

CEC Assessment #2: Content-Area Observation Report Project

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

The Observation Report Project is completed during *SPED 427: Career Exploration & Vocational Preparation of Middle/Secondary Level Students with Mild/Moderate Disabilities*. The assessment focuses on assessment, curriculum, methods and materials designed to prepare adolescents and young adults who have disabilities for the world of work and transition to adult life. The course project emphasizes the development of community-based instruction, work-study programs and meaningful community participation.

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.

Graduate middle/secondary teacher candidates observe adolescents and determine school/agency programmatic strengths/needs student that best support their transitional needs. The Observation Report Project relates most directly to the following Council for Exceptional Children Standards # 4, 5, 7, 8, 9:

CEC STANDARD 4: INSTRUCTIONAL STRATEGIES.

How assessment aligns with CEC Standard #4: The Observation Report Project documents teacher candidates ability to recognize appropriate instructional strategies that encourage critical thinking, problem solving, and performance skills (**IGC4K3**). **Graduate middle/secondary** teacher candidates must know about evidence-based practices regarding the *use of instructional strategies to promote positive learning results* for adolescents with exceptional learning needs (**ICC4K1**). One of the outcomes of the Observation Report Project is to enhance the academic (e.g. *critical thinking, problem solving, performance*) learning and/or self-knowledge (e.g. *awareness, management, control, esteem*) of both the teacher candidate and the adolescent with particular focus on transitional planning and strategy. The aspect of the standard is assessed under rubric section: *Details of Observation, Reflection*.

CEC STANDARD 5: LEARNING ENVIRONMENTS & SOCIAL INTERACTIONS.

How assessment aligns with this aspect of CEC Standard #5: **Middle/secondary graduate** teacher candidates analyze the school and agency structures in terms of supporting all students in *social/emotional* ways (**ICC5K1**). School and agency programs are focused on regarding transitional needs (e.g. *self-advocacy, increased independence*) of adolescents with exceptional learning needs (**ICC5S3, ICC5S9**). Teacher candidates *align the existing structure with the learning characteristics of the students* (academic performance and diversity of the student population) and identify changes that may better meet student needs (**ICC5K4**). This aspect of the standard is assessed in rubric sections: *Details of Observation, Reflection*.

CEC STANDARD 7: INSTRUCTIONAL PLANNING

How assessment aligns with CEC Standard #7: The Observation Report Project documents teacher candidates' skill in instructional planning and the utilization of information gleaned from transitional assessment data for adolescents (**ICC7S4**). **Middle/secondary graduate** candidates develop *lesson goals and objectives based on the student's abilities/needs, the learning environment, and cultural/linguistic factors*. Candidates observe adolescents in field-based school or agency programs and create a lesson plan *collaboratively to address student need* (**IGC7K2, ICC7S9, IGC7S6**)
The aspect of the standard is assessed under rubric section: *Transition Assessments; Instructional Practices; LCCE*.

CEC STANDARD 8: ASSESSMENT

How assessment aligns with CEC Standard #8: In order to assess students' transitional needs, **middle/secondary graduate** teacher candidates must gather and conduct *multiple forms of formal and informal assessment* data (both formative and summative) to help *identify exceptional learning need, develop/implement individualized instruction, regularly monitor student's progress, and adjust instruction* accordingly to address student's exceptional learning needs. Candidates are continually guided by *legal/ethical principles and best theory/practice* (e.g. *national/state guidelines*) as they *make decisions about meaningful nonbiased assessments* for their students (**ICC8K3, IGC8S3**). The aim is for candidates to develop IEP goals/objectives for middle or high school-age students with a particular focus on transition (**ICC8S1, ICC8S5**). Aspects of the standard are assessed under rubric sections: *Transition Assessments; Instructional Program; LCCE*.

CEC STANDARD 9: PROFESSIONAL & ETHICAL PRACTICE

How assessment aligns with CEC Standard #9: In the Observation Report Project, **middle/secondary graduate** teacher candidates engage in important *professional activities that benefit individuals with exceptional learning needs, their*

families, colleagues and their own professional growth (**ICC9K2**). Candidates overall approach and *participation in learning communities* that benefit and lead to the development of constructive working relationships with families and colleagues is assessed as they consider the transitional needs of adolescents. Candidates must also demonstrate awareness of *legal/ethical considerations*, reflect and make recommendations with *sensitivity to the many aspects of diversity of individuals with exceptional learning needs and their families* (**ICC9S1-4, ICC9S12, IGC9S2**). Aspect of the standard is assessed under rubric section: *Description of Observation, Reflection*.

c. A brief analysis of the data findings;

All of teacher candidates (**n=19**) in the **M.Ed. in Mild/Moderate Disabilities (Middle/Secondary)** since 2007, have met standard by performing at the Acceptable or Target level on the overall analysis of the Observation Report Project. There were no **middle/secondary graduate teacher candidates** who did not meet standard (achieving developing or unacceptable) on the Observation Report Project. From four graduate classes during Fall 2007 through Spring 2009, 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. Since Spring 2010, data was collected on candidate performance at each component of the rubric that is aligned with particular General Curricula Standards.

Transition Assessments

Teacher candidates review transition assessments, transition planning, vocational assessments and sequence of student's program from early planning to current placement(s)

80% of teacher candidates performed at a Target level

Connection To Life Centered Career Education (LCCE)

Teacher candidates develop a Lesson plan, with a connection between the student's areas of need and the LCCE* and GLE/GSEs. Lesson plan incorporates relevant IEP goals and objectives. Lesson is design to address student's areas of need.

@94% of teacher candidates performed at a Target level

Although data are quite small to generalize clear patterns of strengths/needs, no clear areas of weakness were identified from the two past semesters of data.

d. An interpretation of how that data provides evidence for meeting standards: Evaluation data on the Observation Report Project indicates that graduate teacher candidates have met standards through a rubric that documents performance on CEC Standards 4, 5, 7-9. For this project, the teacher candidate observed a middle/secondary student with specific attention given to transition and vocational preparation needs. Each of the standards are addressed throughout the course but specified in the Observation Report Rubric.

CEC Assessment #2: Content-Area Observation Report Project

Purpose

This course focuses on assessment, curriculum, methods and materials designed to prepare adolescents and young adults who have disabilities for the world of work and transition to adult life. The course project emphasizes the development of community-based instruction, work-study programs and meaningful community participation.

Standards

The Observation/Curriculum Participation Report most directly to the following Council for Exceptional Children (CEC) Standards and Rhode Island Beginning Teacher (RIBTS) Standards and Indicators:

CEC Standard 4. Instructional Strategies. Special educators possess a repertoire of evidence-based **instructional strategies to individualize instruction** for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote **positive learning results in general and special curricula**^{3/} and to appropriately **modify learning environments** for individuals with ELN. They enhance the **learning of critical thinking, problem solving, and performance skills** of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the **development, maintenance, and generalization** of knowledge and skills across environments, settings, and the lifespan.

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 paraeducators and others**, such as classroom volunteers and tutors.

CEC Standard 7: Instructional Planning. Individualized decision-making and instruction is at the center of special education practice. Special educators develop **long-range individualized instructional plans** anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected **shorter-range goals and objectives** taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize **explicit modeling** and **efficient guided practice** to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are **modified based on ongoing analysis of the individual's learning progress**. Moreover, special educators facilitate this instructional planning in a **collaborative context** including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of **individualized transition plans**, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using **appropriate technologies** to support instructional planning and individualized instruction.

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.

CEC Standard 9. Professional and Ethical Practice. Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to **legal matters** along with serious professional and **ethical considerations**. Special educators engage in **professional activities** and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as **lifelong learners** and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are **sensitive to the many aspects of diversity** of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them **current with evidence-based best practices**. Special educators know their own limits of practice and practice within them.

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).

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

- Teachers develop relationship with parents/guardians to support student learning (7.2).
- Teachers understand the role of community agencies in supporting schools (7.3).

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.

- Teachers use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences (4.2).

CEC Assessment #2: Content-Area

Observation/Curriculum Participation Report (SPED 427)- cont'd

Product

Observation /Curriculum Participation Report

Ten hours of observation in one agency/school serving students or young adults with disabilities in community integrated vocational settings are required. A written report must include:

- Date and time(s) of observation(s).
- Brief description of the agency/school and the services offered.
- Brief description of the student being observed using relevant, person first language.
- Description of the students' transition experience to date including activities that were undertaken to prepare for the current vocational experience.
- Description of the vocational assessments conducted to date including formal and informal assessments, other work experiences, related coursework to current placement.
- Description of the instructional methods and materials being utilized to teach vocational skills in the current placement.
- Identify area(s) of further training needed and relate to one or more of the LCCE competencies. Design an activity from the LCCE Curriculum or The Transitions Curriculum to continue the development of critical vocational skill(s).
- Develop a sample IEP goal and objectives for the skill identified and connect to the New Standards and the RI Curriculum Frameworks.

The Observation/Curriculum Participation Report Rubric (graded and signed by the professor) is included in the Preparing to Student Teach Portfolio.

Report Components	UNACCEPTABLE/DEVELOPING		ACCEPTABLE		TARGET
Descriptive Details of Observation					
Date/Time, descriptions of School/Agency, Student Community Observation (CEC 4, 5,9) ICC5K1, IGC4K3, ICC5K1, ICC5S3, ICC5K4, ICC9K2, ICC9S1-4	Candidate's entry lacks descriptive details or is missing. Descriptions unclear, student not presented respectfully or objectively. 0	Candidate's entry provides some descriptive details included, not enough to clearly understand setting, student and situation. Student description is relatively objective, technical details not clearly explained. 1 2	Candidate's entry provides all descriptive details included; description draws a clear picture of the student and current situation. Student description is objective, technical details explained. 3 4	Candidate's entry provides all descriptive details included; concise description of student and current situation (variety of learning environments (school/community), demands of the learning environment, level of student engagement & independence, teacher attitudes & respect for students with differences). Clear explanation of only important and relevant details. Student description is objective and technical details clearly explained. 5	
Review of Transition Assessments					
Transition Assessments, transition planning, vocational assessments and sequence of student's program from early planning to current placement(s) (CEC 7, 8) IGC7K2, ICC7S4, IGC7S6, ICC8S1, ICC8S5	Candidate offers minimal review of evaluations (including vocational and transition evaluations) and transition planning. Shows some connection between evaluations and processes. Little evidence of a chronology of student's program. 0	Candidate includes some review of evaluations (including vocational and transition evaluations) and transition planning. Minimally explains chronology of student's program, through to current situation. 1 2	Candidate includes complete review of evaluations (including vocational and transition evaluations) and transition planning. Clearly explains chronology of student's program in concise narrative. Reflective on effective practices and detailed on relevant areas to student's program. 3 4	Candidate includes complete review of evaluations (including vocational and transition evaluations) and transition planning. Clearly explains chronology of student's program (including use of assistive technology, augmentative communication, behavioral supports, instructional strategies) in concise narrative. Reflective on effective practices, detailing relevant areas of student's program; includes observations on areas for improvement. 5	
Review of Transition Instructional Practices					
Review of instructional program and intervention to assist the student in meeting the transition goals (CEC 7) ICC7S1-2, ICC7S4, ICC7S9, IGC7S1-S6	Candidate offers minimal review of instruction related to student's transition goals. 0	Candidate includes some review of instructional intervention toward transition planning. 1 2	Candidate includes complete review of instructional program to address student's transition goals. 3 4	Candidate includes complete review of current instructional program (including use of assistive technology, augmentative communication, behavioral supports, instructional strategies, collaboration with community agencies) to address student's transition goals related to postsecondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living, or community participation and is reflective on practices to improve the supports for achieving the transition goals. 5	
Total Page 1					

Report Components	UNACCEPTABLE/DEVELOPING		ACCEPTABLE		TARGET	
Reflection						
Reflection of student observation with recommendations for improvement (CEC 4, 5) ICC4K1, IGC4K3, ICC5S1-S5, ICC5S9, IGC5S2-3, ICC9S12, IGC9S2	Candidate offers minimal reflection on student observation. Lack of detail of student's areas of need with comment on strategies for improvement. 0	Candidate includes some reflection on student observation. Minimal detail of student's areas of need and comment on strategies for improvement. 1 2	Candidate includes reflection on student observation. Provides some detail of student's areas of need and strategies for improvement. 3 4	Candidate includes comprehensive review of the student's areas of need with strategies for improvement that may address: behavior support, social skills, student expectation, supports required for active participation, independence, variety of educational and vocational experiences, assistive technology, or augmentative communication. 5		
Reference to LCCE and GLE/GSEs						
A Lesson plan is developed, with a connection between the student's areas of need and the LCCE* and GLE/GSEs. Lesson plan incorporates relevant IEP goals and objectives. Lesson is design to address student's areas of need. (CEC 7, 8) ICC7K2-K3, ICC7S6, ICC7S10-11, IGC7S2, ICC8S1, IGC8S3	Candidate lacks relevant details and connection to LCCE competencies and sub-competencies and GLE/GSEs. Little or no reference IEP goals and objectives. No or minimal lesson presented. 0	Candidate offers minimal reference to LCCE competencies and sub-competencies and GLE/GSEs. Reference to IEP goal and objectives without detail. Lesson ideas suggested without adequate detail. 1 2	Candidate's lesson plan references LCCE competencies and sub-competencies and GLE/GSEs. with a rationale to student need provided. IEP goals and objectives are connected to the student's needs. Lesson plan incorporates most key components. 3 4	Candidate's lesson plan is developed with a detailed connection of the LCCE competencies and sub-competencies and GLE/GSEs to the student's area of need are included. IEP goal and objectives are clear and measurable and related to student's area of need. Lesson plan includes instructional strategies, modifications, incorporate supports for learners with atypical communication (if appropriate), materials, and an assessment plan. 5		
Professionalism of the Paper						
Writing Mechanics And Presentation of Paper	<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	<input type="checkbox"/> Excellent writing skills 4 5		
	<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	
	<input type="checkbox"/> Errors of format	<input type="checkbox"/> Font is difficult to read	<input type="checkbox"/> Headers not used	<input type="checkbox"/> Pages not numbered	<input type="checkbox"/> Ideas are difficult to follow in some areas	

Name _____

Grade: ____/30

Observation Report Project

<input type="checkbox"/> Unacceptable	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Target
--	--	------------------------------------

_____ Initial Submission

_____ Re-submission

* Life Centered Career Education (LCCE) model by Donn E. Brolin

DATA TABLE
Observation Report Project (427)

Observation Report Rubric Indicator	Individualized General Education Curricula (IGC) Standards	Spring 2008 n= 1			Spring 2009 n=3			Summer 2009 n=3		
		U/D	A	T	U/D	A	T	U/D	A	T
Observation	ICC5K1, IGC4K3, ICC5K1, ICC5S3, ICC5K4, ICC9K2, ICC9S1-4									
Transition Assessments	IGC7K2, ICC7S4, IGC7S6, ICC8S1, ICC8S5									
Transition Instructional Practices	ICC7S1-2, ICC7S4, ICC7S9, IGC7S1-S6									
Reflection	ICC4K1, IGC4K3, ICC5S1-S5, ICC5S9, IGC5S2-3, ICC9S12, IGC9S2									
LCCE/GSEs Connection	ICC7K2-K3, ICC7S6, ICC7S10-11, IGC7S2, ICC8S1, IGC8S3									
Written Presentation										
Overall Evaluation			100% (1)	0% (0)		0% (0)	100% (3)		33% (1)	67% (2)

U=Unacceptable D=Developing A=Acceptable T=Target

DATA TABLE
Observation Report Project (427)

Observation Report Rubric Indicator	Individualized General Education Curricula (IGC) Standards	Spring 2010 n= 9			Summer 2010 n=3			Spring 2011 n=		
		U/D	A	T	U/D	A	T	U/D	A	T
Observation	ICC5K1, IGC4K3, ICC5K1, ICC5S3, ICC5K4, ICC9K2, ICC9S1-4		22% (2)	78% (7)		33% (1)	67% (2)			
Transition Assessments	IGC7K2, ICC7S4, IGC7S6, ICC8S1, ICC8S5		11% (1)	89% (6)		33% (1)	67% (2)			
Transition Instructional Practices	ICC7S1-2, ICC7S4, ICC7S9, IGC7S1-S6		22% (2)	78% (7)		33% (1)	67% (2)			
Reflection	ICC4K1, IGC4K3, ICC5S1-S5, ICC5S9, IGC5S2-3, ICC9S12, IGC9S2		22% (2)	78% (7)		33% (1)	67% (2)			
LCCE/GSEs Connection	ICC7K2-K3, ICC7S6, ICC7S10-11, IGC7S2, ICC8S1, IGC8S3		11% (1)	89% (6)			100% (3)			
Written Presentation			11% (1)	89% (6)		33% (1)	67% (2)			
Overall Evaluation			22% (2)	78% (7)		33% (1)	67% (2)			

