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| **Parent Handbook – Philosophy of Special Education** | | | | |
| **ARTIFACT #1** | **UNACCEPTABLE**  **1** | **ACCEPTABLE**  **2** | **COMPETENT**  **3** | **EXEMPLARY**  **4** |
| **Personal Philosophy of Special Education and Parent Involvement**  **CEC Standard**  CC1K1 | The written philosophy of Special Education was simplistic and had weak or unrealistic suggestions for parent involvement, contained less than 3 special education parent organizations at local or national levels or did not mention the CEC Code of Ethics. There were errors in the APA formatting or not all cited references were included in the paper. One or more areas were poorly written and the paper had 1-6 errors in spelling, grammar or usage. | The written philosophy of Special Education includes research citations supported by theorists, and includes or mentions some of the components of the CEC Code of Ethics. It describes the importance of parent involvement and includes information about 2-3 special education parent organizations and/or agencies with community connections, however, at least one area is poorly written. APA formatting is used and but contains 2-4 errors in formatting, did not cite all sources in the paper, or had 3-4 errors in spelling, grammar and or usage. | The written philosophy of Special Education includes research citations supported by theorists, and includes some of the components of the CEC Code of Ethics. It describes the importance of parent involvement and includes information about at least 3 special education parent organizations but does not include national or local level agencies or make connections with family and the local community. APA formatting is used but contains 1-2 errors in formatting, sources cited or spelling, grammar or usage. | The written philosophy of Special Education includes research citations supported by theorists, and includes some of the components of the CEC Code of Ethics. It describes the importance of parent involvement and includes information about 4 or more special education parent organizations and/or agencies that are at the national level as well as making connections with family and the local community. APA formatting is used and the paper contains all work cited with less than two errors in spelling, grammar or usage. |

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| **Parent Handbook – CEC Code of Ethics** | | | | |
| **ARTIFACT #2** | **NOT MET** |  |  | **MET** |
| **CEC Code of Ethics**  **CEC Standards**  CC9S1  CC1K2 | 0 |  |  | 1 |

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| **Parent Handbook – Parent Contact Log** | | | | |
| **ARTIFACT #3** | **UNACCEPTABLE**  **1** | **ACCEPTABLE**  **2** | **COMPETENT**  **3** | **EXEMPLARY**  **4** |
| **PARENT CONTACT LOG**  **CEC Standard**  **CC10S1**  **CC10S2**  **CC10S3** | The Parent Contact Log lacks adequate space for filling in the information or may be missing two or more of the eight components. The process for filing and accessing the information in student files is not included. | The Parent Contact Log lacks adequate space for filling in the information or may be missing one of the eight components. The process for filing and accessing the information in student files is not included. | The Parent Contact Log lacks adequate space for filling in the information, but contains all 8 components. The process for filing and accessing the information in student files was not clearly described. | The Parent Contact Log includes more than adequate space for filling in the information and has a professional appearance. Included is the date, the name of contacted person, the type of communication,  The reason for the call, a summary of communication, the reaction to the contact, follow-up with the date, and the process for filing and accessing the records in each individual student file. |

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| **Parent Handbook – Parent Involvement Letter** | | | | |
| **ARTIFACT #4** | **UNACCEPTABLE**  **1** | **ACCEPTABLE**  **2** | **COMPETENT**  **3** | **EXEMPLARY**  **4** |
| **Parent Involvement Letter**  **CEC Standard**  **CC1K7**  **CC10S3**  **CC10S5** | The Parent Involvement Letter was not on letterhead and may or may not be in color. It lacks a professional appearance, does not contains ideas stated in the textbook, and the suggestions made for parent involvement were not realistic for the population and culture in which the teacher will be working. It contains more than two spelling, grammar or usage errors. | The Parent Involvement Letter is on letterhead that may or may not be in color. It has a professional appearance, contains ideas stated in the textbook and includes innovative ways for parents to be involved in the classroom, however, some of the suggestions are not realistic for the population and culture in which the teacher will be working. It contains no more than two spelling, grammar or usage errors. | The Parent Involvement Letter is on letterhead and is in color. It has a professional appearance, contains ideas stated in the textbook and includes innovative ways for parents to be involved in the classroom that goes beyond the textbook’s suggestions and reflects the population and culture in which the teacher will be working. It contains no more than two spelling, grammar or usage errors. | The Parent Involvement Letter is on letterhead and is in color. It has a professional appearance, contains ideas stated in the textbook and includes innovative ways for parents to be involved in the classroom that goes beyond the textbook’s suggestions and reflects the population and culture in which the teacher will be working. It contains no spelling, grammar or usage errors. |

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| **Parent Handbook – IEP Letter** | | | | |
| **ARTIFACT #5** | **UNACCEPTABLE**  **1** | **ACCEPTABLE**  **2** | **COMPETENT**  **3** | **EXEMPLARY**  **4** |
| **IEP Letter**  **CEC Standard**  **CC10S9** | The letter that was written to the parent of a child who has just received an IEP was insensitive and did not address all 7 areas required. The letter contained more than one error in spelling, grammar or usage. | The letter is written on school letterhead to the parent of a child who has just received an IEP and reiterates the information covered in the IEP meeting. It includes the explanation of the diagnosis that was determined, the accommodations and services their child will receive and explains why these accommodations were selected based on testing data. Teacher contact information is provided as well as dates parents can expect to receive the progress reports. The letter was written with sensitivity but one of the 7 areas was poorly written and at least one error was found in spelling, grammar or usage. | The letter is written on school letterhead to the parent of a child who has just received an IEP and reiterates the information covered in the IEP meeting. It includes the explanation of the diagnosis that was determined, the accommodations and services their child will receive and explains why these accommodations were selected based on testing data. Teacher contact information is provided as well as dates parents can expect to receive the progress reports. The letter was written with sensitivity, but at least one of the areas above was poorly written. No errors were found in spelling, grammar or usage. | The letter is written on school letterhead to the parent of a child who has just received an IEP and reiterates the information covered in the IEP meeting. It includes the explanation of the diagnosis that was determined, the accommodations and services their child will receive and explains why these accommodations were selected based on testing data. Teacher contact information is provided as well as dates parents can expect to receive the progress reports. The letter was written with sensitivity and no errors were found in spelling, grammar or usage. |

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| **Parent Handbook – Etiologies, medical aspects, and medication of eleven types of Disabilities Chart** | | | | |
| **ARTIFACT # 6** | **UNACCEPTABLE**  **1** | **ACCEPTABLE**  **2** | **COMPETENT**  **3** | **EXEMPLARY**  **4** |
| **Chart of**  **Etiologies, medical aspects and medication of**  **eleven different types of disabilities**  **CEC Standard**  **CC2K7**  **GC2K3** | Chart(s) provided in class were used but a chart that discussed 5 other types of disabilities may or may not have been included and information included was weakly connected to the etiologies and medication that individuals with these different types of disabilities could use or experience. Reaction to medications that the teacher might see in the child was not discussed adequately. | Charts created from information provided in class are included which addresses 6 types of ADD and 5 other different types of etiologies, medical aspects, possible medication given for these conditions, and possible reaction a teacher could expect to see in a student on these medications, however, the chart lacked specific information, was too general or didn’t address one of the additional five disabilities. | Charts created from provided information are included which addresses 6 types of ADD and 5 other different types of etiologies, medical aspects, possible medication given for these conditions, and possible reaction a teacher could expect to see in a student on these medications, however the chart lacked specific information or was too general. | Charts created from provided information are included which addresses 6 types of ADD and 5 other different types of etiologies, medical aspects, possible medication given for these conditions, and possible reaction a teacher could expect to see in a student on these medications. |

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| **Parent Handbook – Reflection paper based on field trips or guest speakers** | | | | |
| **ARTIFACT #7** | **UNACCEPTABLE**  **1** | **ACCEPTABLE**  **2** | **COMPETENT**  **3** | **EXEMPLARY**  **4** |
| **A reflection paper based on field trips or speakers that share their story dealing with sensory impairments and physical and/or health disabilities**  **CEC Standard**  **GC2K2**  **GC2K3** | The reflection paper was based on information gathered on field trips or speakers that share their story dealing with sensory impairments and physical and/or health disabilities that have addressed the etiologies and medical aspects of conditions affecting individual with these disabilities, accommodations and modifications made, and has captured the feelings and other aspects the family may experience with individuals with this condition. Reflection does not cover what was learned in this activity or additional questions to be addressed, and previous knowledge from the course was not integrated. Some aspects were poorly written and contained errors in spelling, grammar or usage. | The reflection paper was based on information gathered on field trips or speakers that share their story dealing with sensory impairments and physical and/or health disabilities that have addressed the etiologies and medical aspects of conditions affecting individual with these disabilities, accommodations and modifications made, and has captured the feelings and other aspects the family may experience with individuals with this condition, however previous knowledge from the course was not integrated and some aspects were poorly written. | The reflection paper was based on information gathered on field trips or speakers that share their story dealing with sensory impairments and physical and/or health disabilities that have addressed the etiologies and medical aspects of conditions affecting individual with these disabilities, accommodations and modifications made, and has captured the feelings and other aspects the family may experience with individuals with this condition. Reflection covers what was learned in this activity and additional questions to be addressed, however previous knowledge from the course was not integrated. | The reflection paper was based on information learned in class and integrated with information gathered on field trips or speakers that share their story dealing with sensory impairments and physical and/or health disabilities that have addressed the etiologies and medical aspects of conditions affecting individual with these disabilities, accommodations and modifications made, and has captured the feelings and other aspects the family may experience with individuals with this condition. Reflection covers what was learned in this activity and additional questions to be addressed. |

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| **Parent Handbook – Transitional Artifact** | | | | |
| **ARTIFACT #8** | **UNACCEPTABLE**  **1** | **ACCEPTABLE**  **2** | **COMPETENT**  **3** | **EXEMPLARY**  **4** |
| **A chart that provides the different transitional paths students can take based on their disability**  **CEC Standard**  **CC5S8**  **CC5S9** | The chart or document included for the following areas of transition was unclear or lacked insight or true understanding of the situations for Mild/Moderate disabilities students:   * Early Childhood to Elementary * Elementary to Middle School * Middle School to High School   Career planning   * A job * Jr. college * College * Vocational Training * Sheltered workshop * Independent Living At least two   No articles or artifacts were included. | The chart or document included a brief description of instruction for a student with Mild/Moderate disabilities to aid transition in each of the following situations:   * Early Childhood to Elementary * Elementary to Middle School * Middle School to High School   Career planning   * A job * Jr. college * College * Vocational Training * Sheltered workshop * Independent Living   At least one article or artifact from a fieldtrip was included that address transitions, but at least one or more areas lacks insight and understanding of transitions or has missing areas. | The chart or document included a brief description of instruction for a student with Mild/Moderate disabilities to aid transition in each of the following situations:   * Early Childhood to Elementary * Elementary to Middle School * Middle School to High School   Career planning   * A job * Jr. college * College * Vocational Training * Sheltered workshop * Independent Living   At least one article or artifact from a fieldtrip was included that address transitions. | The chart or document included a brief description of instruction for a student with Mild/Moderate disabilities to aid transition in each of the following situations:   * Early Childhood to Elementary * Elementary to Middle School * Middle School to High School   Career planning   * A job * Jr. college * College * Vocational Training * Sheltered workshop * Independent Living   At least two articles or artifacts from fieldtrips were included that address transitions. |

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| **Parent Handbook – Seven Community Building Artifacts (Classroom and w/parents)** | | | | |
| **ARTIFACT #9** |  |  |  |  |
| **Seven Artifacts**  **For building community within the classroom and with parents.**  **CEC Standard 1-10**  **Back to School Night Program**  **CEC Standard:**  **CC2K4,3K5,10K2** | **NOT MET** |  |  | **MET** |
| **Individual Weekly Reporting Form**  **CEC Standards:**  **CC5S9,10K2,10K4** | **NOT MET** |  |  | **MET** |
| **Positive Reinforcement Letter**  **CEC Standards:**  **CC1K7,1K10,2K4,10K4** | **NOT MET** |  |  | **MET** |
| **Review of a Parent Article**  **CEC Standards:**  **CC1K7,2K4,3K3,3K4**  **CC3K5, GC9K1,9K2,**  **GC10S2, 10S3** | **NOT MET** |  |  | **MET** |
| **Review of Parent organizations and helpful websites**  **CEC Standards:**  **CC1K7,2K4,3K3,3K4**  **CC3K5,5S1,10K4**  **GC9K1, 9K2** | **NOT MET** |  |  | **MET** |
| **Classroom Newsletter**  **CEC Standards:**  **CC1K7,2K4,5S1,**  **CC10S3,10S10**  **GC10S2** | **NOT MET** |  |  | **MET** |
| **Document on how to deal with para-educators, volunteers, and tutors in the classroom**  **CEC Standards:**  **CC5S15, GC7K5** | **NOT MET** |  |  | **MET** |

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| **Parent Handbook – Cultural Research Paper and Presentation** | | | | |
| **ARTIFACT #10** | **UNACCEPTABLE**  **1** | **ACCEPTABLE**  **2** | **COMPETENT**  **3** | **EXEMPLARY**  **4** |
| **Cultural Research Paper**  **CEC Standards:**  **CC1K5,1K7,1K10,2K3,**  **CC2K4,2K3,3K4,3K5,**  **CC5K5,5S1,6K1,6K2**  **CC9K3,10K2,GC9S2** | 140-151  D | 152-171  C | 172-191  B | 192-200  A |