

## IEP

### How the assessment is used

The Individual Education Plan (IEP) is developed by candidates during the course *EDUC 317 Inclusive Classrooms* in the B.Ed. programs and *EDUC 503: Introduction to Special Education* in the diploma programs. It is used by the unit to assess the application of knowledge and skills related to students with special needs in an authentic activity. The course is required of all candidates seeking a baccalaureate degree in the unit. It is designed to prepare the educator to effectively teach a range of students found in the typical general education classroom. Various disabilities are addressed in terms of targeted Intervention techniques that are research proven. Practical strategies, accommodations and modifications for students with disabilities in the general education classroom are emphasized. The assignment to develop an IEP requires candidates to apply what they have learned in this course to a specific primary student with special needs. The candidate gathers background information (demographics and previous education progress), observes the student, and then, based on his/her specific needs, applies special education theory and practice to design short term and long-term educational goals for the student.

### Assignment description

This assignment is essentially a case study of a student with special needs. Each candidate is given a scenario that she must interpret, identifying what special needs should be met, what adaptations are appropriate for the educational progress of the student, and what short-term and long-term goals are appropriate for the student, honoring the principles that all children can learn and high expectations for all students. The candidate is expected to apply knowledge of child development, diversity, and student-centered teaching and learning.

### Description of Project (from syllabus)

1. Select a student from your field observation.
2. Obtain basic background information for the student required for an IEP.
3. Identify the student's present level of educational performance. Provide objective statements about educational, behavioral and social strengths and needs are listed, directly relate to evaluation results, and are consistently comprehensive. Include existing standardized and informal evaluation data with results showing effects of child's disability on educational performance. Describe the impact of the disability on the involvement/progress in general curriculum.
4. Identify long term (annual) educational goals for the student, selected and prioritized based on present level of performance data. Write goals in measurable terms and show direction for growth. Apply major concepts, principles, theories, and research related to the development of children and young adolescents.
5. Identify short term educational objectives for the student, written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what degree.

### IEP Scoring Rubric

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Basic Information	Majority of information is missing.	A designation is provided for student name, birth date, date of IEP, and type of IEP.	A designation is provided for student name, birth date, district, building site, date of IEP, and type of IEP.	A designation is provided for student name, birth date, date of IEP, and type of IEP.
Present Level of Educational Performance	Little to no information is provided about the present level of education performance, or information provided is clearly not accurate.	Objective statements about educational, behavioral and social strengths and needs are listed but are not consistently appropriate or do not directly link to the evaluation data. Existing standardized and informal evaluation data are inconsistently included with results	Objective statements about educational, behavioral and social strengths and needs are listed and directly relate to evaluation data, but are not consistently comprehensive. Existing standardized and informal evaluation data are included with results showing effects of	Objective statements about educational, behavioral and social strengths and needs are listed, directly relate to evaluation results, and are consistently comprehensive. Existing standardized and informal evaluation data are included with results showing effects of

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		showing effects of child's disability on educational performance. The impact of the disability on the involvement/progress in general curriculum.	child's disability on educational performance. The impact of the disability on the involvement/progress in general curriculum is provided	child's disability on educational performance. The impact of the disability on the involvement/progress in general curriculum is provided.
	<p><b>Standards</b>  <b>International- Qatar National Professional Standards for Teachers and School Leaders (2011)</b>  <b>Category:</b> National Professional Standards for Teachers (SEC, 2007)  <b>Standard:</b>  7. Assess and report on student learning  <b>Standard:</b>  9. Apply teaching/subject area knowledge to support student learning  <b>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)</b>  <b>PLO:</b>  PLO 1: Apply key theories and concepts of the subject matter in educational settings.  <b>PLO:</b>  PLO 7. Apply professional ethics in all educational contexts.  <b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b>  <b>Domain: ASSESSMENT</b>  <b>Standard 4:</b> Assessment for instruction--Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>			
Long Term Goals	Little or no information is provided for long-term goals, or the information provided is clearly not appropriate. Little or no application major concepts, principles, theories, and research related to the development of children and young adolescents.	Annual goals are selected and may or may not be based on present level of performance data. Priority of goals lacks alignment with learner strengths and needs. Goals are not written in measurable terms and/or do not show direction for growth. Limited application major concepts, principles, theories, and research related to the development of children and young adolescents.	Annual goals are selected and based on present level of performance data. Priority of goals lacks alignment with learner strengths and needs. Goals are written in measurable terms and show direction for growth. (minimum of 2). Some application major concepts, principles, theories, and research related to the development of children and young adolescents.	Annual goals are selected and prioritized based on present level of performance data. Goals are written in measurable terms and show direction for growth. Clear application major concepts, principles, theories, and research related to the development of children and young adolescents.
	<p><b>Standards</b>  <b>International- Qatar National Professional Standards for Teachers and School Leaders (2011)</b>  <b>Category:</b> National Professional Standards for Teachers (SEC, 2007)  <b>Standard:</b>  1. Structure innovative and flexible learning experiences for individuals and groups of students  <b>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)</b>  <b>PLO:</b>  PI 2a. Design instructional plans to maximize student learning.  <b>PLO:</b>  PI 2c. Use a range of assessments to inform teaching.  <b>PLO:</b>  PLO 4. Foster successful learning experiences for all students by addressing individual differences.  <b>PLO:</b>  PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources.  <b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b>  <b>Domain: DEVELOPMENT, LEARNING AND MOTIVATION</b></p>			

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	<p><b>Standard 1:</b> Development, Learning and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p> <p><b>Domain:</b> INSTRUCTION</p> <p><b>Standard 3.2:</b> Adaptation to diverse students--Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;</p>			
Short Term Objectives/ Benchmark	Little or no information is provided for short term goals, or the information provided is clearly not appropriate.	Majority of short term objectives/ benchmark (linked to annual goals) are not written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what degree. Benchmarks may or may not be age-appropriate and correlate with past IEP benchmarks.	Majority of short term objectives/ are written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what degree. Benchmarks written are age-appropriate and correlate with past IEP benchmarks.	Majority of short term objectives/ are written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what degree.
	<p><b>Standards</b></p> <p><b>International- Qatar National Professional Standards for Teachers and School Leaders (2011)</b>  <b>Category:</b> National Professional Standards for Teachers (SEC, 2007)  <b>Standard:</b>  1. Structure innovative and flexible learning experiences for individuals and groups of students</p> <p><b>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013)</b>  <b>PLO:</b>  PI 2a. Design instructional plans to maximize student learning.  <b>PLO:</b>  PI 2c. Use a range of assessments to inform teaching.  <b>PLO:</b>  PLO 3. Use current and emerging technologies in instructionally powerful ways.  <b>PLO:</b>  PLO 4. Foster successful learning experiences for all students by addressing individual differences.  <b>PLO:</b>  PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources.  <b>PLO:</b>  PLO 7. Apply professional ethics in all educational contexts.</p> <p><b>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation</b>  <b>Domain:</b> INSTRUCTION</p> <p><b>Standard 3.2:</b> Adaptation to diverse students--Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;</p>			