Education Specialist Program M.S. and Clear Credential Program

Signature Assignment for EDSP 582

Model, Research-Based Program Project

Student Learning Outcome(s) Assessed:

SLO #3: Evaluate research-based practices in assessment, curriculum, and instruction for students with disabilities.

Description of the Signature Assignment

Design a model program in one specific area (e.g. transition, social/behavior, literacy, math, or communication) for one or more students with disabilities that incorporates research based assessment, curriculum, and instructional practices. Findings from the literature are integrated throughout.

Directions for Students

The assignment is divided into four section a) Description: Describe the student and school setting in detail, b) School wide model: Provide a description of the school-wide model that will be used to support the individual program for the student. Include literature to support the use of this school-wide model, c) Assessment: Provide a description of the types of assessments that will be used in the student's program. Describe why you chose these specific assessments by using support for the literature, d) Instruction/Intervention: Describe the instruction and intervention that the student will receive in the program, why these instructional strategies and interventions are important for this student, using support from the literature. Attach all tools that will be used to implement this model program in the appendix.

Scoring Rubric:

Criteria	Exceeds expectations	Meets expectations	Meets some expectations	Does not meet expectations	Unable to score	Total Score
Description of the student and setting	• Student participant is clearly and **thoroughly** described including age, grade, ethnicity, disability, language proficiency, and relevant observable and measurable academic and behavior information is provided, **including historical and current information.** • Setting is clearly and **thoroughly** described including school information, classroom type, curriculum/methods used, instructional grouping, and classroom management strategies.	• Student participant is clearly described including age, grade, ethnicity, disability, language proficiency, and relevant observable and measurable academic and behavior information is provided. • Setting is clearly described including school information, classroom type, curriculum/methods used, instructional grouping, and classroom management strategies.	• Student participant is clearly described but a component is incomplete or missing. • Setting is clearly described but a component is incomplete or missing.	• Description of student participant is not clear and/or multiple components are incomplete or missing. • Description of setting is not clear and/or multiple components are incomplete or missing.	• Student description is not included. • Setting description is not included.	
	4	3	2	1	0	/4
School-wide Model	• School-wide model(s) (RTI, Inclusion, Co-teaching, PBIS) is (are) **thoroughly, clearly and accurately** defined. The model is appropriate given the description of the student (strengths and areas of need), the setting, and the focus of the model program (literacy, math, communication, behavior/social skills, transition). A **strong, logical** argument for using the model is provided.	• School-wide model(s) (RTI, Inclusion, Co-teaching, PBIS) is (are) accurately defined. The model is appropriate given the description of the student (strengths and areas of need), the setting, and the focus of the model program (literacy, math, communication, behavior/social skills, transition). An argument for using the model is	• School-wide model(s) (RTI, Inclusion, Co-teaching, PBIS) is (are) somewhat defined. The model is appropriate given the description of the student (strengths and areas of need), the setting, and the focus of the model program (literacy, math, communication, behavior/social skills, transition), but all three	• School-wide model(s) (RTI, Inclusion, Co-teaching, PBIS) is (are) not clear or accurately defined. The model is not appropriate given the student's strengths and areas of need, the setting, and the focus of the model program (literacy, math, communication, behavior/social skills, transition)	• School-wide model is missing or incomplete • Literature supporting the school-wide model is not included.	

	7	6	5	4	3	2	1	0	/7
	• **Relevant and current** literature is used to support the implementation of the school-wide model in the student's model program. The appropriate content is covered in depth without being redundant. Sources are cited when specific statements are made.	• Literature is used to support the implementation of the school-wide model in the student's model program. The appropriate content is covered in depth without being redundant. Sources are cited when specific statements are made.		of these areas may not be clear. An argument for using the model is not provided. • Literature is used to support the implementation of the school-wide model in the student's model program. Appropriate content is covered but not as in depth, or as explicit, as expected.		• Literature is cited but does not support the implementation of the school-wide model in the student's model program. Major sections of pertinent content have been omitted or are redundant.			
Assessment	• The assessments to be used in the model program are **thoroughly, clearly and accurately** described. The assessments are appropriate given the description of the student (strengths and areas of need), the school wide model, and the focus of the model program (literacy, math, communication, behavior/social skills, transition). This is clearly stated in the text. • **Relevant and current** literature is used to support the use of the assessments chosen in the student's model program. The appropriate content is covered in depth without being redundant. Sources are cited when specific statements are made.	• The assessments are clearly described. The assessments are appropriate given the student's strengths and areas of need, the school wide model, and the focus of the model program (literacy, math, communication, behavior/social skills, transition). This is clearly stated in the text. • Literature is used to support the use of the assessments in the student's model program. The appropriate content is covered in depth without being redundant. Sources are cited when specific statements are made.		• The assessments are described but not sufficiently. The assessments are appropriate given the student's strengths and areas of need, the school wide model, and the focus of the model program (literacy, math, communication, behavior/social skills, transition), but it may not be clear from the text. • Literature is used to support the use of the assessments in the student's model program. Appropriate content is covered but not as in depth, or as explicit, as expected.		• The assessments are not clear or accurately described. The assessments are not appropriate given the student's strengths and areas of need, the school wide model, and the focus of the model program (literacy, math, communication, behavior/social skills, transition). • Literature is cited but does not support the use of the assessments in the student's model program. Major sections of pertinent content have been omitted or are redundant.		• Assessment information is missing or incomplete	

	7	6	5	4	3	2	1	0	/7
Instruction / Intervention	• The intervention, including both the content and methods of the intervention, to be used in the model program is **thoroughly, clearly and accurately** described. • The instruction/intervention is appropriate given the description of the student (strengths and areas of need), the school wide model, and the focus of the model program (literacy, math, communication, behavior/social skills, transition). An **explicit, clear** link between the intervention and the student's strengths and needs and school wide model, and this link is stated in the text.	• The intervention, including both the content and methods of the intervention, to be used in the model program is clearly described. • The intervention is appropriate given the description of the student (strengths and areas of need), the school wide model, and the focus of the model program (literacy, math, communication, behavior/social skills, transition). A link between the intervention and the student's strengths and needs and school wide model, and this link is stated in the text.		• The intervention, including both the content and methods of the intervention, to be used in the model program is described but not sufficiently. • The intervention is appropriate given the description of the student (strengths and areas of need), the school wide model, and the focus of the model program (literacy, math, communication, behavior/social skills, transition). A link between the instruction/intervention and the student's strengths and needs and school wide model, but it may not be clear from the text.		• The intervention, including both the content and methods of the intervention, to be used in the model program is not clear or accurately described. • The intervention is not appropriate given the student's strengths and areas of need, the school wide model, and the focus of the model program (literacy, math, communication, behavior/social skills, transition)		• Intervention description is missing or incomplete.	
	8	7	6	5	4	3	2	1	0	/8
Writing Style	**Comprehensive, concise, and well-organized** project with minimal grammatical errors.		Clearly organized and comprehensive project with minimal grammatical errors.		Some coherence in organization of the response, several grammatical and APA errors.		Poorly organized response, and/or several grammatical and APA errors.		Numerous grammatical and APA errors; difficult to follow	
	4		3		2		1		0	/4
TOTAL										/30

Legend

Total Points	College of Education Assessment Scale Equivalent
27-30	4 (Exceeds Expectations)
23-26	3 (Meets Expectations)
18-22	2 (Meets Some Expectations)
13-17	1 (Does Not Meet Expectations)
0-12	0 (Can't Score)