Education Specialist Program

Preliminary Credential
Signature Assignment for EDSP 577
Literacy Intervention Case Study

Student Learning Outcome(s) Assessed:

SLO #4: Candidates will design instruction for students that is aligned with IEP goals, based on student data, and best practices in special education.

Description of the Signature Assignment

The intervention project will consist of information gathered from baseline data followed by three weeks of intensive, small group, literacy instruction with student/s with mild/moderate disabilities in one of the following areas: phonological awareness, decoding, fluency, vocabulary or comprehension. The group must include at least one English learner. A minimum of 6 teaching sessions within the 3 weeks is required with the small group. The project includes the following:

- Descriptions of the members of the small group (3-4 individuals) who would benefit from literacy intervention. One member must have a mild/moderate disability and one member must be an English Language Learner.

- Baseline data collected from an informal assessment measure and represented in electronically created graphs

- Intervention goals written for each individual student that can be measured by informal assessment

- Description of selected intervention, summary of the purpose of the intervention, and research to support the intervention's effectiveness

- Session plans for each day of the instructional intervention

- Intervention data collected from informal assessment measure and represented in electronically created graphs

- Summary of student progress and reflection on intervention experience

Directions for Students

Part I: Intervention Baseline & Assessment Tool Rubric (36 Points)

- The narrative assignment should include the following:

    1. Student Descriptions

        i. Each student should be described: Identified disability, strengths and areas of need, English Language level, Language Arts present levels of performance and any other relevant and/or meaningful information.

        ii. Explain why each student was selected to be part of the intervention project.

2. Area of Intervention and Assessment Tool

    i. Briefly describe the area of literacy that will be addressed during intervention sessions and proved a rationale as to why it was selected. Justify the selected area of intervention based on the gather pre-assessment data. Language Arts area of intervention can include any *one* of the following: phonological awareness, decoding, fluency, vocabulary or comprehension.

    ii. Identify the informal assessment tool/method you will be using, explain the rational for selecting this tool, and describe how it will be used to collect progress monitoring data throughout the intervention sessions (can also attach the CBM if desired). Provide at least one citation for your chosen assessment method. Include a reference list.

3. Intervention Goals and Baseline Data

    i. Identify 1 intervention goal per student using the baseline data as a guide. This should be written with all components of an IEP objective (condition, behavior, performance level, mastery criteria, and evaluation).

- Attachments

    ii. Include ***electronic*** graphs showing each student's baseline data (separate graphs).

        a. Provide 3 baseline data points for each student. Indicate median score for each student.

        b. Draw a goal line (from the written Intervention Goal) on the graph.

        c. Include a key for graph

Part 2: Intervention Design & Support from Research Rubric (24 Points)

- The narrative assignment should include the following:

4. Description of the Intervention

    i. Identify the research based intervention/s selected for the target Literacy area and provide research evidence (at least 2 citations for each intervention planned) to support intervention selected. Include a reference list.

5. Develop Intervention Sessions

    i. Describe the scope and sequence of the six intervention sessions (each approximately 20 minutes in length) in narrative form. At least three (3) of the sessions must also include on-going progress monitoring data collection using the same chosen informal assessment/tool from Part 1.

- Attachments

    ii. Use the provided Session Planning Form template to outline each session's activities. Session Planning Form must be typed (classroom teacher's signature not due at this point).

Part 3: Intervention Implementation & Reflection (36 Points)

- The narrative assignment should include the following:

    6. Completion of Intervention Sessions and Narrative Reflection

        i. Reflect on the experience of completing the intervention. The reflection should include a discussion of what was successful, any changes you made along the way, and what you would modify if you were to implement the intervention in your own future classroom.

- Attachments

        ii. Provide intervention Session Planning Form template with the teacher's signature showing that you completed the 6 sessions (project will not be graded without). Indicate any modifications from original Session Planning Form.

    7. Progress Monitoring Data

        i. Using the same CBM chosen for the baseline assessment data (Part 1), conduct 3 on-going progress monitoring assessments throughout your planned intervention sessions. Plot each student's on-going progress monitoring assessment data using the previously created **electronic** graphs which included the baseline data, goal line and median.

            a. Include each individual's goal (in IEP goal language from Part 1) on the graph.

            b. Write a brief summary of progress and data implications that could be provided to the student/parent using student friendly terms.

    8. Quality of Writing

        a. Overall for all Parts (1-3) of the project

            i. Comprehensive, concise, and well-organized intervention plan with minimal grammatical errors and use of APA format for citations and required reference lists. Ideas are presented clearly and correctly formatted.

Scoring Rubric:

Criteria	Exceeds expectations	Meets expectations	Meets some expectations	Does not meet expectations	Unable to score; incomplete or missing work	Final Score / Notes
1. Student Descriptions	A clear description of each member of the group is presented; LA present level information. Clear rational for participation provided. Group composition meets criteria.	All students are briefly described with professional language; all required elements are present.	Group members are described in general terms with only 1 specific example of background and/or present levels of performance.	Minimal terms are used to describe the selected group. Not a clear image of the participants.	Student descriptions are omitted or so incomplete as to be unable to score.	
	12-10 pts	**9-7 pts**	**6-4 pts**	**3-1 pts**	**0 pts**	/12
2. Area of Intervention and Assessment Tool	Area of literacy to be addressed is clearly described with a strong rationale as to why it was selected. A clear description of the assessment tool is provided along with a rationale regarding why it was selected. Clear explanation of how it will be used to collect progress monitoring data. At least two citations provided to explain assessment method. Tool is attached for review.	Area of literacy to be addressed is described with a rationale as to why it was selected. The description of the assessment tool meets expectations. Explanation of how it will be used to collect progress monitoring data is provided. One citation provided to explain method.	Area of literacy to be addressed is vaguely described; rationale is vague. The description of the assessment tool is difficult to follow. Explanation of how it will be used to collect progress monitoring data is vague. One citation provided, but not clear connection to assessment method.	Area of literacy to be addressed is unclear; rationale is unclear or omitted. The description of the assessment tool is difficult to follow or is inappropriate for the targeted skill. Explanation of how it will be used to collect progress monitoring data is vague or incomplete. No citation.	Area of literacy to be addressed/ rationale is omitted or incomplete as to be unable to score.	
	12-10 pts	**9-7 pts**	**6-4 pts**	**3-1 pts**	**0 pts**	/12

3. Intervention Goals and Baseline Data	One goal per student is written in observable & measurable terms including all 5 goal components. Goals are clearly relate to baseline data w/ rational for goal. Separately created electronic graphs for each student includes all labels and has 3 or more baseline data points for each student. The median is accurately interpreted and represented on graph for each student. Goal line is provided and matches intervention goal written for student.	One goal per student is written in measurable terms and includes all 5 goal components, and is related to each student's baseline data. Separately created electronic graph for each student includes 3 baseline data. The median score is correctly calculated and represented on each graph with a goal line.	One goal per student is written in measureable terms; relationship to the baseline data is vague or goal is missing elements, or, all goals are identical for each student. Electronically created graphs show baseline data but may not include all 3 points or is not provided for each student. The median score may be calculated incorrectly. Goal line may be incorrectly presented.	Goal for student is written but may not be in measureable terms or missing 3 or more goal elements; relationship to baseline data is irrelevant. Goal may be missing for one. The baseline data is not presented accurately or clearly, or is not electronically created. The median score may be calculated incorrectly or is missing. Goal line is missing.	Students goals are omitted or written so poorly as to be unable to grade; no relationship to baseline data is apparent. The baseline data were omitted or were so poorly presented as to be unable to score.	
	12-10 pts	**9-7 pts**	**6-4 pts**	**3-1 pts**	**0 pts**	/12
4. Description of the Intervention	Selected intervention is clearly described; it relates directly to the literacy area selected; multiple research sources (3 or more) are presented to show intervention effectiveness for each intervention activity planned.	Selected intervention activities are described and relate to literacy area selected; two research sources are presented at an introductory level for each intervention.	Selected intervention relates indirectly to students' area of' need or is not clearly described; research is incomplete or inaccurate.	Selected intervention relates to area of need other than the one identified; research resources are not provided.	Intervention description has been omitted or so poorly presented as to be unable to score	
	12-10 pts	**9-7 pts**	**6-4 pts**	**3-1 pts**	**0 pt**	/12
5. Intervention Sessions	Detailed narrative description of scope and sequence of intervention sessions including material and assessment discussion. Session Planning Form for 6 sessions is presented in complete and professional format.	Narrative description of scope and sequence of intervention sessions. Session Planning Form for 6 sessions is complete.	Vague narrative description of scope and/or sequence of intervention sessions. Session Planning Form is missing some elements or poorly presented.	Narrative description of scope and/or sequence of intervention are unclear. Session Planning Form is incomplete.	Session Planning Form and/or narrative description of scope and/or sequence is so poorly presented as to be unable to grade or missing.	
	12-10 pts	**9-7 pts**	**6-4 pts**	**3-1 pts**	**0 pts**	/12

6. Completed Intervention Sessions and Narrative Reflection	Session Planning Form for 6 sessions is provided and complete and indicates any modifications to sessions as were conducted. Planning Form is signed by classroom teacher. Narrative is a detailed reflection that discusses intervention successes and clearly discusses ideas for improvement in future implementation. Changes made to the Session Planning Form are discussed in detail. Discussion is appropriate based on data outcomes.	Session Planning Form for 6 sessions provided and complete. Planning Form is signed by classroom teacher. Narrative discusses success and discusses ideas for improvement and application. Changes made to the Session Planning Form are listed.	Session Planning Form is missing some elements or poorly presented. Form is signed by classroom teacher. Narrative discusses success and ideas for improvement and application are listed. Narrative states that changes were made but does not list changes.	Session Planning Form is incomplete or unclear. Form is signed by classroom teacher. One reflection component is missing or so poorly written and to be understood.	Session Planning Form is so poorly presented as to be unable to grade or missing. No signature.	
	12-10 pts	**9-7 pts**	**6-4 pts**	**3-1 pts**	**0 pts**	/12
7. Progress Monitoring Data	All baseline, median scores, individual goals and progress monitoring assessments data each for students is clearly presented in electronically created graphs; a summary sheet on each student includes written interpretation of data in student appropriate terms and accurately reflects the overall data for the intervention. Interpretation is presented in student friendly way. A graph showing overall group progress is included.	Each student's baseline, median scores, individual goals, and progress monitoring data is clearly presented in graph form; there is a brief written description for each graph that accurately interprets the data presented.	Individual graphs are created, but are missing one or more component. Individual data is not clearly presented and/or explained.	Data has not been presented in individual graph form. Descriptions of student outcomes following intervention are unclear or missing two or more components.	Data on student progress has been omitted or is so poorly presented as to be unable to grade. Reflection has been omitted or is so poorly presented as to be unable to grade.	
	12-10 pts	**9-7 pts**	**6-4 pts**	**3-1 pts**	**0 pts**	/12
					Sections 1- 7 Total	**/84**

8. Part I Quality of Writing	Comprehensive, concise, and well-organized intervention plan with minimal grammatical and APA errors. Ideas are clearly presented and formatted. Reference list included.	Clearly organized and comprehensive project with few grammatical or APA errors.	Some coherence in organization of the project; several errors in grammar and writing mechanics on almost every page.	Poorly organized response, and/or numerous errors in grammar, writing mechanics.	Numerous grammatical and mechanical errors; Numerous APA errors; Poor writing quality interferes with content.	
	12-10 pts	**9-7 pts**	**6-4 pts**	**3-1 pts**	**0 pts**	/12
					Section 8 Total	**/12**

Legend

Total Points	College of Education Assessment Scale Equivalent
70-84	4 (Exceeds Expectations)
49-69	3 (Meets Expectations)
28-48	2 (Meets Some Expectations)
7-27	1 (Does Not Meet Expectations)
0-6	0 (Can't Score)

Important Note: *For assessment reporting purposes, "Quality of Writing" is not included in the total 0-4 score calculation.*