

**Assessment 7 (optional) – Additional assessment that addresses CEC Standards**  
Section IV – Evidence for Meeting Standards  
***Individualized Education Plan (IEP) Work Sample***

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## **1. Description of the assessment and use in the program**

This assessment covers knowledge and skills designed to give interns direct experience with a series of tasks that include writing key components of an IEP. The components of an IEP that are developed can be generalized to any school districts' systems, processes, and forms. This is the first assignment for the Internship I and involves the initial application of knowledge learned in coursework and gives the supervisor an initial sense for the knowledge, skills, dispositions, and abilities of the intern. Interns are not required to complete an entire IEP, but focus energy on two areas of concern and follow through on those areas of concern in the context of the IEP process. Areas of concern can include any of the basic skill areas (e.g., reading, writing, or math); behavioral areas, or transition-related skill areas (e.g., employment, independent living, postsecondary training). For example, an intern may select reading and writing and focus energies on documenting information about the student from assessment, writing a Present Level of Performance, writing goals/objectives, and writing accommodations/modifications for just those two areas. Again, this work sample only focuses on developing two key areas of concern and following through on key IEP components realizing that there are other technical and paperwork aspects of the IEP process. During the Internship II, interns will generalize the knowledge from this work sample to writing an entire IEP on district forms under the supervision and coaching of the Mentor/Cooperating Teacher where these technical aspects will be addressed. This core assessment in the PB SPED program is adapted from similar assessments in the undergraduate program.

## **2. A description of how this assessment specifically aligns with the standards it is cited for in Section III**

The primary Standards addressed for this work sample are **Standards 1, 2, 3, 6, 7, 8, 9, and 10**. Since the focus of the work sample is on the special education process and IEP development, several standards are addressed. Elements within other standards are highlighted and noted below.

### **Standard 1: *Foundations***

Interns are assessed on their ability to understand the special education IEP process which includes understanding laws and district policies for writing IEPs. In the components of the work sample, interns are assessed about the various human issues that interact with the delivery of special education services including the impact of culture, family systems, school systems, and organizations of special education (e.g., agencies). This is the first opportunity to apply foundational special education knowledge that interns learn about in their coursework.

### **Standard 2: *Development and Characteristics of Learners***

Interns are assessed on their ability to assess an individual with a disability to learn about the similarities and differences in human development and the characteristics of students with learning difficulties. They will be assessed on how they use assessment information about an individual with a disability to respond to the varying abilities and behaviors of the individual in the context of IEP development.

### **Standard 3: *Individual Learning Differences***

Interns are assessed on their ability to review background information, conduct assessments, and articulate the individual learning differences in the context of IEP development for the student involved in the IEP work sample. This assessment gives interns direct practice in examining the effects of disability on learning and the subsequent planning that needs to take place in the context of IEP development. Also examined and reflected about is the ability of the intern to integrate an understanding of how primary language, culture, and family backgrounds interact with an individual's disability.

### **Standard 4: *Instructional Strategies***

Interns are assessed on their ability develop an assessment plan which identifies strategies, curricula that an individual with a disability has used during their school history. Based on this information, the intern will need to make suggestions for instructional strategies and approaches that may work for the individual. These strategies that are proposed in the context of the IEP work sample need to promote positive learning results in general and special curricula. The assessment of an intern's skills in developing an accommodation/modification plan are also assessed which are based on the assessment information that is uncovered.

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

Interns are assessed on their ability to assess, document, and consider environmental and social demands on learning for the individual involved in the IEP Work Sample.

**Standard 6: *Language***

Interns are assessed on their ability to assess, document, and consider typical and atypical language development on learning for the individual involved in the IEP Work Sample. An intern's understanding of language development is crucial to their development of an IEP. First, an intern will need to examine these issues in the assessment planning phase and conducting of assessment. Armed with these results, interns will be assessed on how they consider language including communication and assistive technology in the development of goals, objectives, and an accommodation plan for the individual in the IEP work sample.

**Standard 7: *Instructional Planning***

Interns are assessed on their ability to develop key IEP components that include long-range individualized instructional plans (IEP goals) that are systematically broken down into objectives (IEP objectives). Interns include monitoring and evaluation procedures for the goals and objectives written on an individual so that the plan that is developed can be tracked and adjustments instituted. Wherever possible in the development of the work sample, interns are required to collaborate in the development of the IEP. If appropriate, interns will be assessed on their ability to develop components of a transition-driven IEP which includes post-school goals, a course of study, and a coordinated set of activities.

**Standard 8: *Assessment***

Interns are assessed on their ability to plan, conduct, and analyze multiple-types of informal and formal assessments as a requirement for the IEP work sample. This is an extension of their work in *SPED 520 Assessment and Evaluation in Special Education*. Interns will need to select two areas of concern and conduct assessments in those areas to including reporting out results in a present level of performance. Interns will be assessed on their ability to use assessment to inform the development of the IEP including identifying supports and adaptations required for individual to access the general curriculum (referenced in IEP goals/objectives). They are required to apply basic legal and ethical procedures when gaining access to student information and conducting assessments.

**Standard 9: *Professional and Ethical Practice***

Interns are assessed on their ability to follow ethical principles when developing the IEP work sample. Interns are required to reflect on the practice of developing an IEP to simulate the importance of viewing themselves as lifelong learners and addressing their own bias in developing plans for individuals with disabilities who will bring with them a range of diverse needs. Interns will be challenged based on their individual backgrounds and experiences to use evidence-based practices related to IEP development.

**Standard 10: *Collaboration***

Interns are assessed on their ability to collaborate in the context of developing key components of an IEP. They will need to consider the range of special education stakeholders that are necessary in order to develop an effective IEP. Additionally, interns that develop transition IEP components for the work sample will need to consider the collaborations necessary to facilitate successful transitions for individuals with disabilities.

**3. A brief analysis of data findings**

**4. Interpretation of how data provide evidence for meeting standards**

Data will be collected during the 2006-2007 academic year and reported in June 2007.

## 5. Assessment Documentation

### 5a. Assessment Instrument

#### *Individualized Education Plan Work Sample*

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KEENE STATE COLLEGE  
SPECIAL EDUCATION PROGRAMS  
POST-BACCALAUREATE SPECIAL EDUCATION INTERNSHIP I  
**INDIVIDUALIZED EDUCATION PLAN (IEP) WORK SAMPLE**

This assessment covers knowledge and skills designed to give interns direct experience with a series of tasks that include writing key components of an IEP and understanding the foundational special education process that influence professional practice (*CEC Standard 1*). The components of an IEP that are developed can be generalized to any school districts' systems, processes, and forms. This is the first assignment for the Internship I and involves the initial application of knowledge learned in coursework and gives the supervisor an initial sense for the knowledge, skills, dispositions, and abilities of the intern. Interns learn about the similarities and differences in human development as well as the effect of the student's disability on learning and behavior (*CEC Standards 2, 3*). The importance of individualizing instruction is stressed in the development of the work sample and using knowledge about a student to respond effectively in a coordinated IEP plan is emphasized (*CEC Standard 3*).

Interns are not required to complete an entire IEP, but focus energy on two areas of concern and follow through on those areas of concern in the context of the IEP process. Areas of concern can include any of the basic skill areas (e.g., reading, writing, language, or math) (*CEC Standards 4, 6, 7*); behavioral areas (*CEC Standard 5*), or transition-related skill areas (*CEC Standard 7*) (e.g., employment, independent living, postsecondary training). For example, an intern may select reading and writing and focus energies on documenting information about the student from assessment, writing a Present Level of Performance, writing goals/objectives, and writing accommodations/modifications for just those two areas (*CEC Standard 7*). Again, this work sample only focuses on developing two key areas of concern and following through on key IEP components realizing that there are other technical and paperwork aspects of the IEP process. Considering language development in the context of writing the IEP in skill areas will be critical to this assignment. Also, augmentative, alternative and assistive technologies to support their IEP will need to be considered (*CEC Standard 6*). During the Internship II, interns will generalize the knowledge from this work sample to writing an entire IEP on district forms under the supervision and coaching of the Mentor/Cooperating Teacher where these technical aspects will be addressed. This core assessment in the PB SPED program is adapted from similar assessments in the undergraduate program.

The IEP is at the center of the special educator role and you will incorporate knowledge and skills learned from coursework into this work sample. Interns are required to complete and write up the process and participate in meetings and discussions when it is feasible (*CEC Standards 9, 10*). By documenting each component, you will demonstrate the thinking and problem solving you used to plan and conduct assessments (*CEC Standard 8*), listen to input from colleagues and parents/ caregivers, and participate in planning decisions that lead to writing the IEP (*CEC Standard 7*). As part of this experience, you may participate in and co-facilitate related meetings (*CEC Standard 9, 10*). This will not be a requirement for this work sample, since the focus is on planning and conducting assessments for preparing an IEP including writing a Present Levels of Performance, writing goals/objectives, and developing a modification and accommodation plan.

Interns with previous experience writing IEPs will need to examine the process and procedures used in the context of the approach provided during the Internship. The primary resource to assist you to work through this work sample is provided in *Responsive Steps, Voices and Practices (RSVP)* (Gleckel & Koretz, in press), which defines the IEP process as a product of a process and a way of thinking. Each of the components below is specified in the RSVP text including examples. Each component will also be directly taught to you during the Internship I seminar. The Internship gives you the opportunity to examine the realities of schools, and how the process looks in terms of paper work and meetings, and through the eyes of your Mentor/Cooperating Professional. Refer to RSVP as one resource for specific guidelines when analyzing a student's file, raising assessment questions, selecting assessment strategies, collecting data for the IEP, and writing each component

required in the document. Your Mentor/Cooperating Teacher and KSC Supervisor will have additional resources to assist you with this work sample.

The documentation for demonstration of mastery of the special education IEP process will include the following components of the work sample, and will begin by selecting a student who is in need of designing or redesigning an IEP. Refer to the attached scoring guide for specifics about how each section will be evaluated.

### **Part I. Plan Assessment** (Target CEC Standard: 8; Other: 1, 2, 3, 5)

Construct and assessment plan that...

- proposes a set of assessment strategies to gather information about a *referred* student, using existing information and documentation, identified concerns, and corresponding questions to justify selection of assessments
- makes clear connections among Know-Want-How columns so it is apparent why proposed assessment approaches are identified and how they promise to yield instructionally relevant data to eventually guide planning
- is organized to indicate how existing information, questions, and assessment approaches are grounded to enhance understanding the student (skills, strategies, and responsiveness to learning/ social situations) and learning demands, classroom expectations, and instructional materials, arrangements, and environments.
- conveys evidence of a comprehensive approach to collecting assessment data which looks at overall performance in the area(s) of concern along with specific skills and strategies and possible contributing factors

Step 1: Start with What you Know - Organize the information you gathered about the student from her/ his file and your interview with your cooperating teacher including any information you have from a pre-referral process or responsiveness to interventions. Present the description of the learner (strengths, problem/ concern) in the K (know) column of the assessment plan.

Step 2: Determine What you Want to Learn - Generate a list questions to direct assessment. Place them in the W (want to learn) column of the assessment plan.

Step 3: Propose How to Find Out - Identify strategies for gathering assessment data. Include the approaches in the H (how find out) column of the assessment plan.

Step 4: Map Out Schedule - Identify times for conducting assessments.

### **Part II. Collect, Chart, and Analyze Assessment Data** (Target CEC Standard: 8; Other: 1, 2, 3, 5)

Step 1: Develop or select informal and formal assessment tools - Figure out what materials you need to implement your proposed assessment plan.

Step 2: Conduct assessments - Create and maintain file folder(s) to keep assessment instruments, answer forms, analysis charts, and student work organized. Collect data from assessments.

Step 3: Chart and analyze student performance data - Analyze each data source individually and write up - attach a brief summary of what each assessment strategy indicates.

### **Part III. Writing the IEP** (Target CEC Standards: 4, 6, 7, 8; Other: 1, 2, 3, 5)

#### A. Write the Present Level of Performance (PLOP)

Integrate the data into narrative descriptions of the student: (a) profile/ learning style which includes the student's approach to learning, participating, responding to the demands of instruction as well as interests, needs, and preferences; and (b) identify the student's skills in academic and social area(s). Consider language development levels and communication needs in your narrative. Include measurable

postsecondary goals in the relevant transition areas of training, education, employment, or independent living as well as present levels of academic and functional performance (if appropriate).

**B. Write the Goals and Objectives**

Use assessment data as the basis for constructing an individualized curriculum framework. Write goals and objectives and monitoring and evaluation strategies. Include annual goal(s) connected to measurable postsecondary goals (if appropriate)

**C. Write Accommodations, modifications, and assistive technology**

Use assessment data as the basis for developing accommodations and modification including considering assistive technology as an option. Consider support that will help the student to...

- organize and manage time (scheduling)
- attend to the pace of lessons
- tolerate frustration
- maintain on-task behavior (support task completion)
- respond to teacher direction
- enhance or engage in peer interaction
- be independent in daily activity
- be an active part of group activities
- find learning spaces in which to work productively
- seek systematic feedback and incentives
- see ties with own interests in the learning context

**D. Write Transition-Related Services if area of concern selected is transition (use district forms).**

Transition services on the IEP are based on the individual student's needs, taking into account the student's strengths, preferences, and interests. Based on assessment data and file review information write...

- A four-year course plan of study detailing the courses and other experiences that the student will take for credit over this time span
- For each measurable postsecondary goal, write at least one transition service (activity or strategy). Consider instruction, related services, community experiences, employment and other post-school adult living objectives, when appropriate acquisition of daily living skills and a functional vocational evaluation.
- For each transition service (activity or strategy) consider person(s) responsible (e.g., school, parent, student, agency) and timeline for completion.

**Part IV. Reflection on IEP Work Sample** (*Target CEC Standard: 9, 10; Other: 1*)

Write a reflection about the overall IEP work sample considering feedback you received from your KSC Supervisor and Mentor/Cooperating teacher so that you will have reflections to guide your improvement the next time you write and IEP.

Guiding questions for your reflection:

- What did you find challenging in completing the work sample and how did you overcome these challenges?
- What cultural factors related to the student impacted the development of the work sample?
- What collaborative challenges did you encounter during the work sample? What would you do differently next time?

## 5b. Scoring Guide for the Assessment

### *Individualized Education Plan (IEP) Work Sample*

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#### IEP WORK SAMPLE SCORING GUIDE

##### Directions

Rate each individual item according to the scale below and enter in the appropriate number on the evaluation form. After individual items are rated, assign an overall rating for each larger component of the work sample (e.g., Educational Plan, Summary and Recommendations). If the majority of items in an area are “Needs Improvement” then you will need to assign a “1” for the performance in that area of the work sample. At the end of the rating tool, you will have an important opportunity to add summative evaluation comments. Scores of **14 or higher** will meet expectations on this assignment. The maximum score is 21.

#### RATING SCALE

##### **1 = Needs Improvement (NI)**

Through review of work sample, the intern shows a low level of performance and applies knowledge and skills inconsistently and unsystematically which reveals incomplete skill(s) development. The intern’s skill development shows that she/he needs to improve on the overall or individual components of the IEP work sample. The intern needs to focus more energy on bringing this aspect of teaching and/or assessing to a basic level. The supervisor should provide resources and specific suggestions for improvement in any such areas.

##### **2 = Meeting Expectations (ME)**

Through review of the work sample, the intern shows a basic level of performance and applies knowledge and skills consistently and systematically which reveals mastery of skill(s). The intern’s skill development shows that she/he has the ability to develop components of the IEP work sample. Remember that it is not appropriate to compare intern’s work to that of an experienced teacher. The observer should provide suggestions and next steps for the intern so she/he can continue to improve and strengthen his/her performance as some specific areas may need to be addressed. The general expectation is that many interns fall within this level of performance.

##### **3 = Exceeding Expectations (EE)**

Through review of the work sample, the intern shows an overall high-level of performance and applies knowledge skills consistently and systematically which reveals an impressive intern mastery of skills. The intern’s skill development shows an excellent application and generalization of skills and the ability to develop IEP work sample components. Criteria where the intern is exceeding expectations are considered strengths of the intern, and should be noted as such in comments. The general expectation is that fewer interns fall within this level of performance.

##### **NA = Not Applicable or Not Observed**

Any item on the form that does not apply write N/A.

## IEP WORK SAMPLE SCORING GUIDE

INDIVIDUALIZED EDUCATION PLAN WORK SAMPLE COMPONENT	RATING 1 = NI 2 = ME 3 = EE	COMMENTS
<b>Part I Assessment Plan</b> ( <i>Target CEC Standard: 8; Other: 1, 2, 3, 5</i> )		
<b>Overall Rating:</b>		
<u>Step I: Start with what you Know</u> Summarizes key issues, looking at student performance, participation, and progress with reference to the demands of (general education) learning experiences and the environment		
Extracts information about the student in the area of concern and organizes descriptive information by category (skill clusters, formats for performance, strategic thinking, context for participation, investment)		
Highlight the student post-school goals (transition-age students), interests, preferences, and strengths including results from any age-appropriate transition assessments		
Identify cultural factors that impact the student's learning and development		
<u>Step II: Determine What Want to Learn</u> Raises questions that build on what is known <u>and</u> gaps in information to describe the student in the area(s) of concern		
Organizes questions according to categories that help to sort through factors that impact learning, participation, and progress (ex. skill clusters, formats for performance, strategic thinking, context for participation, investment)		
Uses open-ended questions to guide & justify the selection of assessment strategies		
<u>Step III: How to find out</u> Includes identification of observations, informal tasks/ activities (surveys and probes) and interviews with teacher and/or student, indicating understanding of how tools generate different types of data		
Identifies assessments to directly address each question or set of questions raised		
Selects assessments that give student opportunity to demonstrate her competence and challenges in the area(s) of concern		
Diversifies assessment approaches to allow for isolate how student skills, language, responsiveness to tasks, environment, and situations give a view of performance, competence, and challenges		
<b>Part II. Collect, Chart, and Analyze Assessment Data</b> ( <i>Target CEC Standard: 8; Other: 1, 2, 3, 5</i> )		
<b>Overall Rating:</b>		
<u>Step I: Develop or select informal and formal assessment tools</u> Organizes a set of survey and probe level tools (both informal and formal assessments) that reflect KWH chart and provide opportunities to examine who the student is in the area(s) of concern.		
Follows all relevant district procedures for testing and evaluation of students in special education		
<u>Step II: Conduct assessments</u> Collects student responses to assessment tasks, identifying what transpired, student responses, variables impacting performance, and organizes assessments in separate files.		
<u>Step III Chart and analyze student performance data</u> Develops charting devices to correspond with each assessment tool providing a criteria for evaluating performance		
Examines student performance across tools, using common criteria to account for the impact of task and environmental demands		
Hypothesize what contributes to student patterns of errors, challenges, and successes using evidence of skills, strategies, and thinking documented through assessment		
Uses student performance on probes and surveys to indicate what skills/ skill clusters require attention and what approaches are preferable		



INDIVIDUALIZED EDUCATION PLAN WORK SAMPLE COMPONENT	RATING 1 = NI 2 = ME 3 = EE	COMMENTS
<b>Part III. Writing the IEP (note overall ratings are necessary in each sub-area)</b> (Target CEC Standards: 4, 6, 7, 8; Other: 1, 2, 3, 5)		
<b>A. Write the Present Levels of Performance</b>		
<b>Overall rating:</b>		
<u>Profile/Learning Style</u> Presents both the challenges and successes the student has in school and related to specific areas of concern.		
Includes measurable postsecondary goals in the relevant transition areas of training, education, employment, or independent living as well as present levels of academic and functional performance (if selected transition as the area of concern)		
Elaborates about the impact of instructional materials, learning environment, teacher input, and/ or incentives on student performance		
Identifies how language and personal experiences (background knowledge) effect performance and progress		
Characterizes how the student learning tasks		
Describes how the student performs when demands change		
Indicates the strategies the student uses when challenged		
Identifies the impact of the student's disability on learning		
Conveys how student attitude or self perception relate to performance in the area(s) of concern		
<u>Skills</u>		
Organizes narrative according to categories/ skill clusters		
Includes measures of academic achievement and functional performance		
Articulates specific skills mastered and the corresponding conditions/ task demands (ex. in isolation vs. context, when prompted)		
Clarifies how well the student is familiar with the skills, is at an independent level, and/ or applies them to authentic situations?		
Indicates starting point for instruction		
Uses grade level equivalents ONLY when referenced with specific instructional materials and demands?		
<b>B. Write the Goals and Objectives</b>		
<b>Overall rating:</b>		
<u>Goals</u>		
Connect to the present levels of performance		
Convey priorities in the student's program		
Set direction for instruction		
State the general outcomes or results of instruction		
Address the general targets of instruction		
Define criteria for level of mastery		
Specify types of evaluation strategies to be used and frequency of measurement		
Connect to general education curriculum and/or NH Curriculum Frameworks		
<u>Objectives</u>		
Identify the conditions (tasks or activities) under which the student will perform/ behave		
Establish skill sequences that progress toward each of the goals		
Begin at the "next step" that comes after the present levels of performance		
Define criteria for reaching mastery of the specific skills		
Specify types of evaluation strategies to be used and frequency of measurement		
Connect to general education curriculum and/or NH Curriculum Frameworks		

<b>C. Write Accommodations, modifications, and assistive technology</b>	
<b>Overall rating:</b>	
Indicates accommodations, modifications, and assistive technology that connects to needs identified in the PLOP and supports the goals/objectives	
Indicates a specific set of accommodations or modifications to use to support student active engagement in the general education curriculum	
Identifies particular ideas for adjusting assignments, instructional materials, and/ or learning environments to accommodate student needs	
Includes accommodations, modifications for statewide assessments	
Considered assistive technology options	
<b>D. Transition Related-Components (if area of concern selected is a transition-related skill)</b>	
<b>Overall rating:</b>	
Writes a four-year course plan of study detailing the courses and other experiences that the student will take for credit over this time span	
For each measurable postsecondary goal, writes at least one transition service (activity or strategy). Consider instruction, related services, community experiences, employment and other post-school adult living objectives, when appropriate acquisition of daily living skills and a functional vocational evaluation.	
For each transition service (activity or strategy), considers person(s) responsible (e.g., school, parent, student, agency) and timeline for completion.	
<b>Part IV. Reflection on IEP Work Sample (Target CEC Standard: 9, 10; Other: 1)</b>	
<b>Overall rating:</b>	
What did you find challenging in completing the work sample and how did you overcome these challenges?	
What cultural factors impacted the development of the IEP work sample?	
What collaborative challenges did you encounter during the work sample?	
What would you do differently next time?	
<b>FINAL SCORE/GRADE FROM OVERALL RATINGS</b>	<b>/21</b>

**GRADING CRITERIA:** Below 14 = C; 14-17 = B; 18 > = A

**SUMMATIVE EVALUATION COMMENTS: (USE BACK OF THIS FORM IF NECESSARY)**

**SUMMARIZE INTERN’S STRENGTHS**

**HIGHLIGHTS FOR INTERN**

**RECOMMENDATIONS**

**5c. Data Table for the Assessment**

***Individualized Education Plan (IEP) Work Sample***

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*Data will be collected during the 2006-2007 academic year and reported in June 2007*

Proposed Data Tables for 2006-2007:

The percentage and number of candidates will be reported for each category which will allow the program to analyze each IEP Work Sample component area.

<b>IEP WORK SAMPLE COMPONENT N =</b>	<b>NEEDS IMPROVEMENT</b>	<b>MEETS EXPECTATIONS</b>	<b>EXCEEDS EXPECTATIONS</b>
PART I ASSESSMENT PLAN	(#) % of Total N	(#) % of Total N	(#) % of Total N
PART II COLLECT, CHART, AND ANALYZE ASSESSMENT DATA			
<i>PART III, A. WRITE THE PRESENT LEVELS OF PERFORMANCE</i>			
<i>PART III, B. WRITE THE GOALS AND OBJECTIVES</i>			
<i>PART III, C. WRITE ACCOMMODATIONS, MODIFICATIONS, AND ASSISTIVE TECHNOLOGY</i>			
PART III, D. TRANSITION RELATED-COMPONENTS (IF AREA OF CONCERN SELECTED IS A TRANSITION-RELATED SKILL)			
PART IV. REFLECTION ON IEP WORK SAMPLE			

Candidates can range from 0-21 points on their overall score for the IEP Work Sample. A minimum score of “14” is a passing score for the IEP Work Sample. Overall scores will be reported in the following ranges by percentage and number of candidates.

<b>Overall IEP Work Sample Score</b>			
<b>Year</b>	<b>0-13</b>	<b>14-17</b>	<b>81-21</b>
<b>2006 -2007</b>	(#) % of Total N and the range of scores received	(#) % of Total N and the range of scores received	(#) % of Total N and the range of scores received