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

The Curriculum Modification Project is completed in one of two courses prior to student teaching, SPED 435: Assessment and Instruction of Children with Severe/Profound Disabilities. SPED 435 is a course taken by undergraduate and graduate teacher candidates in severe/profound disabilities. The Curriculum Modification Project provides candidates the opportunity to demonstrate skills in formal and informal assessment, ecological inventory, and observation of individual styles of learning. From these assessments and observation, an individual education program (IEP) and a "unit" that supports the needs of a child with severe disabilities are developed.

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 Curriculum Modification Project relates most directly to the following Council for Exceptional Children Standards:

The SPED 435 Curriculum Modifications Project relates most directly to the following Council for Exceptional Children (CEC) Standards:

CEC Standard 3:   Individual Learning Differences.
How assessment aligns with CEC Standard #3: Teacher candidates are required to observe and interact with a student with severe/profound disabilities in real settings. From these observations, the effects of the student's exceptional conditions are identified in all domains (including language, social abilities, academics, career options (if appropriate)) (ICC3K1-K2) and priorities for increasing the student's active participation and/or control of the ecological opportunities in his/her life are established (IIC3K1-3).   The priorities are chosen to reflect the preferences of the student, family, and professionals from other disciplines who support this student (ICC3K3-5). These priorities are considered and modified in developing situational task analyses and IEP goals and objectives.

CEC Standard 3 is assessed in rubric sections: 4. Selecting Priorities, 5. Situational Task Analysis, 7. IEP Present Level of Performance; Annual Goals; Objectives

CEC Standard 5. Learning Environments and Social Interactions.
How assessment aligns with CEC Standard 5: The basis of the Curriculum Modification Project is to support students with severe/profound disabilities in their natural environments (ICC5K1, ICC5S2, ICC5K7) with the goal of maintaining their learning alongside their peers without disabilities. Teacher candidate identifies the student settings in which the student participates and identifies the environmental structures and skills that will increase the student's meaningful participation (IIC5K3, IIC5K4, IIC5K5, ICC5S7, ICC5S9, IIC5S1, IIC5S4) . The student's sensory responses, cognitive and/or social understanding, voluntary motor patterns, and effective motivational needs are evaluated and considered in instructional planning (IIC5S6-S9).

CEC Standard 5 is assessed in rubric sections: 1. Ecological Inventory, 2. Observation of Learning Style and Learning Environments, 5. Situational Task Analyses

CEC Standard 8. Assessment
How assessment aligns with CEC Standard 8: The basis of the Curriculum Modification Project is to support students with severe/profound disabilities in their natural environments. Teacher candidate assess the current environment, learning and behavioral expectations, and communication opportunities (ICC8S1, ICC8S2, IC8S2, IIC8S1, IIC8S6). Assistive technology availability and use are also assessed (IIC8S5).
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The teacher candidate then assessed the abilities of a target student, and evaluates their levels of response as related to the expectations of each environment. (ICC8S1, ICC8S2, IC8S2, IIC8S1, IIC8S6)
In the development of the IEP, teacher candidates interpret key assessment information (ICC8S5) and develop a plan to monitor progress (ICC8S8).

CEC Standard 8 is assessed primarily in rubric sections: Ecological Inventory, Observation of Learning Style, Using formal Evaluation, and IEP Evaluation sections.

c. A brief analysis of the data findings;
Fall 2007 – Fall 2008: At the onset of the program's data collection system, only data on overall performance on the Curriculum Modification Project was collected in Fall 2007 (n= 9 teacher candidates in the M.Ed. in Special Education: Severe/Profound Disabilities). Data from this time period indicated that 55 percent of students achieve the minimum standard of Acceptable (during this time period the standard was C+ (77)) and 45 percent achieved Target level.

Fall 2008: In Fall 2008, additional data was collected on this project at the rubric component level to allow greater analysis of teacher candidate skills. Of the four graduate teacher candidates enrolled during Fall 2008, 25% (1) achieved the minimum standard (Acceptable = 77/100) while 75% (3) achieved at Target level for their overall Curriculum Modification Project. In looking at further rubric level data, areas of strength for teacher candidates were:
Analyzing the learning environments and the performance of students with ELN (CEC 5)
Selecting Priorities (CEC 3)
Developing Situational Task Analysis (CEC 3,5,8)
Developing IEP Goals and Objectives (CEC 1,3, 7)
Fall 2010: Further clarity was provided on the rubric and students continued to perform at the acceptable or higher level

d. An interpretation of how that data provides evidence for meeting standards:
As an overall analysis over the past three years, all students in the M.Ed.. in Special Education: Severe/Profound Disabilities achieved at acceptable level (or higher) on the Curriculum Modification Project.

Further analysis of the data indicates that although all students over the past three semesters met standard on CEC #3 performance within the standards can be summarized as:
Teacher candidates met CEC Standard # 3 (Individual Learning Differences) as demonstrated by their knowledge in:
Observation of Learning Style   (100% met standard or higher)
Selecting Priorities   (100% met standard or higher)

Teacher candidates met CEC Standard # 5 (Learning Environments/ Social Interactions) as demonstrated by their knowledge in:
Ecological Inventory   (100% met standard or higher)
Selecting Priorities   (100% met standard or higher)

Teacher candidates met CEC Standard # 8 (Assessment) as demonstrated by their knowledge in:
Ecological Inventory   (100% met standard or higher)
Observation of Learning Style (100% met standard or higher)
Using Formal Evaluations   (100% met standard or higher)
IEP Evaluation (100% met standard or higher)

To proceed in the program, all students must achieve an overall meets standard on the Curriculum Modification Project to demonstrate achievement of the standards.

Purpose
Candidates are prepared to educate students with severe disabilities in two curriculum and methods courses. The Curriculum Modification Project provides candidates the opportunity to demonstrate skills in formal and informal assessment, ecological inventory, and observation of individual styles of learning.   From these assessments and observation, an individual education program (IEP) and a "unit" that supports the needs of a child with severe disabilities are developed.

Standards
The SPED 435 Curriculum Modifications Project relates most directly to the following Council for Exceptional Children (CEC) Standards and Rhode Island Professional Teacher (RIPTS) Standards and Indicators:

CEC Standard 3: **Individual Learning Differences.**

CEC Standard 5: **Learning Environments and Social Interactions**

CEC Standard 8: **Assessment**

Other CEC Standards are also addressed in this artifact to a lesser degree

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.

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

Product

A 30-hour field experience designed to explore various aspects of educational programs for elementary and middle-level students with severe disabilities is required. During this field experience, candidates develop a project that demonstrates their ability to: engage in meaningful assessment including observation – evaluation, task analysis and criterion referenced evaluation; the preparation of an Individualized Education Program including a technology plan that is based on the assessment; and the development of a curriculum unit and lesson plans.

Curriculum Modification Project

	Unacceptable	Developing	Acceptable	Target
	1	**2**	**3**	**4**
1. Ecological Inventory (RIPTS 1, CEC 8,5) **ICC8S1 (background info)** **ICC8S2(informal asmt)** **IC8S2 (nonbiased inf tests)** **IIC8S1 (assmt of behavior)** **IIC8S6 (com. asmt)** **IIC8S5 (use of A. Tech)** **ICC5K1 (demands of env.)** **ICC5S2 (expect. of beh)** **ICC5K7 (prepare for real worl)**	Provides list of curriculum domains, settings, activities or events which occur in the student's daily life.	Provides list of curriculum domains, settings, activities or events which occur in the student's daily life. Describes expectations for general education students in those contexts. Describes how student participates in those contexts. Provides minimal detail.	Provides list of curriculum domains, settings, activities or events which occur in the student's daily life. Provides list of other domains or settings in which the student could participate. Describes expectations for general education students in those contexts. Describes how student participates in those contexts. Provides preliminary list of student skills that would increase student participation. Provides some detail.	Provides list of curriculum domains, settings, activities or events which occur in the student's daily life. Provides list of other domains or settings in which the student could participate. Describes expectations for general education students in those contexts. Describes how student participates in those contexts (includes communication, use of AT, behavioral participation) Provides preliminary list of student skills that would increase student participation. Provides preliminary list of environmental structures, instructional strategies, etc. that will increase student participation. Provides sufficient detail.
2. Observation of Learning Style (RIPTS3, CEC 3,5, 8) **ICC8S1 (background info)** **ICC8S2(informal asmt)** **IC8S2 (nonbiased inf tests)** **IIC8S1 (assmt of behavior)** **IIC8S6 (com. asmt)** **IIC8S5 (use of A. Tech)** **ICC3K2 (impact on learning)** **IIC3K1 (impl. of medical support)** **IIC3S1 (levels of support)** **IIC3K2 (auditory/processing)** **ICC3K1 (effect on life)** **IIC5K3 (Adapt env)** **IIC5K4 (grouping)** **IIC5K5 (placement opt)** **IIC5S7 (positioning)** **ICC5S9 (independence)** **IIC5S1 (community)** **IIC5S4 (variety of settings)**	Observes the student in at least three settings.	Observes the student in at least three settings. Provides descriptions of the student's sensory responses, voluntary motor patterns, need for cognitive and/or ecological structure, and affective and motivation needs. Provides minimal detail.	Observes the student in at least three settings. Provides detailed descriptions of the student's sensory responses, voluntary motor patterns, need for cognitive and/or ecological structure, and affective and motivation needs. Answers application questions: - what sense(s) to use for selecting antecedent stimuli, - what sense(s) to use for selecting cues and consequences, - what sense(s) and ecological structures to use to increase student attention, - what ecological structure is needed to make the activity cognitively meaningful, - how long the student can be engaged in any one activity. Provides some detail.	Observes the student in at least three settings. Provides detailed descriptions of the student's sensory responses, voluntary motor patterns, need for cognitive and/or ecological structure, and affective and motivation needs. Description of the techniques/levels of support is included. Answers application questions: - what sense(s) to use for selecting antecedent stimuli, - what sense(s) to use for selecting cues and consequences, - what sense(s) and ecological structures to use to increase student attention, - what ecological structure is needed to make the activity cognitively meaningful, - how long the student can be engaged in any one activity. Provides sufficient detail that demonstrates a clear connection between the descriptions of how the student learns and the application questions.

Curriculum Modification Project

	Unacceptable	Developing	Acceptable	Target
	1	2	3	4
3. Using Formal Evaluation Instruments (RIPTS 9, CEC 8) ICC8S2 (formal asmt) ICC8S5 (interpret info) ICC8S7 (prepare report) ICC8S9 (maintain rec) IIC8S1 (assess beh) IIC8S2 (except specific assessment) IIC8S3 (select… assmt) IIC8S4 (modify assmt-as needed)	Uses formal evaluations as primary means for determining student goals.	Identifies a formal evaluation instrument (i.e, an adaptive behavior measure or a developmental profile) that is appropriate for the student. Provides a rationale for selection of that instrument based on - stated purpose of the instrument, - intended population for which it was designed, - intended use, - appropriateness of content.	Identifies a formal evaluation instrument (i.e, an adaptive behavior measure or a developmental profile) that is appropriate for the student. Provides a rationale for selection of that instrument based on - stated purpose of the instrument, - intended population for which it was designed, - intended use, - appropriateness of content. Uses the instrument – following any directions or guidelines provided with the instrument. Scores the instrument accurately.	Identifies a formal evaluation instrument (i.e, an adaptive behavior measure or a developmental profile) that is appropriate for the student. Provides a rationale for selection of that instrument based on - stated purpose of the instrument, - intended population for which it was designed, - intended use, - appropriateness of content. Uses the instrument – following any directions or guidelines provided with the instrument. Scores the instrument accurately. Interprets the results both (a) to explain the score in a way that emphasizes student learning style, and (b) to provide a rationale for selection of priorities and goals.
4. Selecting Priorities (RIPTS 4, CEC 3, 5) ICC3K2 (impact on learning) IIC3K1 (impl. of medical support) IIC3S1 (levels of support) IIC3K2 (auditory/processing) ICC3K1 (effect on life) IIC5K3 (Adapt env) IIC5K4 (grouping) IIC5K5 (placement opt) IIC5S7 (positioning) ICC5S9 (independence) IIC5S1 (community) IIC5S4 (variety of settings)	Provides a list of skills the student could learn.	Provides a list of domains or settings in which the student can develop increased competence or increased participation.	Provides a list of domains or settings in which the student can develop increased competence or increased participation. Demonstrates how each selected priority meets two functional criteria: (1) matches the student's learning style and nature, (2) increases the student's active participation in and/or control of the ecological opportunities in his/her life.	Provides a list of domains or settings in which the student can develop increased competence or increased participation. Demonstrates how each selected priority meets two functional criteria: (1) matches the student's learning style and nature, (2) increases the student's active participation in and/or control of the ecological opportunities in his/her life. Provides additional rationale for selection of the priorities that reflect the preferences of the student, family, and professionals from other disciplines who support this student.

Curriculum Modification Project

	Unacceptable	Developing	Acceptable	Target
	1	**2**	**3**	**4**
5. Situational Task Analyses At least three different task analyses will be evaluated. **(RIPTS 3, CEC 5, 8)** **ICC5K1-K3, ICC5K5, IIC5K2-K4 ICC8S1, ICC8S5**	Provides a non sequential list of skills.	Provides a sequential list of skills that address all 5 components of Situational Task Analysis: - Beginning Action - Mobility to the Setting - How Setting is Recognized - Sequence of Core Skills - End Action. Task analyses are based on specific settings or on core function routines that can be applied to multiple settings.	Task analyses are based on specific settings or on core function routines that can be applied to multiple settings. Describes a natural antecedent stimulus and end stimulus that match the student's nature. Provides a sequential list of skills that address all 5 components of Situational Task Analysis: - Beginning Action - Mobility to the Setting - How Setting is Recognized - Sequence of Core Skills - End Action. Provides sufficient detail about all 5 components. Embeds communication, social, and motor competencies into the Situational Task Analysis.	Task analyses are based on specific settings or on core function routines that can be applied to multiple settings. Describes a natural antecedent stimulus and end stimulus that match the student's nature. Provides a sequential list of skills that address all 5 components of Situational Task Analysis: - Beginning Action - Mobility to the Setting - How Setting is Recognized - Sequence of Core Skills - End Action. Provides sufficient detail about all 5 components. Embeds communication, social, and motor competencies into the Situational Task Analysis. Provides sufficient detail for expansion of the core routine to: - different settings - increased competencies - increased participation.
6. Use of Task Analyses as Criterion Referenced Evaluation **(RIPTS 4, CEC 8)** **ICC8S2, ICC8S4, ICC8S5, ICC8S8, IIC8S1-S4, ICC8S6**	Makes general statements about what students should learn.	Observes student performance in real settings. Defines a rubric for rating the student's performance.	Observes student performance in real settings. Defines a rubric for rating the student's performance. Scores accurately. Projects what student needs to learn that will increase student's participation in the settings.	Observes student performance in real settings. Defines a rubric for rating the student's performance. Scores accurately. Projects what student needs to learn that will increase student's participation in the settings. Completes this function for several Situational Task Analyses.

Curriculum Modification Project

	Unacceptable	Developing	Acceptable	Target
	1	**2**	**3**	**4**
7. Individual Education Plans: Present Level of Performance; Annual Goals; Objectives At least three different IEP goals will be evaluated. (RIPTS 4, CEC 7)	Lists the skills to be learned.	Lists the skills to be learned for each setting or domain. Provides current level of performance in general terms.	Provides sufficient detail that describes: - what function the student will perform - how the student will perform the function - where (what settings) the student will perform the function. Present Level of Performance statements are based on the same concepts as the Annual Goals. Objectives are clearly recognizable as components of the Annual Goal. There is internal consistency. Assistive Technology needs are identified and described for each goal. Goals are connected to General Education Standards or Curriculum Frameworks.	Quality of Present Levels, Annual Goals and Objectives are uniformly high across multiple goals.
8. Individual Education Plans: Criterion and Evaluation At least three different IEP goals will be evaluated. (RIPTS 9, CEC 8) **ICC8S3-6** **ICC8S8**	Makes general statements about criterion and evaluation.	Describes a criterion that accurately measures student progress.	Describes a criterion that accurately measures student progress. Describes a practical evaluation method that is appropriate for the criterion. Describes an evaluation schedule that is appropriate to the criterion and the evaluation method.	Quality of Present Levels, Annual Goals and Objectives are uniformly high across multiple goals

Curriculum Modification Project

	Unacceptable	Developing	Acceptable	Target
	1	2	3	4
9. Lesson Plans Unit of Instruction At least three different lesson plans will be evaluated. (RIPTS 4, 2, CEC 7)	Makes general statements about instructional procedures.	Identifies setting(s) where instruction will occur. Describes the cues and/or prompts that will be used. Describes the reinforcement and correction procedures that will be used. Describes and prepares any materials that will be used.	Identifies setting(s) where instruction will occur. Uses a situational task analysis to create the context in which instruction will occur. Uses situational task analysis to describe shaping or chaining strategies. Describes the cues and/or prompts that will be used. Describes the prompt hierarchies that will be used to fade prompts and/or to provide graduated guidance. Describes the reinforcement and correction procedures that will be used. Describes the reinforcement hierarchies that will be used to fade instructional reinforcers. Describes and prepares any materials that will be used. Project the next set of skills that will be learned after the skills in the lessons have been learned. Describes the strategies to be used in generalizing these skills to other settings.	Quality of Present Levels, Annual Goals and Objectives are uniformly high across multiple goals

DATA TABLE   Additional assessment
Curriculum Modification Project

	CEC Standards	Fall 2007 n=9			Fall 2008 n=4			Fall 2009 n=10			Fall 2010 n=4		
		U/D	A	T	U/D	A	T	U/D	A	T	U/D	A	T
Ecological Inventory (CEC 5, 8)	ICC8S1; ICC8S2; IIC8S2; IIC8S1; IIC8S6; IIC8S5; ICC5K1; ICC5S2 ICC5K7				0%	0%	100% (4)		20% (2)	80% (8)	25% 1	25% 1	50% 2
Learning Style (CEC 3, 5, 8)	ICC8S1; ICC8S2, IIC8S2, IIC8S1 IIC8S6, IIC8S5, ICC3K2, IIC3K1 IIC3S1, IIC3K2, ICC3K1, IIC5K3 IIC5K4, IIC5K5, ICC5S7, ICC5S9 IIC5S1, IIC5S4				0%	25% (1)	75% (3)		60% (6)	40% (4)		25% 1	75% 3
Using Formal Evaluations (CEC 8)	ICC8S2, ICC8S5, ICC8S7 ICC8S9, IIC8S1, IIC8S2 IIC8S3, IIC8S4				0%	25% (1)	75% (3)		30% (3)	70% (7)		25% 1	75% 3
Selecting Priorities (CEC 3,5)	ICC3K2, IIC3K1, IIC3S1, IIC3K2 ICC3K1, IIC5K3, IIC5K4, IIC5K5, IIC5S7, ICC5S9, IIC5S1, IIC5S4				0%	0%	100% (4)		0%	100% (10)			100% 4
Situational Task Analysis (CEC 5, 8)	ICC5K1-K3, ICC5K5, IIC5K2-K4 ICC8S1, ICC8S5,				0%	0%	100% (4)		50% (5)	50% (5)			100% 4
Use of Task Analysis (CEC 8)	ICC8S2, ICC8S4, ICC8S5, ICC8S8, IIC8S1-S4, ICC8S6				0%	25% (1)	75% (3)		20% (2)	80% (8)			100% 4
IEP Goals/Object (CEC 1, 3, 7)					0%	0%	100% (4)		10% (1)	90% (9)		25% 1	75% 3
IEP Criterions (CEC 8)	ICC8S3-6; ICC8S8				0%	25% (1)	75% (3)		20% (2)	80% (8)		25% 1	75% 3
Lesson Plans (CEC 4,7)					0%	25% (1)	75% (3)		30% (3)	70% (7)		25% 1	75% 3
Overall Evaluation M. Ed. Candidates in S/D		0%	55% (5)	45% (4)	0%	25% (1)	75% (3)		30% (3)	70% (7)		25% 1	75% 3