CEC-INI-2012.1 Learner Development and Individual Learning Differences: Beginning special education professionals understand how exceptionalities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

CEC-INI-2012.2 Learning Environments: Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

CEC-INI-2012.4 Assessment: Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

CEC-INI-2012.5 Instructional Planning and Strategies: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

CEC-INI-2012.6 Professional Learning and Ethical Practice: Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

INTASC-2013.2 Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

INTASC-2013.6 Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

INTASC-2013.9 Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other
professionals, and the community), and adapts practice to meet the needs of each learner.

**NETS-T-2008.1** Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

**NETS-T-2008.2** Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETSâ€¢S. Teachers:

**NETS-T-2008.3** Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

**NETS-T-2008.4** Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

**NETS-T-2008.5** Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

**Purpose**

The purpose of this assignment is for candidates to collect and summarize information on assistive, adaptive, augmentative communication technologies (AT) or instructional technologies (IT) that facilitate students with learning disabilities and emotional impairments engagement in academic, communication, or physical activities. Overall, candidates will: (a) identify a need pertinent to an individual with a disability, and (b) conduct a literature review to identify technologies that best address the need. Candidates will format this assignment as a research paper. This assignment will be evaluated by your professor using the LD/EI Technology Project Rubric.

**Candidate Directions**

Within section one, Description of Targeted Student(s), select a student (or group
of students), who has a learning disability or emotional impairment and provide an overview of relevant information regarding his/her strengths and needs. Be sure to include the student’s age and present special education placement.

Within section two, Description of AT and Literature Review, identify two (2) technologies and (2) instructional technologies that you feel would most benefit the student(s) you have selected. Conduct a literature review to survey and investigate the technologies you have identified linking student needs with evidence-based best practices in this area.

Within Section three: Proposal, you will provide describe: the accommodating and instructional objective each AT and IT will address for the student(s), and a plan for evaluating the effectiveness of the each AT and IT with regard to your specified objective.

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.

### LD/EI Technology Project

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<thead>
<tr>
<th>Description of Targeted Student(s) &lt;br&gt; (1.000, 25%) &lt;br&gt; CEC-INI-2012.1 &lt;br&gt; INTASC-2013.2</th>
<th>Proficient (3) &lt;br&gt; (3.000 pts)</th>
<th>Developing (2) &lt;br&gt; (2.000 pts)</th>
<th>Unsatisfactory (1) &lt;br&gt; (1.000 pt)</th>
<th>Unacceptable (0) &lt;br&gt; (0.000 pt)</th>
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<tr>
<td>A thorough, detailed description of student(s) needs and abilities was provided and included all of the following elements: details about the student's age; academic, behavioral, and/or social/emotional abilities; and prognosis for independent adulthood.</td>
<td>A description of the student(s) needs and abilities was provided but the description did not include one or more of the following elements: details about the student's age; academic, behavioral, and/or social/emotional abilities; and prognosis for independent adulthood.</td>
<td>A description of the student(s) needs and abilities was provided but the description did not include any of the following elements: details about the student's age; academic, behavioral, and/or social/emotional abilities; and prognosis for independent adulthood.</td>
<td>A description of the student(s) needs and abilities was not provided.</td>
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| Description of AT and Literature Review <br> (1.000, 25%) <br> CEC-INI-2012.2 <br> CEC-INI-2012.5 <br> CEC-INI-2012.6 <br> INTASC-2013.9 | All of the following were thoroughly addressed. <br> 1) Each AT/IT was clearly described, and the description included a justification for the technology. The justification linked how the AT would facilitate the student's engagement in academic and/or social activities. <br> 2) A summary of available literature and research on each AT/IT was provided. <br> 3) Evidence-based best practices were cited and support each AT/IT as appropriate for the student's documented needs. | Numbers 1 and 2 of the elements listed below was addressed. <br> 1) Each AT/IT was clearly described, and the description included a justification for the technology. The justification linked how the AT would facilitate the student's engagement in academic and/or social activities. <br> 2) A summary of available literature and research on each AT/IT was provided. <br> 3) Evidence-based best practices were cited and support each AT/IT as appropriate for the student's documented needs. | Number 1 of the elements listed below was addressed. <br> 1) Each AT/IT was clearly described, and the description included a justification for the technology. The justification linked how the AT would facilitate the student's engagement in academic and/or social activities. <br> 2) A summary of available literature and research on each AT/IT was provided. <br> 3) Evidence-based best practices were cited and support each AT/IT as appropriate for the student's documented needs. | None of the elements listed below were addressed. <br> 1) Each AT/IT was clearly described, and the description included a justification for the technology. The justification linked how the AT would facilitate the student's engagement in academic and/or social activities. <br> 2) A summary of available literature and research on each AT/IT was provided. <br> 3) Evidence-based best practices were cited and support each AT/IT as appropriate for the student's documented needs. |

<p>| Proposal &lt;br&gt; (1.000, 25%) &lt;br&gt; CEC-INI-2012.4 | 1) A statement was provided that clearly identified the impact | 1) A statement was provided that clearly identified the impact | 1) A statement was provided that clearly identified the impact | 1) No statement was provided that clearly identified the impact |</p>
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<th>CEC-INI-2012.5</th>
<th>INTASC-2013.6</th>
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<tr>
<td>of each AT/IT on academic, behavioral, and/or social/emotional abilities and was written in the form of an objective. 2) A plan for evaluating the effectiveness of each AT/IT was provided and was appropriate for the AT.</td>
<td>of each AT/IT on academic, behavioral, and/or social/emotional abilities and was written in the form of an objective. 2) A plan for evaluating the effectiveness of each AT/IT was not provided or was not appropriate for the AT.</td>
</tr>
</tbody>
</table>

**Organization and Mechanics (1,000, 25%)**

| Clear, concise, and thorough organization of written document, no misspellings or grammatical errors are obvious. | Organization of written document is adequate but may need some fine tuning, few misspellings or grammatical errors are apparent. | Organization and/or grammatical errors and misspellings are numerous or interfere with understanding of the written document. | Organization and/or grammatical errors make the document unreadable. |