

CEC Assessment #7: Additional Assessment Communication Inventory

a. A brief description of the assessment and its use in the program

The Communication Inventory is completed during SPED 311: Language Development and Communication Problems in Children. The assessment demonstrates that teacher candidates have an understanding of language differences and disability to use in program planning, lesson development, collaboration, and assessment. This course is used as the foundation for all teacher candidates in Special Education.

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.

Teacher candidates observe a student with diverse language and special needs and describe the student in terms of current language and language history, culture, learning, and use of assistive technology and augmentative communication and supports received. . The classroom environment is observed to identify the techniques used to support student language, culture, and learning. The Communication Inventory relates most directly to the following Council for Exceptional Children Standard:

CEC STANDARD 3: INDIVIDUAL LEARNING DIFFERENCES.

How assessment aligns with CEC Standard #3: Teacher candidates provide a description of a student with diverse language and special needs (most students have a primary language other than English in addition to augmentative and/or alternative communication needs). The student's strengths and areas of challenge are presented to further provide an overview of the student's academic, social, and learning strengths and preferences (**ICC3K1-K2**). The student's language history is described and a current analysis of the student's level of spoken language (using WIDA standards) and written language are analyzed (**ICC3K3-K5**). Teacher candidates research the child's level of spoken and written language in their primary language (**IIC3K1-2**)

This is assessed under rubric sections: General description of the student, Multiple language/Variety of Language, **Planning for Instruction.**

CEC STANDARD 6: LANGUAGE

How assessment aligns with CEC Standard #6: Teacher candidates provide a description of a student with diverse language and special needs (most students have a primary language other than English) in addition to use of augmentative communication used for expressive and receptive understanding (**ICC3K1, ICC6K1, ICC6K4**). The student's strengths and areas of challenge are presented to further provide an overview of the student's academic, social, and learning strengths and preferences (**ICC6K1-K4, IIC6K1-2**). The student's language history is described and a current analysis of the student's level of spoken language (using WIDA standards) and written language are analyzed. Teacher candidates research the child's level of spoken and written language in their primary language. Teacher candidates convey an understanding of the environments that support student with atypical language development and describe the practices of cultural and linguistic sensitivity that promote language learning. These practices (see additional information in Additional Guidance for further information) are identified within the classroom and in overall school environments. Teacher candidates identify language supports (instructional methods, materials, **augmentative communication, assistive technology**, symbolic support for basic language learners, language intervention techniques) to promote language learning (**ICC3K5, ICC6S1-S2, IIC6S3** (as appropriate to student)) . Teacher candidates develop plans for learning through development of learning goals and objectives consistent with the Rhode Island IEP (**IIC6S1, IIC6S3, ICC7S1-2**).

This is assessed under rubric sections: Practices that Promote Learning, General description of the student, Multiple Language/Variety of Language, Planning for Instruction

c. A brief analysis of the data findings;

Of the students in the B.S. in Severe Disabilities since 2007, all teacher candidates met standard (CEC standards 3 and 6) by performing at the Acceptable or Target level on the overall analysis of the Communication Inventory. From Fall 2007 through Fall 2008, this analysis was on the overall performance of teacher candidates and did not provide information on strengths or areas in need of further instruction on skills and knowledge assessed within individual rubric components. In Spring 2009, further data was collected on candidate performance at each component of the rubric. As of Spring 2009, data indicates that all teacher candidates met standard (Acceptable) or higher (Target) on most aspects of the Communication Inventory. One student did not meet standard on describing the student, but met standard on all other components of the

Communication inventory. Similarly, one student in 2010 had difficulty fully describing influence of additional languages: all others either achieved an acceptable or target level of performance on this indicator.

In looking at data from individual components of the Communication Inventory rubric, areas of consistent strength of teacher candidates are:

Identifying Practices the Promote Learning (CEC 6):	100% of teacher candidates achieved Target level
Describing Student Language and Learning (CEC 3,6):	92% of students achieved Target level

No clear areas of weakness were identified in the analysis of data. Teacher candidates are required to achieve an overall level of “Acceptable” to proceed in the program. Students unsuccessful must repeat the course, resubmit a new assignment and achieve the level of “Acceptable” to proceed.

d. An interpretation of how that data provides evidence for meeting standards: Evaluation data on the Communication Inventory indicates that teacher candidates have met standards through a rubric that documents performance on CEC Standards 3(Individual learning Differences) and 6(Language). For this project, the teacher candidate observed a student with both learning needs, a communication challenge, and a language difference. Candidates met standard by achieving “Acceptable” (or higher) in the following ways:

Describing a student’s language, learning, cultural and familial influences (CEC 3,6) **This has been further expanded to ensure awareness of assistive technology and augmentative communication to support student communication**
Identifying the student’s language history, level of oral and written language in primary and secondary language, and use of language (CEC 3,6)

Analyzing the classroom and school factors that promote learning of students with language and learning differences (CEC 6)
Developing learning goals and objectives to match student needs and to promote language and academic learning, linking learning to state standards (CEC 3,6)

CEC Assessment #7

Communication Inventory

Guidance for Teacher Candidates

Purpose

To promote the understanding of diversity of language and the effect on communication and learning, an analysis of the communication and learning environment of a student with diverse language is produced.

Standards

This Communication Inventory relates most directly to the following Council for Exceptional Children and Rhode Island Professional Teacher Standard and Indicators (RIPTS):

CEC Standard 3: Individual Learning Differences.

Special educators understand the effects that an exceptional condition^{2/} 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.

CEC Standard 6: Language.

Special educators understand **typical and atypical language development** and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to **enhance language development** and **teach communication skills** to individuals with ELN. Special educators are familiar with **augmentative, alternative, and assistive technologies** to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide **effective language models** and they use communication strategies and resources to **facilitate understanding of subject matter for individuals with ELN whose primary language is not English.**

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

RIPTS Standard 5: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.

Communication Inventory

Product

A school-aged child with a diverse language/dialect is observed in a classroom environment. The following areas related to communication are analyzed:

- Student's school environment
- Student information and language history
- Modification to support student learning
- Use of Augmentative/Alternative Communication
- Use of Assistive technology to support language/communication
- Effect of Diverse Language on classroom communication
- Techniques to support diversity of student language and culture

Additional Guidance

CLASS BASICS

- Number of students in class
- Number of teachers and paraprofessionals typically in class
- Urban vs suburban vs rural school
- Racial, socio-economic make-up of school and class
- **Model of instruction**
 - Identify which model of instruction appropriately describes this class (Immersion, English as a Second Language, Transitional Bilingual Education, Two-Way Bilingual Education)
 - Describe the features of this classroom's model of instruction (language of instruction, languages of students in this class, qualities/certification of teacher, objectives)
- **Identify 3 classroom features** (e.g. classroom desk arrangement, learning areas, technology, wall contents, storage areas, size of classroom, organization, schedule of class)
 - Describe each feature with details
 - State whether each feature assists or hinders learning
 - Provide your rationale as to why you believe it assists or hinders learning
- **Description of 2 activities observed** (one paragraph each)

PRACTICES THAT PROMOTE LEARNING

- **Describe 3 Practices of Cultural/Linguistic Sensitivity investigated and observed in this classroom/school. For each practice, describe how it assists or hinders learning. Examples include:**
 - languages used to inform parents of school events
 - diversity represented in classroom materials
 - diversity represented in school library materials
 - diversity represented within school areas
 - content related to different cultures (is the content a separate unit or infused in all academic content?)
 - understanding of different cultural practices
 - support of student backgrounds/cultures (e.g. practices related to Jehova Witnesses, Kwanza, Cinco de Mayo)
 - school supports to family involvement (e.g. interpreters at teacher conferences or Parent-School Organizations)

- **Describe 3 Language Supports that enhance language learning and a rationale on how this would assist with learning. Examples include:**
 - word walls
 - labels on classroom items in multiple languages/ using picture symbols
 - multiple dictionaries from different languages
 - instruction in languages other than English
 - pace or structure on instruction
 - other “good language model” techniques
 - peer assistance
 - instruction that involves manipulatives /photographs /student involvement
 - instruction involving vocabulary development
 - books in different languages
 - teacher repeat/rephrase technique
 - student grouping
 - Use of alternative text (augmentative communication/use of picture symbols) in classroom information
 - Assistive technology used to support student language**

DESCRIPTION OF THE STUDENT

- Child’s age and grade in school
- Any special services provided to the student
- Use of alternative/augmentative communication
- Child’s strengths written in strength-based language with direct examples from your observation to support the identified strength
- Child’s areas of challenge written in strength-based language with direct examples from your observation to support the identified area of challenge

MULTIPLE LANGUAGE VARIETY OF LANGUAGE

- What language(s) are used in the home?
- Child’s level of *spoken language* (use levels discussed in class) & *written language proficiency* in English
 - This includes WIDA Standard performance indicators
 - BICS vs. CALP proficiency
 - Provide examples (e.g., student quotes, work sample review) to support your answer
- Child’s level of *spoken language* & *written language proficiency* in a language or dialect other than English
 - This includes WIDA Standard performance indicators
 - BICS vs. CALP proficiency
 - Provide examples (e.g., student quotes, work sample review) to support your answer

WRITING/FORMAT

- Formalize language of student and setting
- Avoid “I” statements and personal opinion—this is not about you!
- Edit your own work before handing it in

COMMUNICATION INVENTORY RUBRIC

DESCRIPTION OF THE LEARNING ENVIRONMENT - REQUIRED				
Areas of Analysis	UNACCEPTABLE		ACCEPTABLE	TARGET
Class Basics <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"/> 3 Classroom Features <input type="checkbox"/> Description of the 2 activities observed (no more than one paragraph each)	<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
ICC5K1 IIC3S1				
Practices that Promote Learning <input type="checkbox"/> *3 Practices of Cultural Sensitivity & Linguistic Supports are described with a rationale for how each promotes learning <input type="checkbox"/> *3 Language Supports are described with a rational for how each promotes learning	<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 2 3	<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. 4 5 6	<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 7 8
ICC3K5 ICC6S1-S2	IIC6S3			
GENERAL DESCRIPTION OF THE STUDENT - REQUIRED				
Student: Brief description of <input type="checkbox"/> Child's age <input type="checkbox"/> Grade in school <input type="checkbox"/> Special services received <input type="checkbox"/> Augmentative communication used <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 weakly described 2 3	<input type="checkbox"/> Information reflects an overview with details provided in all areas identified including augmentative communication 4 5 6	<input type="checkbox"/> This section provides an excellent overview of the student, describing all areas identified in detail including augmentative communication 7 8
ICC3K1, IIC3S1; ICC6K1, ICC6K4				
ICC2K7, IIC2K4				

COMMUNICATION INVENTORY RUBRIC

STUDENT'S DIVERSITY OF LANGUAGE: REQUIRED							
Areas of Analysis		UNACCEPTABLE		ACCEPTABLE		TARGET	
<p>*Multiple Language Variety of Language</p> <p><input type="checkbox"/> What language(s) are used in the home? <input type="checkbox"/> What was the first language of instruction in school and the model of the classroom (Bilingual Ed? ESL? Immersion?) <input type="checkbox"/> Child's level of <i>spoken language</i> (use WIDA standards discussed in class) & <i>written language proficiency</i> in English <input type="checkbox"/> Child's level of <i>spoken language</i> & <i>written language proficiency</i> in a language or dialect other than English</p>		<p><input type="checkbox"/> Fewer than 3 areas of analysis are addressed</p> <p><input type="checkbox"/> Analysis includes few examples</p> <p><input type="checkbox"/> Analysis reflects minimal understanding of each area of analysis</p>	<p><input type="checkbox"/> Less than 5 areas of analysis are addressed</p> <p><input type="checkbox"/> Many areas of analysis include only one example in most instances and does not describe the process used to gain information</p> <p><input type="checkbox"/> Analysis reflects a marginal understanding</p>	<p><input type="checkbox"/> All areas of analysis are investigated and described in separate paragraphs</p> <p><input type="checkbox"/> Most areas of analysis include two examples that demonstrate the child's performance and/or the process used to gain information.</p> <p><input type="checkbox"/> Analysis reflects a good understanding of content</p>	<p><input type="checkbox"/> All areas of analysis are investigated, defined, and described in separate paragraphs</p> <p><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.</p> <p><input type="checkbox"/> Level of Analysis reflects an excellent understanding of content</p>		
ICC3K5, ICC3K3, ICC3K1							
ICC6K1-K2	IIC6K1	0	2 3	4 5 6	7 8		
PLANNING FOR INSTRUCTION - REQUIRED							
Areas of Analysis		UNACCEPTABLE		ACCEPTABLE		TARGET	
<p>IEP Pages</p> <ul style="list-style-type: none"> • Includes Baseline statements of Student's current skills, • Measureable & observable goals based on need • Several Objectives are offered based on need • WIDA or other ESL Standards • Objectives include use of augmentative/alternative communication (as applicable to student) 		<p><input type="checkbox"/> Baseline statement is not included</p> <p><input type="checkbox"/> Format is not consistent with the handout in class</p> <p><input type="checkbox"/> Certain areas were not correctly done</p>	<p><input type="checkbox"/> <2 IEP pages were included and most areas were somewhat complete</p> <p><input type="checkbox"/> Baseline, Goals and Objectives were general and do not address the specific needs of this child</p>	<p><input type="checkbox"/> 2 IEP pages were included and all areas were complete.</p> <p><input type="checkbox"/> Baseline statements reflect a good understanding of student with language & speech needs.</p> <p><input type="checkbox"/> Goals and Objectives are directly related to the student's needs.</p>	<p><input type="checkbox"/> 2 IEP pages were included and the</p> <p><input type="checkbox"/> Baseline statements reflect strong understanding of planning for a student with language & speech needs.</p> <p><input type="checkbox"/> Goals and Objectives are measureable & observable and explicitly relate to the student's needs</p> <p><input type="checkbox"/> Evidence of WIDA (or other ESL) Standards</p>		
IIC6S1 IIC6S3 ICC7S1-2		0 1	2 3	4 5 6	7 8		

COMMUNICATION INVENTORY RUBRIC

Professionalism of the Paper					
	UNACCEPTABLE		ACCEPTABLE		TARGET
	Writing Mechanics	<input type="checkbox"/> Writing skills require significant improvement 0	<input type="checkbox"/> Writing Skills require some improvement 1	<input type="checkbox"/> Good Writing Skills with few errors noted 2 3	
And	<input type="checkbox"/> Acronyms are not defined	<input type="checkbox"/> errors of spelling	<input type="checkbox"/> errors of grammar	<input type="checkbox"/> non-professional language used	<input type="checkbox"/> Not concisely worded
Presentation of Paper	<input type="checkbox"/> Errors of format	<input type="checkbox"/> Font difficult to read	<input type="checkbox"/> Headers not used	<input type="checkbox"/> Pages not numbered	Ideas are difficult to follow in some areas

_____/42

Grade for Paper: ____/100

Name _____

Professor's Signature _____

Evaluation of Communication Inventory

<input type="checkbox"/> Unacceptable	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Target
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_____ Initial Submission

_____ Re-submission

COMMUNICATION INVENTORY RUBRIC

B.S. Program. in Severe Disabilities

Assessment 7: Data Table
Additional Assessment

DATA TABLE
Communication Inventory

	Fall 2007 n=4 (S/D)			Spring 2008 N=6 (S/D)			Fall 2008 n=58 (2 S/D)			Spring 2009 n=26 (4 S/D)		
	U/D	A	T	U/D	A	T	U/D	A	T	U/D	A	T
Class Basics (CEC 3) IIC3S1										0 0%	0 0%	26 100%
Practice that Promote Learning (CEC 3,6) ICC3K5 IIC6S3 ICC6S1-S2										0 0%	0 0%	26 100%
Description of Student (CEC 3,6) ICC3K1, IIC3S1; ICC6K1, ICC6K4										0 0%	2 8%	24 92%
Student's Level of Spoken/Written Language (CEC 3,6) ICC3K5, ICC3K3, ICC3K1;IIC6K1 ICC6K1-K2										1 3%	13 50%	12 47%
2 Lesson Planning/IEP Development (CEC 6) IIC6S1; IIC6S3 ICC7S1-2										0 0%	4 15%	22 85%
Writing Mechanisms										0 0%	14 53%	12 47%
Overall Evaluation							0 0%	26 45%	32 55%	0 0%	14 53%	12 47%
Overall Evaluation Candidates in S/D	0	3 75%	1 25%		2 33%	4 64%		1 50%	1 50%		1 25%	3 75%

COMMUNICATION INVENTORY RUBRIC

B.S. in Severe Disabilities

Assessment 7: Data Table
Additional Assessment

DATA TABLE
Communication Inventory

	Fall 2009 n=2 (S/D)			Fall 2010 N=12								
	U/D	A	T	U/D	A	T	U/D	A	T	U/D	A	T
Class Basics (CEC 3) IIC3S1			100% 2			100% 12						
Practice that Promote Learning (CEC 3,6) ICC3K5 IIC6S3 ICC6S1-S2		50% 1	50% 1			100% 12						
Description of Student (CEC 3,6) ICC3K1, IIC3S1; ICC6K1, ICC6K4			100% 2			100% 12						
Student's Level of Spoken/Written Language (CEC 3,6) ICC3K5, ICC3K3, ICC3K1;IIC6K1 ICC6K1-K2		50% 1	50% 1	8% 1	33% 4	59% 7						
2 Lesson Planning/IEP Development (CEC 6) IIC6S1; IIC6S3 ICC7S1-2		50% 1	50% 1		67% 8	33% 3						
Writing Mechanisms			100% 2		33% 3	67% 8						
Overall Evaluation	0%	50% 1	50% 1		67% 8	33% 3						