Final Assignment: Inclusive Services "Program Evaluation" (25 pts.)

DUE THURSDAY, December 5, 2013 on Blackboard at Signature button (TED SPED or SPED) or on Blackboard Discussion board (Liberal Studies-SPED option) WITH hard (paper) copy to Dr. Halvorsen on 12-5

A. This will be uploaded to Blackboard as will be all SPED Signature Assignments for all credential candidates. Liberal Studies-SPED Minors will submit on the Blackboard Discussion Group to Dr. Halvorsen. All will bring a paper copy to Dr. H when in class on 12-5.
   - See Assignment 5 Rubric in handout from Dr H. in class

The purpose of this signature assignment is for you to synthesize the information you have obtained throughout the quarter from readings and course content in all of the areas listed here, develop and apply these quality indicators of research-based inclusive services to the special education services in an existing school where you have completed the first four 5136 assignments this Fall. (Sample past assignments will be shared on Blackboard later in the quarter. Note that the directions have changed slightly since these prior years.)

The following areas must be addressed within your criteria or 'quality indicators' that are utilized in reviewing the site's services, so you will need to develop quality indicators for each area:

1. Parameters of inclusive educational services
2. Instructional strategies for diverse classrooms and students
3. Setting the stage for and facilitating peer relationships
4. Individualized student planning teams and development of student participation/learning/support plans
5. Functional curriculum development across employment, community, leisure and personal/home management domains within school and other natural contexts
6. Differentiation as well as Adaptation/Modification of general education core curriculum to meet students' instructional needs
7. Staff and family collaboration

B. Task

1. Your task is to select and/or design and apply a set of research-based practices criteria or 'quality indicators' for each of the above areas to evaluate the services for students with moderate to severe disabilities at the school where you are working, or completing TED fieldwork/student teaching, or have access to through other means. Make a list of the criteria that you have selected. Each of the 7 items above should have several quality indicators. Students with moderate-severe disabilities must be present in the school setting.

2. Using the criteria you have designed, observe and review the services delivered in this school. It will be very helpful to you if this is the school where you have completed all or most of the first four assignments. Your review for this key assignment must be more than just a review of one classroom and one student’s services. Show the data you have collected on your checklist. Credit and give full APA citations for any sources you used for your specific criteria.

3. Write a 3-4 page analysis of the data/information you have collected.

4. Write your recommendations for any program improvements (one page).

5. Plan to share your observations and recommendations with your colleagues at the school and in class.

6. Maintain confidentiality of all student and teacher/staff names at all times.
Demonstrate professional behavior at all times.

C. Preliminary CTC Teaching Standards addressed in part through this assignment:
2. Ed Specialists in Moderate-Severe Disabilities Standards: 1:-Learning Characteristics of Students with Moderate-Severe Disabilities; 2-Communication Skills, 3-Social Skills & Context, 4-Assessment, Planning & Instruction

D. Dispositions Addressed:
   Professionalism
   Fairness
   Inclusion
   All students can learn/Differentiation/UDL

Note: Once again, keep in mind that this does not constitute a real site evaluation. You are completing this assignment so that you can demonstrate your ability to synthesize and apply the research-based practices you have learned this quarter.