3.6 Develops and applies individualized education plans as required by law. (CO: 6.5)

Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
No evidence that s/he can develop an IEP with all components (e.g., present levels of performance, long term goals, objectives, monitoring procedures) based on incomplete documents placed as evidence in the eportfolio OR has not passed the proficiency requirement for 3.6 in ED 412/512 or EXHP 465/565	No evidence of independent completion of an individualized education plan in the eportfolio but is enrolled in the course in which the proficiency is met (ED 412/512 or EXHP 465/565) and acquiring knowledge of plan development	Develops an individualized education plan (IEP, ILP, 504 plan) based on assessment information; the plan includes all components required by law (e.g., present levels of performance, long term goals, objectives, monitoring procedures); plan is developed and evaluated in ED 412/512 or EXHP 465/565	Meets criteria for "Proficient" AND assists in <u>any</u> of the following as part of ongoing teaching responsibilities (not in a university course): 1) collecting and reporting assessment information for IEP, ILP, or 504 planning meetings that focus on the development of individualized plans for more than one student 2) assistance as the classroom teacher in a team's development of individualized education plans for more than one student (e.g., IEP, Section 504 plan) based on assessment information, including all components required by law
No evidence that s/he plans, implements, or monitors instruction based on an individualized plan	No evidence of independent completion of a plan OR implementation and has not yet completed the course where proficiency	Plans appropriate instruction based on an IEP	Plans and implements appropriate instruction based on a IEP Monitors progress on an IEP and modifies instruction based on evidence

Operationalization/Criteria:

Guidelines for Admission to Education: *Not evaluated at admission to education*

Guidelines for Admission to Student Teaching:
This standard is met in ED 412/512 or EXHP 465/565 (Teaching Diverse Learners/Adapted PE). A mastery requirement must be completed for a passing grade of "C" or better.

Evidence: Student transcript, TEIMS rating by professor for 3.6

Guidelines for Program Completion/Student Teaching:

1. Required for program completion are ratings of "proficient" based on rubric above.
2. This standard is met (rating of "3" or "proficient") by completion of ED 412/512 or EXHP 465/565; in this course the instructor documents the student's ability to develop an individualized plan and plan instruction based on goals and objectives.
3. Additional evidence for standard 3.6 may be evaluated during student teaching, including evidence of IEP/ILP/504 plans (inavailable in the eportfolio) or documentation of implementation of specific goals, objectives.
4. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *He earned proficiency through completion of requirements in ED 412.*

Evidence to be Evaluated: Student transcript, TEIMS rating by professor for 3.6, eportfolio evidence of additional plan development or lesson plansdeveloped to implement plan objectives, documentation of team meetings in which s/he had responsibility for IEP planning

Rationale:

Colorado Basic Literacy Act Regulations, Colorado Department of Education: http://www.cde.state.co.us/coloradoliteracy/cbla/index.htm.

Colorado Exceptional Student Laws and Regulations, Colorado Departmetn of Education: http://www.cde.state.co.us/cdesped/LawsRegs.asp.

Exceptional Student Leadership Unit, Colorado Department of Education: http://www.cde.state.co.us/cdesped/.

Gibb, G.S., & Dyches, T.T. (2007*). Guide to writing quality individualized education programs* , 2nd ed. Boston: Allyn & Bacon.

IDEA Rules and Regulations, U.S. Department of Education: http://idea.ed.gov/.

Language, Culture, and Equity Unit, Colorado Department of Education: http://www.cde.state.co.us/cde_english/index.htm.

Mastropieri, M. & Scruggs, T. (2009). *The inclusive classroom: Strategies for effective instruction,* 4th ed. Upper Saddle River, NJ: Pearson.

Section 504 of the Rehabilitation Act, U.S. Department of Education: http://www.ed.gov/policy/rights/guid/ocr/disability.html.