Key Licensure Assessment #7: Communication and Collaboration Project
Intervention Specialist: Mild/Moderate – EDUC 570
Overview
Graduate Initial Teacher Preparation Program
Educator Preparation Unit
Muskingum University

1. **Description of the Assessment and Its Use in the Program**

This four-part project is designed for candidates to: (1) observe the system of communication and collaboration between and among the network of intervention specialists, regular education teachers, the building principal, the special education coordinator, parents/guardians, and providers of related services who are directly involved in educating students with mild to moderate developmental disabilities; (2) observe and interview each member of the communication network; (3) analyze the qualitative data collected from the observations and interviews in order to determine the existing configuration of communication and collaboration in the district where the project is carried out, and (4) suggest a set of promising practices in communication and collaboration in educating students with mild to moderate developmental disabilities. The candidate’s network is to be inclusive of all of the above named stakeholders. The promising practices in communication and collaboration developed by the candidate are to be based on the qualitative data collected during observations and from interviews, current research and literature, and the major elements from the Initial Level Council for Exceptional Children (CEC) Content Standards articulated below.

Key Licensure Assessment #7 is carried out in the field experience component of and is assessed by the course instructor for EDUC 570: Professional Practices in Special Education.

To be admitted into clinical practice at Gateway 3, candidates must complete Key Licensure Assessments #6 - #8 (Individual Learning and Transition Plan, Communication and Collaboration Project, and Behavioral Support Plan) with at least 80% of the major elements of the initial level CEC content standards across these three assessments rated at meets major element and no major element rated unacceptable.

2. **Description of How the Assessment Specifically Aligns with the Initial Level Council for Exceptional Children (CEC) Content Standards (2012)**

The following major elements of Initial Level CEC Content Standards 1, 2, 3, 6, and 7 are evaluated through this key licensure assessment.

<table>
<thead>
<tr>
<th>Standard 1 – Major Element 1: Know of similarities and differences in human development, and how exceptional learning conditions can interact with the domains of human development, family beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community, as well as an individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community</th>
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<td><strong>Standard 2 – Major Element 5: Provide guidance and direction to paraeducators and others</strong></td>
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<td><strong>Standard 3 – Major Element 8: Know the issues in the organization of special education services and their relationship to the organization schools</strong></td>
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<td><strong>Standard 6 - Major Element 24: Know that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with exceptionalities and their families</strong></td>
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<td><strong>Standard 6 – Major Element 25: Use the profession’s ethical principles and professional practice standards to reflect on and adjust their practice, and know how their own and others’ attitudes, behaviors, and ways of communicating can influence their practice</strong></td>
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Standard 7 - Major Element 27: Collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways

Standard 7 – Major Element 28: Promote and advocate the learning and well-being of individuals with exceptionailities across a wide range of settings and a range of different learning experiences

3. **Assessment Instrument**

Communication and Collaboration Project Guidelines

*As you complete the following, refer to the scoring guide for Key Licensure Assessment #7 to ensure that you include all expectations for this assessment.*

**Purpose:** The purpose of Key Licensure Assessment #7 is to assess a candidate ability and skills to analyze the system of communication and collaboration between and among the network of intervention specialists, regular education teachers, the building principal, the special education coordinator, parents/guardians, and providers of related services who are directly involved in educating students with mild to moderate developmental disabilities.

**COMPONENT I:** Observations of the System of Communication and Collaboration

You are to observe the system of communication and collaboration between and among all members of the special education network within a single school district (intervention specialists, regular education teachers, administrators, the special education coordinator, parents/guardians, and providers of related services) to gain an understanding of the system of communication and collaboration, network members and their roles, and how the system functions to support the education of students with mild to moderate disabilities.

During your observations, you are to make written notes of the communication and collaboration processes between and among the members of the network.

**COMPONENT II:** Data Collection

You are to interview members of the network (intervention specialists, regular education teachers, administrators, the special education coordinator, parents/guardians, and providers of related services). You will first need to construct interview questions from the observations you made as described in Component I above, from previous and current coursework learnings, from current research and literature, and from the following major elements of Initial Level CEC Content Standards 1, 2, 3, 6, and 7.

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**Standard 7 - Major Element 27**: Collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways

**Standard 7 – Major Element 28**: Promote and advocate the learning and well-being of individuals with exceptionalities across a wide range of settings and a range of different learning experiences

**COMPONENT III**: Analysis of the Existing System of Communication and Collaboration

1. Analyze and summarize the data collected through your observations and interviews to determine the configuration of the existing system of communication and collaboration between and among the network of intervention specialists, regular education teachers, administrators, the special education coordinator, parents/guardians, and providers of related services who are involved in the education of students with mild to moderate disabilities.

2. Describe the extent to which the system of collaboration and communication is effective. Conclusions are to be based on data collected from observations and interviews, from previous and current coursework learnings, and from current research and literature. Make sure that your description addresses each of the major elements of Initial Level CEC Content Standards 1, 2, 3, 6, and 7 articulated in Component II above.

**COMPONENT IV**: Promising Practices in Collaboration and Communication

You are to construct your own version of the elements of promising practices in collaboration and communication. The collaboration and communication system that you construct is to be based on: (1) findings about the current collaboration and communication system that appear to work well and be effective and inclusive, (2) current research and literature concerning effective and inclusive collaboration and communication systems in special education, and (3) the major elements of Initial Level CEC Content Standards 1, 2, 3, 6, and 7 articulated in Component II above.