Student, Observed Characteristics/Analysis)

CEC STANDARD 3: INDIVIDUAL LEARNING DIFFERENCES

How assessment aligns with this aspect of CEC standard #3: Teacher candidates describe their case study student, documenting their observations of the impact of their exceptional condition of their school life (ICC3K1). Teacher candidates describe the *impact of academic and social abilities (*ICC3K2), influences of issues of sensory systems (including auditory and information processing) (IGC3K2), physical, health, medical issues (IGC3K1), culture/ language difference (ICC3K3). A link between identified learning difference, and the observed educational supports and learning opportunities are compared to effective practice identified in literature (with citations of sources).
These standards are identified primarily under rubric sections: Overview of the Case Study Student, Objectivity of Observation/Professionalism, and Observed Characteristics/Analysis Associated with the Disability of the Case Study Student.

An interpretation of how that data provides evidence for meeting standards:
An overall analysis over the past three years identifies only five teacher candidates who performed at an unacceptable/developing level on the Case Study Project (out of 49 total teacher candidates in the B. S. in Mild/Moderate Disabilities). The overall high performance on the Case Study, the specificity of the rubric, and the level of support to students in their first semester of classes in special education provides strong evidence that teacher candidates are meeting standard on CEC #1 and CEC #2.

As of Spring 2008, all students must achieve an overall Acceptable (meets standard) on the Case Study to demonstrate achievement of the standards for admission into the B.S. in Special Education (Mild/Moderate Disability) Middle/Secondary Level and proceed in the program.

c. A brief analysis of the data findings;
Fall 2007 – Spring 2009: At the onset of the program's data collection system from Fall 2007 through Spring 2009, only data on overall performance on the Case Study Project was collected. It must be noted that undergraduate elementary/middle candidates often take additional courses that lead to certification in middle/secondary special education as well. Thus, many students in the B.S. in Mild/Moderate Disabilities (Middle/Secondary) program are primarily enrolled in the B.S. in Mild/Moderate Disabilities (Elementary/Middle) program. Thus, the numbers of B.S. in Mild/Moderate Disabilities (Middle/Secondary) students in this program often reflect students who sought an additional certification and declared their intent to do so later in our program. Of the 14 candidates, 100 percent of students either achieved the minimum "acceptable" standard (during this time period the standard was C+ (77)) or higher.

Fall 2009: In Fall 2009, additional data was collected on the Case Study Project at the rubric component level to allow greater analysis of all undergraduate teacher candidate skills. Not all sections reported complete rubric data. Of the 35 students reported by rubric score in two class sections, 40% (14/35) achieved the minimum standard (Acceptable = 77/100) with approximately 46% (16/35) achieving Target level for their overall Case Study Project. Five students achieved an Unacceptable or Developing rating during this past semester. It must be noted that because this course is an introductory course in the Special Education Program, no clear delineation of elementary/middle or middle/secondary has yet been declared. Hence, the Middle/Secondary data have not been disaggregated from the B.S. in Mild/Moderate Disabilities: Elementary/Middle Program data.

Spring 2010 -Fall 2010
As the department moved to electronic portfolios, the availability of data shortly after the close of the semester created a much different picture of teacher candidate performance on CEC Standards 1,2, 3 in the Case Study. In past semesters, the data from only teacher candidates accepted to the B.S. in Mild/Moderate Disabilities (Middle Secondary) Special Education program were reported. During the Spring 2010 and Fall 2010 semesters, all data was available. SPED 300 is taken PRIOR to Special Education Department Admission. The data reported during this time period includes both teacher candidates who will eventually become admitted, and those that will not due to unacceptable performance.

During this two semester period, data indicates that 39% of teacher candidates did not receive the minimum level of performance on the Case Study demonstrating difficulty with CEC Standards 1,2, and 3. These students will choose to either re-take SPED 300 and demonstrate an Acceptable level of performance on the Case Study, or they will choose another course of study outside of Special Education. The Department will research electronic options to filter the results to indicate a clearer picture of the students admitted into the program.

An interpretation of how that data provides evidence for meeting standards:
An overall analysis over the past three years identifies only five teacher candidates who performed at an unacceptable/developing level on the Case Study Project (out of 49 total teacher candidates in the B. S. in Mild/Moderate Disabilities). The overall high performance on the Case Study, the specificity of the rubric, and the level of support to students in their first semester of classes in special education provides strong evidence that teacher candidates are meeting standard on CEC #1 and CEC #2.

As of Spring 2008, all students must achieve an overall Acceptable (meets standard) on the Case Study to demonstrate achievement of the standards for admission into the B.S. in Mild/Moderate Disabilities: Middle/Secondary Program and proceed in the program.

CEC Assessment #1
Case Study Project

Purpose

To promote understanding of students' differences in learning and development, a case study of a student with disabilities is developed in this course. Through development of the case study, prospective special educators demonstrate an understanding of how children learn and develop and how children differ in their approaches to learning. Prospective special educators also assess their interest in working with children with disabilities.

Standards

The Council for Exceptional Children Standards addressed through developing the student case study project:

CEC Standard 1: Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

CEC Standard 2: Development and Characteristics of Learners.

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

CEC Standard 3: Individual Learning Differences.

Special educators understand the effects that an exceptional condition2/ can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

The Rhode Island Professional Teacher Standards and Indicators addressed through developing the student case study project follow.

RIPTS Standard 1: Teachers create learning experiences using a broad base of knowledge that reflects an understanding of the nature of the world in which we live

RIPTS Standard 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

RIPTS Standard 4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

RIPTS Standard 6: Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation

RIPTS Standard 7: Teachers foster collaborative relationships with colleagues and families to support students' learning.

RIPTS Standard 9: Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.

Product

The primary goals of the case study are to acquaint Rhode Island College special education teacher candidates with the range of characteristics presented by children with disabilities and the array of instructional alternatives, and program options that are provided to these children. This project is an applied learning experience that links and illuminates information discussed in class with real students and actual programs in schools. The case study is intended to provide a foundation of knowledge regarding children with disabilities and their educational programs. The field experience and the case study are also intended to assist candidates in understanding their own personal and emerging professional insights into children with disabilities and the system of special education. A format and evaluation criteria for the case study are provided on the Case Study Project Rubric. The areas assessed in this project are:

Description of Community/School/Classroom (CEC 1,2)

- ❑ Descriptive information is provided regarding community/school characteristics (e.g., www.infoworks.ride.ric.edu)
- ❑ Descriptive information is provided regarding the classroom setting (e.g., daily schedule, curriculum approaches & materials, staffing configuration, physical layout, teaching styles used).
- ❑ Descriptive information is provided regarding student characteristics in the classroom (e.g., number, racial, cultural, & economic composition, number of students with IEPs, other unique learning, language & behavioral characteristics of students).

Description of Child (CEC 2,3)

- ❑ Essential descriptive information about child is provided (DOB, gender, race, physical health)
- ❑ Clear and succinct overview of child's school history is provided
- ❑ Clear presentation of child's current program is provided (IEP goals, service intensity, and service providers)
- ❑ Clear presentation of child's social behaviors is provided (both challenging as well as prosocial)
- ❑ Clear presentation of academic and/or developmental strengths and needs is provided.
- ❑ Child's primary diagnosis or IDEA eligibility category is provided. (including additional areas of challenge such as medical needs, auditory processing skills, attentional challenges, physical disabilities, sensory issues, other medical conditions as appropriate to the child)
- ❑ Clear and meaningful description of child's communication skills and preferences are provided.

Strength Based Description of Environmental Influences (CEC 1,3)

- ❑ Reports behavior accurately and objectively
- ❑ Does not use biased, discriminating language and presumptions
- ❑ Does not use pejorative labels or descriptors
- ❑ Focuses on child strengths and assets and not deficits

Describes:

- ❑ influence of cultural, language, and economic differences on achievement and behavior
- ❑ influence of a disability on achievement and behavior
- ❑ influence of behavioral organization and task orientation on achievement and behavior
- ❑ influence of classroom rules and expectations on child behavior and achievement
- ❑ influence of a teacher's words and behaviors on child behavior and achievement
- ❑ influence of a paraprofessional's words and behaviors on child behavior and success
- ❑ the use of physical space on child achievement and behavior
- ❑ influence of curriculum organization and design on child achievement and behavior
- ❑ how and why instructional approaches and methods are modified for this child
- ❑ how and why assignments are modified for this child
- ❑ influence of assigned work on child achievement and behavior

Description of Insights and Self-Reflection (CEC 1)

- ❑ Understands his/her own biases and tolerance for differences in children (behaviorally, academically/developmentally, physically)
- ❑ Understands his/her own comfort level in working with children with disabilities
- ❑ Has learned to communicate effectively with children with disabilities, both verbally and non-verbally
- ❑ Has learned to establish a meaningful, appropriate relationship with children with disabilities
- ❑ Understands the influence of race, culture, gender, and economic status on communication and expectations

Rubric for Case Study	**Evaluation Criteria**			
Evaluation Component	**Target**	**Acceptable**	**Approaches Standard**	**Unacceptable**
I Presentation: ❑ Appropriately uses rules of standard grammar, punctuation, and capitalization ❑ Ideas and observations presented are clear ❑ Layout and format of paper are clear with meaningful topical headings that are consistent with assignment details and expectations ❑ Citation of references and quotations throughout paper follows APA format ❑ References section of paper complies with APA format ❑ Paper is doubled spaced using 12 point font ❑ Paper is appropriately bound together	Presentation of paper is highly professional. The layout, references and language used throughout the paper are consistent with professional practice	Presentation of paper is professional with few errors noted. The layout, references and language used are generally consistent with professional practice	The presentation, layout, references and/or language used have noted errors.	The presentation, layout, references and/or language used have many noted errors. The layout, references and/or language used require significant revisions.
Indiv. Gen Ed. Curricula ***ICC9S8 ICC9S10***	**10 9**	**8 7 6**	**5 4 3**	**2 1**
II. Sources of Evidence: ❑ Teacher interview ❑ IEP ❑ Classroom observations ❑ Summary of Special Education Folder, i.e., evaluations, IEPs, correspondence, etc. ❑ Student work samples and products are provided ❑ Direct contact and experience with student is evident ❑ Log of hours completed during the Case Study is provided with initials of Cooperating Teacher for each session	Sources of evidence are documented and include input from all sources. All components are well documented and complete.	Sources of evidence are documented and include input from a variety of sources. All components are well documented and generally complete.	Sources of evidence are documented and include input from some of the required sources. Some documentation is incomplete or provides little detail	Little documentation of sources of evidence is included.
ICC3K1 ICC5K1 ***ICC3K1 ICC5K1***	**5**	**4**	**3 2**	**1**
III: Objectivity of Observation/Professionalism ❑ Reports behavior accurately and objectively ❑ Does not use biased, discriminating language and presumptions/pejorative labels or descriptors ❑ Focuses on child strengths and assets and not deficits ❑ Understands influence of cultural, language, and economic differences on achievement and behavior ❑ Understand the influence of a disability on achievement and behavior ❑ Understands the influence of behavioral organization and task orientation on achievement and behavior	Professional, strength based language is used throughout the paper. Information on the influences on student learning/behavior is included from all required perspectives.	Professional, strength based language is used throughout most of the paper. Information on the influences on student learning/behavior is included from multiple perspectives.	Professional language and/or strength based language is used inconsistently throughout the paper. Information on the influences on student learning/behavior is included but lacks detail or is provided from limited perspectives.	Language used conveys information in a non professional tone. Influences on student learning are incomplete or superficial.
ICC2K1-3, ICC2K5-K6 ICC3K1-K5 ***IGC3K1-K3; ICC1K10, IGC1K1***	**9 8**	**7 6 5**	**4 3**	**2 1**

Evaluation Component	Target	Acceptable	Approaches Standard	Unacceptable
V. Description of Community/School/Classroom ❑ Descriptive information is provided regarding community/school characteristics/general education and special education populations, programming and staffing ❑ Performance of school on State assessments is provided with chart and written summary ❑ Descriptive information is provided regarding the classroom setting (e.g., daily schedule, curriculum approaches & materials, staffing configuration, physical layout, teaching styles used, location of classroom within the school, size, storage areas, windows, doors, instructional materials used in the classroom). ❑ Blueprint/diagram of classroom that demonstrates the arrangement of physical space ❑ Descriptive information is provided regarding student characteristics in the classroom	Descriptive information is provided to consider the community, school and classroom factors. Information is detailed and conveys a strong understanding of physical, organizational, and testing performance factors.	Descriptive information is provided to consider the community, school and classroom factors. Information conveys a general understanding of physical, organizational, and testing performance factors.	Descriptive information is provided but multiple factors are not fully described. Information conveys a superficial understanding of physical, organizational, and testing performance factors. Details are lacking in descriptions.	Minimal descriptions of community, school and classroom factors are included.
IGC1K4-5, ICC2K5-6; ICC5S4-S6 ICC5S12; ICC5S15 IGC5S1; IGC5S3, IGC5S6	**10 9**	**8 7 6 5**	**4 3**	**2 1**
V. Individualized Education Program for Case Study Student ❑ Academic areas student receives special education Current grade levels of student in the areas student is receiving special education /specially designed instruction ❑ IEP Goals and Objectives clearly abstracted ❑ Amount of time per week student receives specially designed instruction ❑ Related services received by the student ❑ Accommodations received by the student ❑ Modifications made to the curriculum for the student ❑ Settings in which student receives special education/specially designed instruction ❑ Description of the specially designed instruction received by the student specific to his/her disability and IEP goals and objectives (academic, behavioral) ❑ Anticipated outcomes, at the end of the IEP year, regarding specially designed instruction, and related services the student is receiving this year	A summary of the case study student's IEP is detailed and provides information from all the required areas.	A summary of the case study student's IEP provides information (some areas are detailed) from all the required areas.	A summary of the case study student's IEP provides information on the child's needs, services, and instructional supports but some information is limited or missing in the required areas.	Minimal information is provided from the case study student's IEP.
IGC1K8, ICC1K6, IGC1K5-6 ICC2K7, IGC2K1-K5 (as appropriate to student) ICC7K2-K5; ICC7S1; ICC7S8, IGC7S1-S8	**10 9 8**	**7 6**	**5 4 3 2**	**1**

Evaluation Component	**Target**	**Acceptable**	**Approaches Standard**	**Unacceptable**
VI: Overview of the Case Study Student Essential descriptive information about child is provided (DOB age, gender, race, economic status, physical health, physical size and appearance, school attendance) Clear and succinct overview of child's school history is provided Clear presentation of child's social behaviors is provided (both challenging as well as prosocial) Clear presentation of academic and developmental strengths and needs is provided. Child's primary diagnosis/ IDEA eligibility category is provided. Clear and meaningful description of child's communication skills and preferences are provided.	Overview of the Case Study Student includes detailed descriptive information. Areas of school history, social behaviors, academic and developmental strengths, communication and primary diagnosis are fully described.	Overview of the Case Study Student includes descriptive information. Areas of school history, social behaviors, academic and developmental strengths, communication and primary diagnosis are described.	Overview of the Case Study Student includes some information that describes the student's areas of school history, social behaviors, academic and developmental strengths, communication and primary diagnosis. Some information is missing or limited.	Overview is largely incomplete or superficial.
ICC7K2-K4; ICC7S1, ICC2K5-6, IGC2K2 ICC2K2, ICC3K1, IGC3K1-2	**10 9**	**8 7 6 5**	**4 3**	**2 1**
VII: Factors Influencing Delivery of IEP Services in Classroom Environments Description of influence of classroom rules and expectations on child behavior and achievement Description of the influence of a teacher's words and behaviors the student's behavior and achievement Description of the influence of physical space on the student's achievement and behavior Discussion of the influence of curriculum organization and design on achievement and behavior Discussion of how and why instructional approaches and methods are modified for the student Discussion of how and why assignments are modified for the student	Influences of behavioral support, teacher interaction, physical space, curriculum, instructional approach and assignment modification are fully described, conveying strong observation skills of classroom environments.	Influences of behavioral support, teacher interaction, physical space, curriculum, instructional approach and assignment modification are described based on observations of the classroom environment.	Influences of behavioral support, teacher interaction, physical space, curriculum, instructional approach and assignment modification are described. Some areas omit details to fully convey influences of the classroom environment.	Description of the classroom environment and its influences is largely incomplete or superficial.
ICC5K1-K7	**9 8**	**7 6 5**	**4 3**	**2 1**

Evaluation Component	Target	Acceptable	Approaches Standard	Unacceptable
VIII: Observed Characteristics/Analysis Associated with the Disability of the Case Study Student: *This section is a short APA reference paper that addresses the following:* ❑ A description, using three references in addition to your class text and notes, of the particular disability with your student has been identified, i.e. a reading leaning disability with significant difficulties in phonemic awareness and reading comprehension. ❑ A review of the literature, using three references in addition to your class text and notes, that explains best teaching intervention practices to address the disability you student has been identified. ❑ A discussion, based upon your descriptive notes taken from your observations in the classroom, of how your case study student's particular disability manifests itself in the classroom. ❑ Does the student's disability manifest itself in the academic setting the way you presented what the literature described? ❑ A discussion, based upon the descriptive notes taken from your observations in the classroom, of the educational practices being implemented in the classroom to address your student's needs based on his disability ❑ A referenced discussion (using three references in addition to your class text and notes), with specific examples, of specially designed instruction (special education) that answers the following questions: ❑ Is specially designed instruction (special education) being provided, or is the student being instructed in the same manner as all other students despite his/her disability? ❑ Is the instruction provided consistent with how your text and three additional text references indicate best practice is delivered in special education to a student with the disability like your Case Study student has been identified?	A description of the observed characteristics associated with the disability of the case study student is complete and clearly linked to references in literature, class text, and class notes. APA style documents all references.	A description of the observed characteristics associated with the disability of the case study student is complete and clearly linked to references in literature, class text, and class notes. Some areas of analysis present detailed descriptions that support concepts conveyed. APA style documents most references.	A description of the observed characteristics associated with the disability of the case study student is missing some areas of analysis. Some analysis is linked to references in literature, class text, and class notes, but some may not document references, are not clearly described, or do not use APA style to document references.	Description of the observed characteristics associated with the disability of the case study student is largely incomplete or superficial.
ICC1K1, ICC1K4, IGC1K2, ICC3K1 IGC3K1-3 (as appropriate)	**30 - 21**	**20 - 11**	**10 - 6**	**5 - 1**

Evaluation Component	Target	Acceptable	Approaches Standard	Unacceptable
IX: Conclusion/reflection/Insights ❑ Description of the impact of his/her words and behaviors on the Case Study student's achievement, behavior, motivation, and attitude ❑ Description of his/her initial biases and tolerance for differences in students (i.e., academically, behaviorally, physically) ❑ Description of comfort level in working with students with disabilities ❑ Discussion of how practicum student learned to communicate effectively with students with disabilities, both verbally and non-verbally ❑ Discussion of how practicum student learned to establish a meaningful relationship with a student with a disability ❑ Summary of what practicum student learned about him/herself through the Case Study process working with a student with special needs	Teacher Candidate's conclusions, reflections, and/or insights convey a strong understanding of the teacher candidate's learning in areas of tolerance, comfort level, communication, and student/teacher relationships.	Teacher Candidate's conclusions, reflections, and/or insights convey a beginning understanding of the teacher candidate's learning in areas of tolerance, comfort level, communication, and student/teacher relationships.	Teacher Candidate's conclusions, reflections, and/or insights convey a minimal understanding of the teacher candidate's learning in areas of tolerance, comfort level, communication, and student/teacher relationships.	Teacher Candidate's conclusions, reflections, and/or insights is largely incomplete or superficial.
ICC9S11; ICC9S13, ICC9S6, ICC1K10	**7 6 5**	**4 3**	**2**	**1**

Rubric score: □ **Target** □**Acceptable** □ **Approaches Standard** □**Unacceptable**

Teacher Candidate's Name: _____

Faculty Signature: _____ **Date:** _____

REMINDER: This Case Study is an APA Style report.

B.S. in Mild/Moderate (Middle/Secondary Level) Special Education

Assessment 1: Data Table

Case Study Content Based Assessment

	Fall 2007 n=4 (M/S)			**Spring 2008 n=7 (M/S)**			**Summer 2008 n= 1 (M/S)**			**Fall 2008 n=65 (8 M/S)**			**Spring 2009 n=56 (2 M/S)**			**Fall 2009 n=3 (M/S)-**		
	U/D	**A**	**T**	U/D	A	T	**U/D**	**A**	**T**	U/D	A	T	**U/D**	**A**	**T**	U/D	A	T
Description of Community/School/ Classroom																	**40% (14)**	**60% (21)**
Description of Child																	**29% (10)**	**71% (25)**
Strength Based Description of Child Influences																**3% (1)**	**40% (14)**	**57% (20)**
Strength Based Description of Environ. Influences ***ICC5K1-K7***																**6% (2)**	**43% (15)**	**51% (18)**
Description of Insights and Self-Reflection																	**20% (7)**	**80% (28)**
Sources of Evidence																**6% (2)**	**23% (8)**	**71% (25)**
Presentation																**6% (2)**	**54% (19)**	**40% (14)**
Overall Evaluation																**14% (5)**	**40% (14)**	**46% (16)**
Overall Evaluation Candidates in M/S Special Education		**25% (1)**	**75% (3)**		**57% (4)**	**43% (3)**		**100% (1)**			**50% 4**	**50% 4**		**100% 2**			**40% (14)**	**60% (21)**

DATA TABLE
Case Study

	Spring 2010 n=13			**Fall 2010 n=15**								
	U/D	A	T	**U/D**	**A**	**T**	U/D	A	T	U/D	A	T
Sources of Evidence *ICC3K1 ICC5K1*	15% 2	46% 6	38% 5	**33% 5**	**47% 7**	**20% 3**						
Objectivity of Observation/ /Professionalism *ICC2K1-3, ICC2K5-K6 ICC3K1-K5 IGC3K1-K3; ICC1K10, IGC1K1*	15% 2	54% 7	22% 3	**33% 5**	**47% 7**	**20% 3**						
Description of Community/School/ Classroom *IGC1K4-5, ICC2K5-6; ICC5S4-S6 ICC5S12; ICC5S15 IGC5S1; IGC5S3, IGC5S6*	15% 2	46% 6	15% 2	**33% 5**	**47% 7**	**20% 3**						
IEP for Case Study Student *IGC1K8, ICC1K6, IGC1K5-6 ICC2K7, IGC2K1-K5 (as appropriate to student) ICC7K2-K5; ICC7S1; ICC7S8, IGC7S1-S8*	31% 4	31% 4	31% 4	**27% 4**	**53% 8**	**20% 3**						
Overview of Case Study Student *ICC7K2-K4; ICC7S1, ICC2K5-6, IGC2K2 ICC2K2, ICC3K1, IGC3K1-2*	15% 2	46% 6	31% 4	**33% 5**	**47% 7**	**20% 3**						
Influences on Program/Services *ICC5K1-K7*	31% 4	38% 5	22% 3	**27% 4**	**53% 8**	**20% 3**						
Analysis Links to Cited Effective Practice *ICC1K1, ICC1K4, IGC1K2, ICC3K1 IGC3K1-3 (as appropriate)*	46% 6	31% 4	15% 2	**33% 5**	**47% 7**	**20% 3**						
Conclusions,Self-Reflection and Insights *ICC9S11; ICC9S13, ICC9S6, ICC1K10*	38% 5	15% 2	38% 5	**27% 4**	**53% 8**	**20% 3**						
Presentation *ICC9S8 ICC9S10*	7% 1	77% 10	7% 1	**40% 6**	**47% 7**	**20% 3**						
Overall Evaluation	46% 6	22% 3	22% 3	**33% 5**	**47% 7**	**20% 3**						