Case Study Part Three- Intervention Report

Standards

**CEC-INI-2012.1.2** Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

**CEC-INI-2012.3.3** Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

**CEC-INI-2012.5.2** Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

Directions to the Student

Based on the results of the informal assessments you administered.

1. Create a PLAAF based on the assessment results from EDS 495 Case Study Part Two.
2. Based on your PLAAF, write two annual goals and two short-term objectives for each of the goals (total of four short-term objectives). Your goals and objectives must be aligned with Common Core State Standards.
3. Instructional Activity
   a. Look at each goal.
   b. Choose one objective from each goal.
   c. Create an instructional activity that will reinforce the skill identified in the objective from each goal.

Your three resources for these activities must be:

1. Mercer and Mercer course text
2. Florida Center for Reading Research (www.fcrr.org).

Rubric Instructions
For each row of the rubric, assess on a 0-3 scale by selecting a score from the right-side columns for the element on the left-side of the same row.

**PLEASE NOTE: Percentages and Grades**

PLEASE NOTE: Percentages and Grades within LiveText should be ignored. When a rubric is completed in LiveText, a percentage may appear within the rubric. This percentage will not be regarded by the College of Education and is no reflection of the Grand Valley student’s grade or performance within the course. It is a result of assigning numeric values to the columns of the rubric. This numbering generates numeric data for the College of Education to inform us of areas within our courses that we need to improve in the future. Likewise, LiveText provides instructors with a grading tool to grade assignments in LiveText. The College of Education asks faculty not to use this tool, as official grades are currently managed through Banner. Any grade shown in LiveText is non-official and should not be regarded by LiveText users.

Please also remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students’ ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

**Case Study Part Three- Intervention Report**

<table>
<thead>
<tr>
<th></th>
<th>Proficient (3) (3.000 pts)</th>
<th>Developing (2) (2.000 pts)</th>
<th>Unsatisfactory (1) (1.000 pt)</th>
<th>Unacceptable (0) (0.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities</strong></td>
<td>Candidate demonstrates an in-depth skill in creating appropriate annual goals that align with state standards for an individual student with exceptionalities.</td>
<td>Candidate demonstrates an adequate level of skill in creating appropriate annual goals that align with state standards for an individual student with exceptionalities.</td>
<td>Candidate shows minimal skill in providing skill in creating appropriate annual goals that align with state standards for an individual student with exceptionalities.</td>
<td>Candidate does not show any skill in providing skill in creating appropriate annual goals that align with state standards for an individual student with exceptionalities.</td>
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<tr>
<td>Candidate effectively demonstrates a skill in developing two instructional activity using quality materials that meet corresponding specific objective in the IEP for a target student with exceptionalities.</td>
<td>Candidate adequately demonstrates a skill in developing an instructional activity or activities using quality materials that meet the corresponding specific objective in the IEP for a target student with exceptionalities.</td>
<td>Candidate inadequately demonstrates a skill in developing an instructional activity or activities using quality materials that meet the corresponding specific objective in the IEP for a target student with exceptionalities.</td>
<td>Candidate does not demonstrate a skill in developing an instructional activity or activities using quality materials that meet the corresponding specific objective in the IEP for a target student with exceptionalities.</td>
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<td>Candidate successfully integrates technology for planning and implementing evidence-based strategies that meet the needs of individuals with exceptionalities.</td>
<td>Candidate integrates technology for planning and implementing evidence-based strategies that partially meet the needs of individuals with exceptionalities.</td>
<td>Candidate attempts to integrate technology for planning. Implementing evidence-based strategies to meet the needs of individuals with exceptionalities are questionable.</td>
<td>Candidate does not integrate technology for planning. Implementing evidence-based strategies to meet the needs of individuals with exceptionalities are unacceptable.</td>
<td></td>
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</tbody>
</table>

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