

CEC Assessment #2: Content Based Assessment
Classroom/Student Management Project

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

The Classroom/Student Management Project is completed during SPED 503, a special education course taken by all **elementary/middle** graduate students with a concentration in special education. This project provides teacher candidates a means to analyze the learning environment, inclusive of school, teacher, classroom and students. Supports for all students, with and without special needs, in the classroom are analyzed with considerable attention given to supports that assist in positive behavior and student learning. The skills and knowledge demonstrated in the Classroom/Student Management Project is extended in subsequent methods courses specific to *mild/moderate disabilities at elementary ages (SPED 412) and secondary levels (SPED 424)*.

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/Student Management Project relates most directly to the following Council for Exceptional Children Standards #3: Individual Learning Differences, #5: Learning Environments & Social Interactions, and #8: Assessment.

CEC STANDARD 3: INDIVIDUAL LEARNING DIFFERENCES.

How assessment aligns with this aspect of CEC Standard #3: **Elementary/middle graduate teacher candidates** *research the characteristics of the school, observe and interact with students, and learn about the dynamic interactions/relationships between/among all constituents involved.* They are asked to describe students in terms of their academic functioning, linguistic difference, disability, personal and social skills, racial, ethnic and socioeconomic considerations, and *unique individual characteristics (ICC3K1)*. Teacher candidates develop a Functional Behavioral Assessment and design a Behavioral Intervention Plan that provide positive interventions specific to identified target behaviors (*IGC3S1*). Graduate candidates also *consider the cultural implications that affect student achievement* as well. These aspects of the standard are assessed under rubric sections: Classroom/Student Description, Intervention Plan, & Hypotheses.

CEC STANDARD 5: LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS

How assessment aligns with this aspect of CEC Standard #5: **Elementary/middle graduate teacher candidates** *analyze the school and classroom structure* in terms of positive behavioral support for all students (*ICC5K1-2*). Teacher candidates align the existing structure with the learning characteristics of the students (academic performance and diversity of the student population) and identify functions of behavior and hypothesize about ways to intervene that may better meet student needs (*IGC5K2*). Teacher candidates identify the supports available to allow student understanding of their behavioral responsibilities and the structure of the school day. **Graduate elementary/middle** candidates identify changes in the current classroom that may better match the learning, culture, linguistic and social needs of the students in the class (*ICC5K7; ICC5S5*). Teacher candidates develop a *positive behavioral intervention plan inclusive of identified behaviors and function*, to support student learning. Teacher candidates *identify the effect on student learning achieved* through this system. This is analyzed in rubric section: Classroom/Student Description, Intervention Plan, & Hypotheses.

CEC STANDARD 8: ASSESSMENT

How assessment aligns with CEC Standard # 8: **Elementary/middle graduate teacher candidates** design a Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP) after they have gathered relevant behavioral information about students with exceptional learning needs. In the Classroom/Student Management Structure Project, teacher candidates demonstrate assessment skills by identifying appropriate and problematic social behaviors, and formally documenting and maintaining necessary records (*ICC8K1, IGC8S1, ICC8S9*). Teacher candidates *interpret assessment results (ICC8S5)* in combination with *relevant background information (ICC8S1)* to determine appropriate hypotheses and develop intervention plans that are appropriate for their students. This is analyzed in rubric section: Target Behavior, Previous and New Interventions, Summary, & Hypotheses.

c. A brief analysis of the data findings;

Fall 2007 – Spring 2009: The M.Ed. in Mild/Moderate Disabilities: Elementary/Middle program accepted its first official candidates in Fall 2006. At the onset of the program's data collection system from three classes, from Fall 2007 through Fall 2009, only data on overall performance on the Classroom/Student Management Project was collected. Data from this time period (n=62) indicated that 98% of students either achieved the minimum "Acceptable" standard or higher on

this assessment. Only one student achieved a “Developing” score on their project, which resulted in a resubmission of their project.

Fall 2010: In Fall 2010, additional data was collected on the Classroom/Student Management Project at the rubric component level to allow greater analysis of **graduate elementary/middle teacher candidate** skills. To proceed in the program, all students must achieve an overall “Acceptable” rating to demonstrate achievement of the standards. Failure to do so results in candidates needing to retake the course or resubmit their project to demonstrate proficiency in all 3 CEC standards.

d. An interpretation of how that data provides evidence for meeting standards:

An overall analysis over the past three years, all graduate students of special education except one, achieved at least an “Acceptable” rating on the Classroom/Student Management Project. This analysis of the data indicate an exceptionally high degree of confidence that **elementary/middle graduate teacher candidates** met standard on CEC #3, #5, and #8, indicating their understanding of individual learning differences, learning environments and social interactions, and assessment practices that affect students with exceptional learning needs.

It must be noted that data from **Fall 2010 (n=15)**, seems to indicate that graduate candidates appear strong in identification of target behaviors & interventions, developing a plan based on hypotheses and designing new interventions. Areas to further review for additional teacher candidate support seems to be summarizing data gathered and assuming meaning of influential issues such as multi-cultural and legal/ethical concerns. This data set at the rubric level, however, is relatively young, and may/may not indicate this as a consistent pattern of strengths/needs. Further analysis of the data indicate that although most students met standard on CEC #3, #5, and #8 the breakdown of performance within the standards can be summarized as:

Rubric Indicator/CEC Standards	Performance at Acceptable or Target Levels
Class/Student Description (<i>ICC3K1, ICC5K1-2</i>)	87%
Target Behavior (<i>ICC8K3; IGC8S1</i>)	100%
Previous Intervention (<i>ICC8K3; IGC8S1</i>)	100%
Develop a Plan (<i>ICC3K1, IGC3S1; IGC5K2; ICC5S5; ICC8K3; IGC8S1</i>)	93%
Summary (<i>ICC8K3; IGC8S1, ICC8S5</i>)	74%
Hypothesis (<i>ICC3K1, IGC3S1; IGC5K2; ICC5S5; ICC8K3; IGC8S1, ICC8S5, ICC8S9</i>)	100%
New Interventions (<i>ICC3K1, IGC3S1; ICC5S2</i>)	100%
Influential Issues (<i>ICC5K7; ICC9S4, IGC9S2</i>)	81%
Overall Evaluation	87%

CEC Assessment #2: Content Based Assessment Classroom /Individual Student Management Project

Purpose

Behavior that signifies students' social and academic learning is the focus of this project. Prospective special educators learn about, describe, and come to understand factors in the social context of the special and general education settings that influence student behavior and consequently their social and academic learning. They identify previous intervention, complete a Functional Behavioral Assessment, and analyze situational factors that adversely affect students' learning. Prospective special educators propose a new intervention plan inclusive of a student' developmental and cultural issues. Candidates will develop an evaluation process for determining the effectiveness of their redesign.

Standards

The classroom structure project relates most directly to the following Council for Exceptional Children and Rhode Island Professional Teacher Standards and Indicators:

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 5: Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to para-educators and others, such as classroom volunteers and tutors.

CEC Standard 8: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

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

- Teachers reflect a variety of academic, social and cultural experiences in their teaching.(1.1)
- Teachers use a broad knowledge base to create interdisciplinary learning experiences (1.2).

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

- Teachers understand how students learn – how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning (3.1).
- Teachers design instruction that meets the current cognitive, social, and personal needs of their students. (3.2)
- Teachers create lessons and activities that meet the variety of developmental levels of students within a class. (3.3)

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

- Teachers use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained (6.1).
- Teachers establish a safe and secure environment (6.2).
- Teachers organize and allocate the resources of materials and physical space to support active engagement of students (6.3).
- Teachers provide and structure the time necessary to explore important concepts and ideas (6.4).
- Teachers help students establish a classroom environment characterized by mutual respect and intellectual risk taking (6.5).
- Teachers create learning groups in which students learn to work collaboratively and independently (6.6).

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

- Teachers gather information about their students (e.g., experiences, interests, learning styles, and prior knowledge) from parents/guardians, colleagues and the students themselves. (9.1).
- Teachers use a variety of assessment strategies and instruments, (e.g., observation, portfolio, teacher made tests, self-assessments) that are aligned with instructional content and methodology. (9.2).
- Teachers encourage students to evaluate their own work and use the results of this self-assessment to establish individual goals for learning. (9.3).
- Teachers maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues. (9.4).
- Teachers use information from their assessment of students to reflect on their own teaching and to modify their instruction. (9.5)

Product

In the Classroom /Individual Student Management Project, candidates describe the following features of the special education setting in which they are doing field work: (1) classroom description (classroom diagram, list of rules, and concise summary of student population); (2) problem identification; (3) previous intervention strategies (4) Functional Behavioral Assessment, (5) alternative intervention strategies; (6) adaptations in the intervention program warranted by the diversity of the class or individual student population; (7) evaluation procedures; and (8) legal and ethical issues raised by the new intervention strategies.

A format and evaluation criteria for the structure project are provided by the instructor.

The Classroom /Individual Student Management Project (graded and signed by the professor) is included in the Preparing for Internship Portfolio as the artifact for SPED 503.

CEC Assessment #2: Content Based Assessment
Classroom/Student Management Project Rubric
Rhode Island Beginning Teacher Standard # 6
CEC Standards 3, 5, 8

Steps to the FBA	UNACCEPTABLE	DEVELOPING	ACCEPTABLE	TARGET
1. Classroom Description (RIPTS 6; CEC#3: ICC3K1, CEC#5: ICC5K1-2)	Candidate's classroom description has been omitted	Candidate provides a brief description of the classroom. Elements of the classroom description have been omitted.	Candidate offers a clear description of the classroom including a classroom diagram, list of rules and a concise summary of student population.	Candidate offers a clear description of the classroom including a classroom diagram, list of rules and a concise summary of student population. The description is presented in detail.
2. Identify & Define a Target Behavior (RIPTS 6; CEC#8: ICC8K3; IGC8S1)	Candidate selects a behavior but no operational definition is included	Candidate selects a behavior and offers an operational definition but it is not defined in clear, measurable terms.	Candidate selects a behavior and offers an operational definition that is defined in clear, measurable terms.	Candidate selects a behavior and offers an operational definition that is defined in clear, measurable terms. At least two examples of the behavior are provided.
3. Previous Interventions (RIPTS 6; CEC#4:ICC4K1; ICC4S2-3)	Candidate's discussion of previous interventions has been omitted.	Candidate offers a brief discussion of previous interventions. The description lacks clarity.	Candidate offers a clear discussion of previous interventions. An outline format is included.	Candidate offers a detailed description of previous interventions. An outline format is included.
4. Develop Plan (for gathering the data: Include the steps of the FBA) (RIPTS 6; CEC#3: ICC3K1, IGC3S1; CEC#5: IGC5K2; ICC5S5; CEC#8: ICC8K3; IGC8S1, ICC8S5, ICC8S9)	Candidate offers no plan for data gathering.	Candidate's plan is incomplete. The FBA forms from the CD program utilized in class have not been included.	Candidate's plan is included but is missing a key component. The FBA documents from the CD program utilized in class have been included.	Candidate's complete plan for gathering the data has been provided. The FBA documents from the CD program utilized in class have been included.

Steps to the FBA	UNACCEPTABLE	DEVELOPING	ACCEPTABLE	TARGET
<p>5. Summarize your Data (e.g. Quantitative and Qualitative terms; <i>utilize an ExcelTable for summarizing</i> Quantitative data and graphing the results). Follow the format for graphing utilized in the Excel workshop.</p> <p>(RIPTS 9; CEC#8: ICC8K3; IGC8S1, ICC8S5, ICC8S9)</p>	<p>Candidate's data are not summarized.</p> <p>Excel data has not been submitted electronically.</p>	<p>Candidate's data have been summarized briefly.</p> <p>No <i>Excel tables</i> or graphs have been included.</p>	<p>Candidate's data have been summarized sufficiently to determine the magnitude of the behavior.</p> <p><i>Excel tables</i> and graphs have been included.</p> <p>Excel formulae have been utilized accurately.</p>	<p>Candidate's data have been summarized thoroughly in words based upon all data.</p> <p><i>Excel tables</i> and graphs have been included.</p> <p>Anecdotal notes FOR ANTECEDENT AND CONSEQUENT EVENTS have been included.</p>
<p>6. Identify competing hypotheses (about what functional the behavior serves). (RIPTS 9; CEC#8: ICC8K3; IGC8S1)</p>	<p>No competing hypotheses have been presented based upon the data.</p>	<p>Candidate offers one or two competing hypotheses that have been presented based upon the data.</p>	<p>Candidate offers three or four hypotheses that have been presented based upon the data.</p>	<p>Candidate offers five or six hypotheses that have been presented based upon the data.</p>
<p>7. Identify most compelling hypothesis or hypotheses for the function that the behavior serves and support your conclusions based upon your data.</p> <p>(CEC#3: IGC3S1; CEC 8: ICC8K3; IGC8S1)</p>	<p>Candidate presents no hypothesis.</p>	<p>Candidate presents one hypothesis that is not supported by the data.</p>	<p>Candidate presents one compelling hypothesis that is supported by the data.</p>	<p>Candidate presents one or two compelling hypotheses that is/are supported by the data. The hypothesis provides a "good fit". That is, the hypothesis or hypotheses makes sense based upon the data.</p>

Steps to the FBA	UNACCEPTABLE	DEVELOPING	ACCEPTABLE	TARGET
<p>8. Describe New Intervention Plan consistent with procedures described in the text. Additional resources can be utilized if referenced properly.</p> <p>(CEC#3: ICC3K1, IGC3S1; CEC#5: ICC5S2)</p>	<p>Candidate offers no intervention plan.</p>	<p>Candidate’s intervention plan is described, but the plan does not include methods to increase and decrease behavior. No clear positive behavioral support program has been summarized.</p>	<p>Candidate’s intervention plan incorporates strategies to increase as well as decrease behaviors. A clear and specific positive behavior support plan is summarized.</p>	<p>Candidate’s intervention plan incorporating strategies to increase as well as decrease behaviors. A clear and specific positive behavior support plan is summarized. At least two additional resources have been used and referenced (APA style).</p>
<p>9. Identify Multi-cultural Issues</p> <p>(CEC#5: ICC5K7)</p>	<p>Candidate’s discussion of multicultural issues and program adaptations has been omitted.</p>	<p>Candidate offers a brief discussion of multicultural issues has been included; however, no adaptations in planning and/or implementation have been made in the PBSP.</p>	<p>Candidate offers a thorough identification of multicultural issues. Adaptations have been made to the PBSP based upon discussion of multicultural issues.</p> <p>This discussion is related directly to your intervention.</p>	<p>Candidate offers a thorough identification of multicultural issues. Adaptations have been made to the PBSP based upon discussion of multicultural issues. At least two additional resources pertaining to multicultural issues or interventions have been used and referenced (APA style).</p>
<p>10. Ethical and/or Legal Issues (CEC#9: ICC9S4, IGC9S2)</p>	<p>Candidate’s discussion pertaining to ethical and/or legal issues has been omitted.</p>	<p>Candidate offers a brief discussion pertaining to ethical and/or legal issues.</p>	<p>Candidate offers a thorough discussion pertaining to ethical and/or legal issues.</p> <p>This discussion is related directly to your intervention.</p>	<p>Candidate offers a thorough discussion pertaining to ethical and/or legal issues. At least two additional resources pertaining to ethical and/or legal issues have been used and referenced (APA style).</p>

Name: _____

1st draft: _____ 2nd draft: _____

Overall Rating: Unacceptable Developing Acceptable Target

DATA TABLE
Classroom/Student Management Project

RUBRIC ELEMENTS	Fall 2007 n= 20			Fall 2008 n=19			Fall 2009 n= 23		
	U/D	A	T	U/D	A	T	U/D	A	T
Class/Student Description (<i>ICC3K1, ICC5K1-2</i>)									
Target Behavior (<i>ICC8K3; IGC8S1</i>)									
Previous Intervention (<i>ICC8K3; IGC8S1</i>)									
Develop a Plan (<i>ICC3K1, IGC3S1; IGC5K2; ICC5S5; ICC8K3; IGC8S1</i>)									
Summary (<i>ICC8K3; IGC8S1</i>)									
Hypothesis (<i>ICC3K1, IGC3S1; IGC5K2; ICC5S5; ICC8K3; IGC8S1</i>)									
New Interventions (<i>ICC3K1, IGC3S1; ICC5S2</i>)									
Influential Issues (<i>ICC5K7; ICC9S4, IGC9S2</i>)									
Overall Evaluation		45% (9)	55% (11)	5% (1)	58% (11)	37% (7)		58% (17)	92% (6)

DATA TABLE
Classroom/Student Management Project

RUBRIC ELEMENTS	Fall 2010 n= 15			Fall 2011 n=			Fall 2012 n=		
	U/D	A	T	U/D	A	T	U/D	A	T
Class/Student Description <i>(ICC3K1, ICC5K1-2)</i>	13% (2)	13% (2)	74% (11)						
Target Behavior <i>(ICC8K3; IGC8S1)</i>		33% (5)	67% (10)						
Previous Intervention <i>(ICC8K3; IGC8S1)</i>		33% (5)	67% (10)						
Develop a Plan <i>(ICC3K1, IGC3S1; IGC5K2; ICC5S5; ICC8K3; IGC8S1)</i>	7% (1)	33% (5)	60% (9)						
Summary <i>(ICC8K3; IGC8S1)</i>	26% (4)	7% (1)	67% (10)						
Hypothesis <i>(ICC3K1, IGC3S1; IGC5K2; ICC5S5; ICC8K3; IGC8S1)</i>		13% (2)	87% (13)						
New Interventions <i>(ICC3K1, IGC3S1; ICC5S2)</i>		13% (2)	87% (13)						
Influential Issues <i>(ICC5K7; ICC9S4, IGC9S2)</i>	20% (3)	26% (4)	54% (8)						
Overall Evaluation	13% (2)	47% (7)	40% (6)						

