

Assessment 8 (optional): Additional assessment that addresses CEC Standards
Section IV – Evidence for Meeting Standards
Language, Development, Differences, and Disabilities

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

The foundation knowledge on language development, differences, and disabilities will be used in a redesigned course EDUCSP 501, *Foundations in Special Education*. This course replaces the PB SPED program course, SPED 301 *Context for Special Education*. According to the 2007 NCATE/CEC National Recognition Report, our accreditation report did not adequately provide evidence of how we addressed Standard 6: Language. A stronger emphasis on language and a corresponding assessment has been incorporated into this new course. Certain existing program assessments were also enhanced and more specifically aligned to address Standard 6. Although this enhancement of existing program assessments is adequate for addressing Standard 6, the Special Education program faculty felt that a new assessment would provide both the undergraduate and graduate program with a solid targeted assessment building on these enhancements. Special Education program faculty began to meet in Summer 2007 to design this assessment and include it in the revised Undergraduate and PB SPED programs. The new courses where this assessment tool will be integrated were approved through the KSC college wide curriculum process in December 2007. The tool was finalized in Spring/Summer 2008 for use in the Undergraduate program for Fall 2008. Thus, data will be available for the PB SPED program beginning Summer 2009 (which is the first opportunity to use the assessment in the new program). We will have one year of data from the undergraduate program to analyze before it is implemented in the PB SPED program.

The CEC standards emphasize both the background knowledge (Knowledge) and the application of knowledge (Skills) for language. The new 8th assessment titled *Language Development, Differences, and Disabilities* emphasizes the background knowledge that can be applied in later PB SPED courses. Each of these courses has a component related to the skills necessary for supporting the assessment and development of language. The PB SPED assessments that have a language component include:

- Assessment #1 Content Based Special Educator Portfolio Review
- Assessment #2 Sped Process Work Sample
- Assessment #4 Field Work Evaluation

A set of case studies that are based on research literature related to language/communication development have been created for this standard. Given the complex nature of language, case studies are used so that candidates can demonstrate their understanding of language as well as consider the implications and strategies for intervention. The series of case studies starts from basic language concepts to more complex with each layering more information and issues. For each case study, the candidate must demonstrate knowledge of the components of language, cultural and experiential considerations, and the impact on learning and interventions.

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

Given the importance of Standard 6 Language, one primary assessment has been created to focus on the content of the standard. The candidates will be assessed on their knowledge of the following:

- Typical language development for early childhood, elementary, middle school, and secondary level students
 - Receptive language
 - Expressive language
 - Phonology
 - Semantics
 - Syntax
 - Morphology

- Pragmatics
- Discourse
- Fluency

- Atypical language development associated with:
 - Communication disorders
 - Learning disabilities
 - Autism
 - Physical disabilities
 - Other low incidence disabilities

- Culturally responsive teaching for English language learners and the impact on learning including:
 - Bi-lingual and ELL learners
 - Stages of English acquisition
 - Cultural characteristics related to language/communication
 - Communication with families
 - Issues for immigrant and refugee families

- Augmentative and assistive technology including:
 - Communication boards
 - Sign language
 - Voice input/output synthesizers
 - Voice recognition software (e.g. Dragon Naturally Speaking)
 - Reading software (e.g. Kurzweil)

3. A brief analysis of data findings

Formal data collection will begin Summer 2009. The course targeted for use of this assessment is offered only in the summer for the PB SPED program and this assessment was created in Summer 2008. Therefore, this assessment will not be initiated in the PB SPED program during the 08-09 academic year. The PB SPED program faculty will review data from the undergraduate program which plans to institute this assessment in Fall 2008 so that data will be utilized to inform improvements for the PB SPED program.

Informal curriculum assessment, curriculum redesign, the SPA Report with the CEC response has prompted the SPED faculty to redesign the curriculum and add this assessment that specifically addresses language.

4. Interpretation of how data provide evidence for meeting standards

Formal data analysis of our first year of data will be in Fall 2009

Assessment Tool or Description of the Assessment***Language Development, Differences, and Disabilities***

Language Development, Differences, and Disabilities**Purpose:**

The purpose of these assignments is to document your understanding of language development, language differences, and language disabilities as language is central to the education of students with exceptional learning needs. Language is considered to be a central aspect of cognitive processes that includes other areas such as attention, memory, information processing, and production. Limited language proficiency impacts both academic and social development and can be influenced by cultural and linguistic experiences. A challenge for educators is differentiating between English Language learners and students with other exceptional learning needs, if any. Your understanding of the broad range of communication skills that include receptive and expressive language as well as verbal, non-verbal, and non-vocal communication will enhance your foundation knowledge that will guide your later work in special education methods/practicum and student teaching.

Part 1: Background Knowledge

Read assigned chapters from textbooks:

- Collaborating with Parents & Families in a Culturally and Linguistically Diverse Society
- Cognitive Processes – Input – Receptive Language, Processing Speed, Visual Processing, Chunk Size, Concept Formation, Deductive and Inductive Reasoning
- Cognitive Processes – Output – Expressive Language, Problem Solving, Organization
- Communication Disorders
- Journal articles – English Language Learners -- posted on our course Black Board site.

Part II: Case Studies

Each case study progressively adds complexity to your understanding of communication and language. The first case study examines typical language development to determine how you analyze the information in the areas of receptive and expressive language that includes fluency, phonology, semantics, syntax, morphology, pragmatics, and discourse. The second focuses on aspects of receptive language and expressive language that may typically be associated with students with language/learning disabilities or physical disabilities. The third case study explores the challenge of supporting students who are English Language Learners and may have concomitant disabilities. The final case examines a student who can benefit from low and high level assistive technology and augmentative communication strategies.

Case Study #1 Typical Language Development

Case Study #2 Receptive and Expressive Language

Case Study #3 English Language Learner

Case Study #4 Assistive Technology/Augmentative Communication

For each case study, you are expected to describe objectively the developmental characteristics related to language for each of the students. Then you should make inferences related to the student's cultural and/or experiential background, explain the possible impact on the student's ability to learn, and suggest interventions that educators, other professionals, or family members can use to promote the student's communication/language skills. The quality of your responses will be assessed on your ability to think analytically and critically while applying background knowledge from your readings and class discussions.

Developmental Analysis

This section demonstrates your ability to distinguish among the characteristics of receptive and expressive language as well as the facets of language including phonology, fluency, semantics, syntax, morphology, and discourse. Your analysis should show that you understand the distinction between speech articulation and other more complex language differences.

Cultural or Experiential Factors

The impact of cultural or experiential factors can be complex and subject to personal bias and interpretation. The section emphasizes the importance of posing questions and hypotheses that lead you to culturally sensitive responses as an instructional planner.

Impact on Learning

Learning differences or disabilities in receptive and expressive language can impact academic and social/emotional development. In this section, you should make inferences based on your readings of the texts and journal articles. References (APA style) to the research will be expected in this section. Academic areas can include reading, writing, mathematics, or other language based subject areas. Social/emotional development can include interactions with peers, teachers, and family members. It can also impact the ability of a student with exceptional learning needs to express one's needs and feelings and thus influence his/her behavior.

Strategies for Intervention

In this section, you should specify strategies that teachers, other professionals, paraprofessionals, and family members can use to strengthen language development through direct instruction or support the student through the use of accommodations/modifications that can enhance language abilities. In this section, include citations (APA style) from the readings of the text and journal articles.

Case Study Assessment Rubric

| CASE STUDY COMPONENT STANDARD 6 LANGUAGE | NEEDS IMPROVEMENT | MEETS EXPECTATIONS | EXCEEDS EXPECTATIONS |
|---|--|---|--|
| Developmental Analysis | <p>1 Narrative has errors of analysis of receptive or expressive language; weak distinction between speech and language; omission of components of language including fluency, phonology, semantics, syntax, morphology, pragmatics, and discourse; narrative not backed up by evidence from case study</p> | <p>2 Narrative accurately describes the components of language; clear distinction between receptive and expressive language; general understanding of age appropriate language development; objective analysis of some of the data presented; several examples cited from case study</p> | <p>3 Narrative clearly and accurately describes the components of language/ communication for the student; strong evidence of understanding of age-appropriate language development; objective analysis of data presented and strong relevant examples provided from case study</p> |
| | COMMENTS | | |
| Cultural or Experiential Factors | <p>1 Little evidence of understanding student's cultural and experiential background; lack of insight into influence of culture on language development; poor recognition of impact of English language learning on student success in classroom environment</p> | <p>2 Student's background and history are referenced with some insights into cultural or experiential differences. Some research of cultural differences on language development; educational opportunities are examined</p> | <p>3 Student's background and history are referenced with strong insights into cultural and experiential differences; clear evidence of research into cultural differences that influence language development; educational opportunities are examined and understood</p> |
| | COMMENTS | | |

| | | | |
|-----------------------------|--|---|---|
| Impact on Learning | <p>1 Weak evidence of understanding of language development on academic and social/emotional development; little or no evidence of connection between language and academics areas; weak understanding of research literature on language and literacy</p> | <p>2 Good understanding of impact of language on student's academic and social development; connection with some of the academic and social areas; use of some of the research literature</p> | <p>3 Strong understanding of impact of language on student's academic and social development; clear connections with reading, writing, spelling, and other academic areas; impact on social interactions with peers, teachers, and others in the environment; insight into language development on behavior; strong use of research literature</p> |
| | <p>COMMENTS</p> | | |
| Strategies for Intervention | <p>1 Interventions are not age appropriate or relevant to the needs of the student; limited range of interventions that are not comprehensive; not based on research literature; little use of appropriate assistive technology or augmentative communication</p> | <p>2 Age appropriate and relevant intervention that can be used in the classroom or home environment; good plan for intervention that includes direct instruction, accommodations, or modifications as appropriate; some use of assistive technology, if deemed appropriate; some use of research literature</p> | <p>3 Age appropriate and relevant interventions that can be used by teachers, other professionals, and family members to enhance language/communication skills; comprehensive plan for Interventions that includes direct instruction, accommodations, and modifications to the general curriculum; strong use of assistive technology or augmentative communication tools; evidence of response based on research literature with APA citations</p> |
| | <p>COMMENTS</p> | | |

Individual Candidate Tracking Sheet
 Assessment #8
 Standard 6 Language

Candidate's Name _____ ID# _____ Semester _____

Case Study #1 Typical Language Development

| CASE STUDY COMPONENT | NEEDS IMPROVEMENT | MEETS EXPECTATIONS | EXCEEDS EXPECTATIONS |
|----------------------------------|-------------------|--------------------|----------------------|
| Developmental Analysis | 1 | 2 | 3 |
| Cultural or Experiential Factors | 1 | 2 | 3 |
| Impact on Learning | 1 | 2 | 3 |
| Strategies for Intervention | 1 | 2 | 3 |

Case Study #2 Receptive & Expressive Language

| CASE STUDY COMPONENT | NEEDS IMPROVEMENT | MEETS EXPECTATIONS | EXCEEDS EXPECTATIONS |
|----------------------------------|-------------------|--------------------|----------------------|
| Developmental Analysis | 1 | 2 | 3 |
| Cultural or Experiential Factors | 1 | 2 | 3 |
| Impact on Learning | 1 | 2 | 3 |
| Strategies for Intervention | 1 | 2 | 3 |

Case Study #3 English Language Learner

| CASE STUDY COMPONENT | NEEDS IMPROVEMENT | MEETS EXPECTATIONS | EXCEEDS EXPECTATIONS |
|----------------------------------|-------------------|--------------------|----------------------|
| Developmental Analysis | 1 | 2 | 3 |
| Cultural or Experiential Factors | 1 | 2 | 3 |
| Impact on Learning | 1 | 2 | 3 |
| Strategies for Intervention | 1 | 2 | 3 |

Case Study #4 Assistive/Augmentative Strategies

| CASE STUDY COMPONENT | NEEDS IMPROVEMENT | MEETS EXPECTATIONS | EXCEEDS EXPECTATIONS |
|----------------------------------|-------------------|--------------------|----------------------|
| Developmental Analysis | 1 | 2 | 3 |
| Cultural or Experiential Factors | 1 | 2 | 3 |
| Impact on Learning | 1 | 2 | 3 |
| Strategies for Intervention | 1 | 2 | 3 |

OVERALL LANGUAGE SCORE:

Needs Improvement 0-23 _____

Meets Expectations 24-30 _____

Exceeds Expectations 31-36 _____

Data Derived from Assessment

Language Development, Differences, and Disability

Data will be collected during the Summer Session 2009 and reported in June 2010 as a part of the 2009-2010 academic year.

Proposed Data Tables:

The percentage and number of candidates will be reported for each category of the work sample which will allow for analysis of intern performance on program skills related to developing and implementing formative assessment and instruction procedures.

| Standard #6 Language Component | Needs Improvement | | | | Meets Expectations | | | | Exceeds Expectations | | | |
|--|-------------------|---|-------------|---|--------------------|---|-------------|---|----------------------|---|-------------|---|
| | Fall 2008 | | Spring 2009 | | Fall 2008 | | Spring 2009 | | Fall 2008 | | Spring 2009 | |
| | # | % | # | % | # | % | # | % | # | % | # | % |
| Typical Language Development | | | | | | | | | | | | |
| Receptive & Expressive Language | | | | | | | | | | | | |
| English Language Learners | | | | | | | | | | | | |
| Assistive Technology/ Augmentative Communication | | | | | | | | | | | | |
| Tally | | | | | | | | | | | | |

| OVERALL LANGUAGE SCORES | | | |
|--------------------------------|---|---|---|
| | NEEDS IMPROVEMENT | MEETS EXPECTATIONS | EXCEEDS EXPECTATIONS |
| | 0-23 | 24-30 | 31-36 |
| Fall 2008 | % 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 |
| Spring 2009 | “ | “ | “ |
| Fall 2009 | “ | “ | “ |
| Spring 2010 | “ | “ | “ |

