



INDIANA UNIVERSITY KOKOMO

SCHOOL OF EDUCATION ASSESSMENT PLAN 2016-2020

I. Program Mission:

The mission of the School of Education is to prepare candidates to serve as effective members and leaders of the profession, assist candidates in meeting Indiana licensure requirements for public school personnel, and to provide program completers with the requisite knowledge, skills and dispositions needed to become highly qualified professionals.

II. Program Goals and Outcomes

1. Child Development and Learning Differences: Candidates understand Child Development and Learning Differences
2. Diversity: Candidates understand Diversity and its relationship to learning
3. Curriculum and Content Knowledge: Candidates understand Curriculum standards and demonstrate Content Knowledge especially in field settings.
4. Instruction, Learning Environments and Technology: Candidates understand Instructional strategies, appropriate Learning Environments and the use of Technology
5. Assessment: Candidates understand Assessment and use assessment to ascertain student learning
6. Professionalism and Collaboration: Candidates understand the importance of Professionalism and Collaboration

III. Curriculum Maps Attached.

IV. Assessment Activities planned for the following year

15-16 – CAEP. Since we were writing our Self Study we were not obligated to do additional assessments this year.

16-17 – Quantitative Literacy. The SoE has aligned K490 Assessment course with the Quantitative Literacy General Education Outcomes. An assessment will need to be used to assess candidates learning on the General Education Outcomes for Quantitative Literacy. These data will need to be shared with SoE and reflected upon so to be included in the campus assessment.

17-18 – Critical Thinking and Ethics The SoE has aligned P251 and P255 Educational Psychology course with the Critical Thinking General Education Outcomes. An assessment will need to be used to assess candidates learning on the General Education Outcomes for Critical Thinking. These data will need to be shared with SoE and reflected upon so to be included in the campus assessment. The SoE has aligned H340 American Education course and M210 Leadership course with the Ethics and Civic Engagement General Education Outcomes. An assessment will need to be used to assess

candidates learning on the General Education Outcomes for Ethics and Civic Engagement. These data will need to be shared with SoE and reflected upon so to be included in the campus assessment.

18-19 – Critical Thinking and Ethics continued.

19-20 – Cultural Diversity. The SoE has aligned M300 Multicultural course and M210 Leadership course with the Cultural Diversity General Education Outcomes. An assessment will need to be used to assess candidates learning on the General Education Outcomes for Cultural Diversity. These data will need to be shared with SoE and reflected upon so to be included in the campus assessment.

V. Ongoing Assessment

- b. Assessment is an ongoing process within the School of Education. As every year results in the aggregation of data that will inform multiple aspects of the programs, changes needed in each program are identified in a timely, routine, and systematic manner.
- c. The SoE faculty has been trained in TaskStream and now needs to populate the site to accept assessments. Once this is accomplished assessment data can be tracked, organized and become more easily accessible for reporting.

The School of Education Metastandards are aligned (uses identical language) with the State (IDOE) Teacher Education standards, InTASC, and SPA standards. This table shows how the School’s Metastandards are aligned with the IDOE and InTASC as well as how courses support meeting these standards at each progress level within the programs.

Elementary/Secondary/Special Education Teacher Preparation Program
Pre-Professional Program: Year One and Year Two

Metastandard One: Child Development and Learning Differences							
Standards	Factual Knowledge	F205	W200	Q200	P251	K205	M311
IDOE Standard 1: Student Development and Diversity	Candidates have a broad understanding of student development and diversity	G	F G H F G HL	G	A B C E F G I	A B C E F G I	B
IDOE Standard 2: Learning Processes	Candidates have a broad understanding of learning processes		F G HL LL	F G	A B C E F G I	A B C E F G I	B G K
INTASC Standard #1: Learner Development	Candidates understand how children learn and develop, recognizing patterns of learning and development			F G	A B C E F G I	A B C E F G I	
INTASC Standard #2: Learning Differences	Candidates understand individual differences				A B C E F G I	A B C E F G I	G

Metastandard Two: Diversity							
Standards	Factual Knowledge	F205	W200	Q200	P251	K205	M311

INTASC Standard #4: Content Knowledge	Candidates understand the structure of the discipline(s) he or she teaches			C F G	A B C E F G I	A B C E F G I	K
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Metastandard Four: Instruction/Learning Environments and Technology

Standards	Factual Knowledge	F205	W200	Q200	P251	K205	M311
IDOE Standard 3: Instructional Planning and Delivery	Candidates know standards---based instructional planning and delivery			A C G			B K
INTASC Standard #5: Innovative Applications of Content	Candidates know how to connect concepts			A C G			K
INTASC Standard #7: Planning for Instruction	Candidates know how to use knowledge of content areas to plan instruction						K
INTASC Standard #8: Instructional Strategies	Candidates know a variety of instructional strategies		F G H L				K
ISTE Standard #2: Design and Develop Digital---Age Learning Experiences and Assessments	Candidates know how to develop technology--- enriched learning environments		F G H L				
IDOE Standard 5: Learning Environment	Candidates know effective environments for student learning					A B C E F G I	G
INTASC Standard #3: Learning Environments	Candidates know how to create environments that support student learning			A C G		A B C E F G I	G

Metastandard Five: Assessment

Standards	Factual Knowledge	F205	W200	Q200	P251	K205	M311
IDOE Standard 4: Assessment	Candidates know assessment principles and practices			C G		A B C E F G I	G K
INTASC Standard #6: Assessment	Candidates know multiple methods of assessment		F G H L	A C G		A B C E F G I	

Metastandard Six: Professionalism and Collaboration							
Standards	Factual Knowledge	F205	W200	Q200	P251	K205	M311
IDOE Standard 6: The Professional Environment	Candidates understand the legal and ethical requirements of the profession	G	F G	A C G		A B C E F G I	
INTASC Standard #9: Reflection and Continuous Growth	Candidates understand the importance of being a reflective practitioner	G	F G H L	C G			K
INTASC Standard #10: Collaboration	Candidates understand the importance of collaboration with students					A B C E F G I	K

Category Designation	Assessment Outcome
A	Papers
B	Exams/Quizzes

C	Simulations
D	Portfolios
E	Research/Inquiry
F	Presentations
G	Critical Readings/Discussions
H	Service Learning
I	Case Study/Vignette Analysis
J	Field Performance
K	Curriculum/Lesson Plans
L	Assessment/Rubrics
M	Other (specify)

The School of Education Metastandards are aligned (uses identical language) with the State (IDOE) Teacher Education standards, InTASC, and SPA standards. This table shows how the School’s Metastandards are aligned with the IDOE and InTASC as well as how courses support meeting these standards at each progress level within the programs.

Elementary/Secondary Teacher Preparation Program
 Movement C/Movement II

Metastandard One: Child Development and Learning Differences									
Standards	Procedural Knowledge	E328	E341	X460	K305	K490	M4XX	M464	S487
IDOE Standard 1: Student Development and Diversity	Candidates have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students	G K L	I	G K		A B F G J K L	K	A I B G C	
IDOE Standard 2: Learning Processes	Candidates have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement	G K L	G	G	B G J	A B F G J K L	K		
INTASC Standard #1: Learner Development	Candidates understand how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences	G J L L			G G J	A B F G J K L	K		
INTASC Standard #2: Learning Differences	Candidates use understanding of individual differences to ensure inclusive learning environments that allow each learner to reach his/her full potential	G J K	G K	G K	B G J		K	A B G I	

INTASC Standard #4: Content Knowledge	Candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners	E J K	G K	G			K	A B C G I	A B G K
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Metastandard Four: Instruction/Learning Environments and Technology									
Standards	Procedural Knowledge	E328	E341	X460	K305	K490	M4XX	M464	S487
IDOE Standard 3: Instructional Planning and Delivery	Candidates have a broad and comprehensive understanding of instructional planning and delivery and demonstrates the ability to plan and deliver standards---based, data---driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals	J K	J K H G I	G			J K	A B C G I	A B G K
INTASC Standard #5: Innovative Applications of Content	Candidates understand how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues	G K	E K J	G K	G		J K	A B C G I	A B G K
INTASC Standard #7: Planning for Instruction	Candidates draw upon knowledge of content areas, cross---disciplinary skills, and learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals	G J K			G		J	A B C G I	A B G K
INTASC Standard #8: Instructional Strategies	Candidates understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information	G K	G K		B G	G J K L	J	A B C G I	A B G K
ISTE Standard #2: Design and Develop Digital---Age Learning Experiences and Assessments	Candidates develop technology---enriched learning environments that enable all students to pursue their individual curiosities	G K	G	G			K	A B C G I	A B G K

IDOE Standard 5: Learning Environment	Candidates have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well--managed, and safe learning environments for all students	J M FIELD REFLECT	G K	G K	B G	G J K L	J	A B C G I	A B G K
INTASC Standard #3: Learning Environments	Candidates work with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self---motivation	J M FIELD REFLECT				B G	J	A B C G I	A B G K

Metastandard Five: Assessment									
Standards	Procedural Knowledge	E328	E341	X460	K305	K490	M4XX	M464	S487
IDOE Standard 4: Assessment	Candidates have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making	U G K L	G J K L		G	A B F G J K L	L	A B C G I	A B G K
INTASC Standard #6: Assessment	Candidates understand and use multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform candidates' ongoing planning and instruction	J K L - FIELD REFLECTION	G J K L		G	A B F G J K L	L	A B C G I	A B G K

Metastandard Six: Professionalism and Collaboration									
Standards	Procedural Knowledge	E328	E341	X460	K305	K490	M4XX	M464	S487
		E328	E341	X460	K305	K490	M4XX	M464	S487

IDOE Standard 6: The Professional Environment	Candidates have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession	J K M FIELD REFLECTIONS	J		B G J	A B F G	G I J		A B G K
INTASC Standard #9: Reflection and Continuous Growth	Candidates are reflective practitioners who use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (students, families, and other professionals in the learning community)	J M FIELD REFLECTIONS	G J			J K L	G I	A B G I	A B G K
INTASC Standard #10: Collaboration	Candidates collaborate with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being	G J K	G		B G		J	A C G I	

Category Designation	Assessment Outcome
A	Papers
B	Exams/Quizzes
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L	Assessment/Rubrics
M	Other (specify)

Knowledge of students' cultural identities	Candidates understand the importance of diverse identities of groups and individual students and can identify the differences and tensions between these identities.		A J	G I M	A B J K	A B C E E E	K j			A B E F	G B	G
Valuing cultural diversity	Candidates understand curriculum that addresses the values, virtues, and ethical codes shared by various cultural groups and individuals.		J	G M	G	A B C E F G I	F K				G B	G
Complex nature of diversity	Candidates understands curriculum that demonstrate the complex characteristics of race, ethnicity, gender, language, and social class		J	K F	G A B	A B C E F G I	F K				G B	G
Culturally sensitive techniques	Candidates understand how to use a variety of culturally sensitive techniques to address complex cognitive and social skills.		J	K F	G A B	A B C E F G I	K					B G
Multiple perspectives	Candidates provide a range of perspectives for students on various issues within the classroom.		J	G C I M	K J	A B C E F G I			G K			

Metastandard Three: Curriculum and Content Knowledge												
Standards	Conceptual Knowledge	E339	E335	M323	HPER P290	M300	E343	E340	E325	M333	H340	K306
INTASC Standard #4: Content Knowledge	Candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches	G K	A J	C G K	A B J G K		J	G K	G K	A B C		

Metastandard Four: Instruction/Learning Environments and Technology
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IDOE Standard 4: Assessment	Candidates have a broad and comprehensive understanding of assessment principles and practices	G J K L	I J	D F K	B G J K		B	G J K L		A B E F		
INTASC Standard #6: Assessment	Candidates understand multiple methods of assessment	G J K L	I J	D F K	B J K L		B	G J K L		A B E F		

Metastandard Six: Professionalism and Collaboration												
Standards	Conceptual Knowledge	E339	E335	M323	HPER P290	M300	E343	E340	E325	M333	H340	K306
IDOE Standard 6: The Professional Environment	Candidates have a broad and comprehensive understanding of professional environments and expectations including legal and ethical requirements of the profession	J	J		B G		J	J		A B E F		
INTASC Standard #9: Reflection and Continuous Growth	Candidates understand how to be a reflective practitioner who uses evidence to continually evaluate his/her practice		A J	G I	A B G J K L		A	G J	G K	A B E F	A G	
INTASC Standard #10: Collaboration	Candidates understand how to collaborate with students and colleagues to share responsibility for student growth and development, and learning	G	J	I G F	A B G J		F	G	G K	A B E F	G	B G J

Category Designation	Assessment Outcome
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Special Education Teacher Preparation Program
Pre-professional / Factual

Metastandard One: Child Development and Learning Differences					
Standards	Factual Knowledge	K370	K495A	K343	K362
CEC Standard #1: Foundations	Candidates understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs in both school and society.	A B G		A B C D F	A B C E G H J K
CEC Standard #2 Development and Characteristics of Learners	Candidates know and demonstrate respect for their students first as unique human beings.	G	J	A B C D F	A B C E G H J K
CEC Standard #3: Individual Learning Differences	Candidates understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life.	A B G I F	A I J	A B C D F	A B C E G H J K
IDOE Standard #1: Foundations of Special Education	Candidates have a broad and comprehensive understanding of the historical, philosophical, ethical, and legal foundations of the field of special education	A B G		A B C D F	A B C E G H J K
IDOE Standard #1 Components	1.1 historical and philosophical foundations of special education, including important findings from the research literature and major contributors to the field of special education 1.2 knowledge of current issues, trends, and research related to knowledge and practice in the fields of general education and special education	A B G		A B C D F	A B C E G H J K
IDOE Standard #2: Development and Characteristics of	Candidates have a broad and comprehensive understanding of the characteristics and needs of students with disabilities	A B G I	A I	A B C D	A B C E

Students with Mild Exceptional Needs		F		F	G H J K
IDOE Standard #2 Components	<p>2.1 the ability to recognize typical and atypical human growth and development, including the cognitive, physical, sensory, linguistic, and social-emotional domains</p> <p>2.2 similarities and differences among students with and without mild exceptional needs</p> <p>2.3 types, characteristics, and etiologies of mild disabilities</p>	A B G I F	A I	A B C D F	A B C E G H
INTASC Standard #1: Learner Development	Candidates understand how children learn and develop, recognizing patterns of learning and development	A B G I F	A I	A B C D F	A B C E G H J K
INTASC Standard #2: Learning Differences	Candidates understand individual differences	A B G I F	A I	A B C D F	A B C E G H J K

Metastandard Two: Diversity					
Standards	Factual Knowledge	K370	K495A	K343	K362
Knowledge of students' cultural identities	Candidates understand the importance of diverse identities of groups and individual students within the school and the classroom.	G		A B C D F	
Valuing cultural diversity	Candidates understand the importance of values, virtues, and ethical codes shared by various cultural groups and individuals.	G	J		
Complex nature of diversity	Candidates understand the diversity of cultures and groups within the United States.				
Culturally sensitive techniques	Candidates are familiar with culturally sensitive techniques to address complex cognitive and social skills.			A B C D F	A B C E G H J K

Multiple perspectives	Candidates understand the limitations of having only one perspective on issues and the benefit of multiple perspectives.	G			A B C E G H J K
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Content Knowledge					
Factual Knowledge		K370	K495A	K343	K362
	Candidates understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language.	A B G I F	A I		
Skills	Candidates have a broad and comprehensive understanding of strategies for fostering students' communication and social skills				
	7.2 the ability to plan instruction regarding the use of AAC systems 7.4 the ability to select and use technology, materials, and other resources required to teach students whose communication needs interfere with learning 7.9 familiarity with interpersonal problem-solving and conflict-resolution skills				A B C E G H J K
Interventions and Supports	Candidates have a broad and comprehensive understanding of the principles of positive behavioral interventions and supports	G B	A	A B C E G H J K	
Instructional models regarding behavior-based reinforcement techniques		G B	A	A B C E G H J K	
	Candidates have a broad and comprehensive understanding of strategies for teaching independent living skills and promoting successful life transitions			A B C E G H J K	
	9.1 the ability to plan and provide instruction in daily living skills for students with mild exceptional needs			A B C	

				E G H J K	
	Candidates understand the structure of the discipline(s) he or she teaches		J	A B C E G H J K	

Metastandard Four: Instruction/Learning Environments and Technology					
Standards	Factual Knowledge	K370	K495A	K343	K362
CEC Standard #4: Instructional Strategies	Candidates possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs.	A B	J	A B C E G H J K	
CEC Standard #5: Learning Environments and Social Interactions	Candidates use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations.		J	A B C E G H J K	
CEC Standard #7: Instructional Planning	Candidates understand how Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the candidate's selection, adaptation, and creation of materials, and the use of powerful instructional variables.	A B	A I	A B C E G H J K	
IDOE Standard #4: Individualized Program Planning and Implementation	Candidates have a broad and comprehensive understanding of procedures for developing individualized programs		I	A B C E G H J K	
IDOE Standard #4 Components	4.3 components of Individualized Education Programs (IEPs) and the format for facilitating a case conference		I	A B C E G	

				H J K	
IDOE Standard #5: Learning Environments	Candidates have a broad and comprehensive understanding of a variety of learning environments		A	A B C E G H J K	A B C E G H J K
IDOE Standard #5 Components	5.1 recognition of how teacher attitudes and behaviors can affect students with and without disabilities and the ability to apply strategies for developing and maintaining rapport with all students	A G	A	A B C E G H J K	A B C E G H J K
IDOE Standard #6: Instructional Planning and Delivery	Candidates have a broad and comprehensive understanding of effective, research-based instructional practices	A G B		A B C E G H J K	A B C E G H J K
IDOE Standard #6 Components	6.1 national, state, and local curricula standards and the scope and sequence of the general curriculum 6.2 knowledge of grade-level content-area curricula				
INTASC Standard #5: Innovative Applications of Content	Candidates know how to connect concepts				
INTASC Standard #7: Planning for Instruction	Candidates know how to use knowledge of content areas to plan instruction		J		
INTASC Standard #8: Instructional Strategies	Candidates know a variety of instructional strategies	A B G	J		
ISTE Standard #2: Design and Develop Digital-Age Learning Experiences and Assessments	Candidates know how to develop technology-enriched learning environments				
INTASC Standard #3: Learning Environments	Candidates know how to create environments that support student learning		A J		

Metastandard Five: Assessment					
Standards	Factual Knowledge	K370	K495A	K343	K362
CEC Standard #8: Assessment	Candidates understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. Candidates understand measurement theory	G B		A B C E G	

	and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, candidate understands the appropriate use and limitations of various types of assessments.			H J K	
IDOE Standard #3: Assessment	Candidates have a broad and comprehensive understanding of various types of formal and informal assessments	G B		A B C E G H J K	
IDOE Standard #3 Components	3.1 basic terminology used in assessment and specialized terminology used in the assessment of students with mild exceptional needs 3.2 measurement theory and the implications of measurement theory for selecting, administering, and scoring assessments and interpreting assessment results 3.3 the characteristics, uses, and limitations of various formal and informal assessments			A B C E G H J K	
INTASC Standard #6: Assessment	Candidates know multiple methods of assessment	G B		A B C E G H J K	

Metastandard Six: Professionalism and Collaboration					
Standards	Factual Knowledge	K370	K495A	K343	K362
CEC Standard #9: Professional and Ethical Practice	Candidates are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice. Candidates understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with exceptional learning needs and their families.	G	J	A B C E G H J K	A B C E G H J K
CEC Standard #10: Collaboration	Candidates embrace their special role as advocate for individuals with exceptional learning needs. Candidates are viewed as a specialist by a myriad of people who actively seek their collaboration to effectively include and teach individuals with exceptional learning needs.		J	A B C E G H J K	A B C E G H J K
IDOE Standard #10: Professional Roles and Responsibilities	Candidates have a broad and comprehensive understanding of the professional roles and responsibilities of the special education teacher		J	A B C E G H	A B C E G H

				J K	J K
IDOE Standard #10 Components	10.3 the ability to supervise and communicate with paraeducators, volunteers, and tutors 10.7 the ability to advocate for students with mild exceptional needs and their families		J	A B C E G H J K	A B C E G H J K
INTASC Standard #9: Reflection and Continuous Growth	Candidates understand the importance of being a reflective practitioner	F	A I	A B C E G H J K	A B C E G H J K
INTASC Standard #10: Collaboration	Candidates understand the importance of collaboration with students		J	A B C E G H J K	A B C E G H J K

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Special Education Teacher Preparation Program
 Movement C/Movement II: Procedural

Metastandard One: Child Development and Learning Differences		
Standards	Procedural Knowledge	K490
CEC Standard #1: Foundations	Candidates understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services.	
CEC Standard #2 Development and Characteristics of Learners	Candidates understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs.	
CEC Standard #3: Individual Learning Differences	Candidates are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options.	
IDOE Standard #1: Foundations of Special Education	Candidates demonstrate the ability to apply this knowledge of a broad and comprehensive understanding of the field of special education to effectively meet the needs of students with mild exceptional needs	
IDOE Standard #1 Components	1.4 the ability to apply knowledge of state and federal laws and policies related to the field of special education, including Indiana's Article 7, Rules 32–47	G
IDOE Standard #2: Development and Characteristics of Students with Mild Exceptional Needs	Candidates have a broad and comprehensive understanding of the characteristics and needs of students with disabilities and demonstrate the ability to apply this knowledge to effectively meet the needs of students with mild exceptional needs	
IDOE Standard #2 Components	2.5 the ability to apply knowledge of family systems and the roles families play in supporting learning and development	
INTASC Standard #1: Learner Development	Candidates understand how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences	
INTASC Standard #2: Learning Differences	Candidates use understanding of individual differences to ensure inclusive learning environments that allow each learner to reach his/her full potential	A F G K L

Metastandard Two: Diversity		
Standards	Procedural Knowledge	K490
Knowledge of students’ cultural identities	Candidates understand the differences and tensions between these identities and can incorporate their diverse identities into the curriculum.	G

Valuing cultural diversity	Candidates utilize best practice to incorporate a variety of curriculum that addresses the values, virtues, and ethical codes shared by various cultural groups and individuals.	
Complex nature of diversity	Candidates use a variety of curricular and instructional techniques to demonstrate the complex characteristics of cultures and groups in an attempt to meet the educational needs of students.	A F G K L
Culturally sensitive techniques	Candidates utilize a variety of culturally sensitive techniques to address complex cognitive and social skills.	
Multiple perspectives	Candidates provide multiple perspectives for students to help develop strategies and skills to engage with those who are not like themselves.	

Metastandard Three: Curriculum and Content Knowledge		
Standards	Procedural Knowledge	K490
CEC Standard #6: Language	Candidates are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Candidates match their communication methods to an individual's language proficiency and cultural and linguistic differences.	
IDOE Standard #7: Communication and Social Skills	Candidates have a broad and comprehensive understanding of strategies for fostering students' communication and social skills and demonstrate the ability to apply such strategies to help students with mild exceptional needs achieve their individual goals related to communication and social skills	
IDOE Standard #7 Components	7.1 the ability to apply strategies for supporting and enhancing the communication skills of students with mild exceptional needs, including students from various cultural and linguistic backgrounds and students who use augmentative and alternative communication (AAC) systems	
IDOE Standard #8: Positive Behavioral Interventions and Supports	Candidates have a broad and comprehensive understanding of the principles of positive behavioral interventions and supports and demonstrate the ability to apply these principles by providing effective positive behavioral interventions and supports for students with mild exceptional needs	
IDOE Standard #8 Components	8.3 components of functional behavioral assessments and behavioral support plans and the ability to use the results of functional behavioral assessments to develop behavioral support plans	
IDOE Standard #9: Transitions	Candidates have a broad and comprehensive understanding of strategies for teaching independent living skills and promoting successful life transitions and demonstrate the ability to apply this knowledge to help students with mild exceptional needs acquire independent living skills and make successful transitions	
IDOE Standard #9 Components	9.3 the ability to select, administer, and interpret transition assessments 9.4 the ability to design and implement instructional programs to address independent living skills, career education, and medical self-management procedures for students with mild exceptional needs	
INTASC Standard #4: Content Knowledge	Candidates understand that central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners	

Metastandard Four: Instruction/Learning Environments and Technology
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Standards	Procedural Knowledge	K490
CEC Standard #4: Instructional Strategies	Candidates enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs , and increases their self-awareness, self-management, self-control, self-reliance, and self-esteem.	
CEC Standard #5: Learning Environments and Social Interactions	Candidates foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Candidates shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs.	
CEC Standard #7: Instructional Planning	Candidates systematically translate long-range individualized instructional plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Candidates are comfortable using appropriate technologies to support instructional planning and individualized instruction.	
IDOE Standard #4: Individualized Program Planning and Implementation	Candidates have a broad and comprehensive understanding of procedures for developing, implementing, monitoring, and amending individualized programs and demonstrates the ability to follow these procedures in planning individualized programs for students with mild exceptional needs	
IDOE Standard #4 Components	<p>4.1 the ability to use assessment information to make eligibility, program, and placement decisions for students with mild exceptional needs, including students from culturally and/or linguistically diverse backgrounds and students referred for interventions through the Response to Instruction (RtI) process</p> <p>4.6 the ability to incorporate and implement differentiated instruction, transition assessments, and assistive technology into IEPs to facilitate student learning</p> <p>4.7 the ability to apply strategies for prioritizing areas of the general education curriculum for students with mild exceptional needs and for sequencing, implementing, and evaluating individualized learning objectives</p>	
IDOE Standard #5: Learning Environments	Candidates have a broad and comprehensive understanding of a variety of learning environments and demonstrate the ability to plan, manage, and modify learning environments for students with mild exceptional needs	
IDOE Standard #5 Components	<p>5.2 the ability to apply strategies for creating a safe, positive, equitable, and supportive classroom climate that fosters respect for diversity and positive interactions among all students</p> <p>5.6 recognition of barriers to accessibility and to the acceptance of students with mild exceptional needs and the ability to apply strategies for adapting the physical environment to meet individual needs</p> <p>5.5 the ability to apply strategies for designing various learning environments to encourage students' active participation, meaningful engagement, and independence in individual and group activities</p> <p>5.8 the ability to use and maintain educational and assistive technologies for facilitating student learning</p>	F G
IDOE Standard #6: Instructional Planning and Delivery	Candidates have a broad and comprehensive understanding of effective, research-based instructional practices for students with mild exceptional needs and demonstrate the ability to apply such practices to promote students' success in the general curriculum	
IDOE Standard #6 Components	<p>6.7 the ability to apply research-supported strategies for selecting, adapting, and applying instructional strategies and materials according to the characteristics of students with mild exceptional needs</p> <p>6.9 the ability to apply research-supported strategies for providing specially designed reading instruction to students with mild exceptional needs, including strategies for providing explicit and systematic instruction and strategies for using technology to support students' reading skills</p>	

	<p>6.10 the ability to apply research-supported strategies for providing specially designed written language instruction to students with mild exceptional needs, including strategies for providing explicit and systematic instruction and strategies for using technology to support various aspects of the writing process</p> <p>6.11 the ability to apply research-supported strategies for providing specially designed mathematics instruction to students with mild exceptional needs, including strategies for providing explicit and systematic instruction and strategies for using technology to engage students in solving authentic, real-world problems</p> <p>6.12 the ability to apply research-supported strategies for providing specially designed science and social studies instruction to students with mild exceptional needs, including strategies for providing explicit and systematic instruction, strategies for using technology to support students' learning, and strategies for incorporating inquiry-based instruction</p>	
INTASC Standard #5: Innovative Applications of Content	Candidates understand how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues	
INTASC Standard #7: Planning for Instruction	Candidates draw upon knowledge of content areas, cross-disciplinary skills, and learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals	
INTASC Standard #8: Instructional Strategies	Candidates understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information	
ISTE Standard #2: Design and Develop Digital-Age Learning Experiences and Assessments	Candidates develop technology-enriched learning environments that enable all students to pursue their individual curiosities	
INTASC Standard #3: Learning Environments	Candidates work with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation	

Metastandard Five: Assessment		
Standards	Procedural Knowledge	K490
CEC Standard #8: Assessment	Candidates use assessment information to identify supports and adaptations required for individuals with exceptional learning needs to access the general curriculum and to participate in school, system, and statewide assessment programs. Candidates use appropriate technologies to support their assessments.	
IDOE Standard #3: Assessment	Candidates have a broad and comprehensive understanding of various types of formal and informal assessments and assessment procedures used in the field of special education and demonstrate the ability to select, adapt, modify, administer assessments used with students with mild exceptional needs,	F G J K L
IDOE Standard #3 Components	<p>3.6 the ability to apply knowledge of referral and classification procedures</p> <p>3.7 the ability to apply strategies and procedures for administering assessments, including strategies for using technology, strategies for collaborating with families and other stakeholders in the assessment process, and procedures to avoid bias during the assessment process</p>	
INTASC Standard #6: Assessment	Candidates understand and use multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform candidates' ongoing planning and instruction	F G J K

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Metastandard Six: Professionalism and Collaboration		
Standards	Procedural Knowledge	K490
CEC Standard #9: Professional and Ethical Practice	Candidates are guided by the profession's ethical and professional practice standards. Candidates practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations.	F G
CEC Standard #10: Collaboration	Candidates are a resource to their colleagues in understanding the laws and policies relevant to individuals with exceptional learning needs.	G
IDOE Standard #10: Professional Roles and Responsibilities	Candidates have a broad and comprehensive understanding of the professional roles and responsibilities of the special education teacher and demonstrate the ability to apply this knowledge by acting professionally and responsibly with regard to the education of students with mild exceptional needs	
IDOE Standard #10 Components	10.2 the ability to communicate, collaborate, and consult with general education teachers, related services providers, other school staff members, representatives of community agencies, and other stakeholders to provide learning opportunities for students with mild exceptional needs 10.4 engagement in professional development activities and professional organizations relevant to teaching students with mild exceptional needs, and knowledge of professional resources, organizations, and publications for enhancing one's professional skills and for engaging in lifelong professional development	
INTASC Standard #9: Reflection and Continuous Growth	Candidates are reflective practitioners who use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (students, families, and other professionals in the learning community)	
INTASC Standard #10: Collaboration	Candidates collaborate with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being	

Category Designation	Assessment Outcome
A	Papers

B	Exams/Quizzes
C	Simulations
D	Portfolios
E	Research/Inquiry
F	Presentations
G	Critical Readings/Discussions
H	Service Learning
I	Case Study/Vignette Analysis
J	Field Performance
K	Curriculum/Lesson Plans
L	Assessment/Rubrics
M	Other (specify)

The School of Education Metastandards are aligned (uses identical language) with the State (IDOE) Teacher Education standards, InTASC, and SPA standards. This table shows how the School’s Metastandards are aligned with the IDOE and InTASC as well as how courses support meeting these standards at each progress level within the programs.

Special Education Teacher Preparation Program
 Movement A&B/Movement I: Conceptual

Metastandard One: Child Development and Learning Differences						
Standards	Conceptual Knowledge	K352	K344	K495B	K361	K371
CEC Standard #1: Foundations	Candidates understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation.		A B G		A B C D F	A B C E F G H J K
CEC Standard #2: Development and Characteristics of Learners	Candidates understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs.	G I	A B G I		A B C D F	A B C E G H J K
CEC Standard #3: Individual Learning Differences	Candidates understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community.	G I			A B C D F	A B C E G H J K
IDOE Standard #1: Foundations of Special Education	Candidates demonstrate the ability to apply this knowledge of a broad and comprehensive understanding of the field of special education	G	A B G	J	A B C D F	A B C E G H J K
IDOE Standard #1: Components	1.3 the ability to apply ethical guidelines related to the education of students with mild exceptional needs	G	A B G	J	A B C D F	A B C E G H J K
IDOE Standard #2: Development and	Candidates have a broad and comprehensive understanding of the characteristics and needs of students with disabilities as	G	A B	J	A B	A B

Characteristics of Students with Mild Exceptional Needs	well as factors affecting the learning and development of students with mild exceptional needs		G		C D F	C E G H J K
IDOE Standard #2 Components	2.4 the ability to apply knowledge of the effects of medical conditions, physical and health needs, and common medications (e.g., stimulant, antidepressant, antiepileptic) on students with mild exceptional needs 2.6 the ability to apply knowledge of the educational implications of mild disabilities	G	A B G	J	A B C D F	A B C E G H J K
INTASC Standard #1: Learner Development	Candidates understand how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas	G	A B G I		A B C D F	A B C E G H J K
INTASC Standard #2: Learning Differences	Candidates understand individual differences and inclusive learning environments that allow each learner to reach his/her full potential	G	A B G I		A B C D F	A B C E G H J K

Metastandard Two: Diversity						
Standards	Conceptual Knowledge	K352	K344	K495B	K361	K371
Knowledge of students' cultural identities	Candidates understand the importance of diverse identities of groups and individual students and can identify the differences and tensions between these identities.	G			A B C D F	
Valuing cultural diversity	Candidates understand curriculum that addresses the values, virtues, and ethical codes shared by various cultural groups and individuals.	G		J		
Complex nature of diversity	Candidates understands curriculum that demonstrate the complex characteristics of race, ethnicity, gender, language, and social class					

Culturally sensitive techniques	Candidates understand how to use a variety of culturally sensitive techniques to address complex cognitive and social skills.				A B C D F	A B C E G H J K
Multiple perspectives	Candidates provide a range of perspectives for students on various issues within the classroom.	G				A B C E G H J K

Metastandard Three: Curriculum and Content Knowledge						
Standards	Conceptual Knowledge	K352	K344	K495B	K361	K371
CEC Standard #6: Language	Candidates use individualized strategies to enhance language development and teach communication skills to individuals with exceptional learning needs.	G I K		J		
IDOE Standard #7: Communication and Social Skills	Candidates have a broad and comprehensive understanding of strategies for fostering students' communication and social skills and demonstrate the ability to apply such strategies to help students with mild exceptional needs	G I K		J		
IDOE Standard #7 Components	7.3 the ability to apply strategies for supporting the communication skills of English Learners 7.8 the ability to apply strategies for increasing students' self-awareness, self-management, self-control, self-reliance, self-esteem, self-efficacy, and self-advocacy skills	G I K		J		A B C E G H J K
IDOE Standard #8: Positive Behavioral Interventions and Supports	Candidates have a broad and comprehensive understanding of the principles of positive behavioral interventions and supports and demonstrate the ability to apply these principles		A B G	A I J	A B C E G H J K	
IDOE Standard #8 Components	8.2 the ability to apply the principles of positive behavioral interventions and supports for students with mild exceptional needs 8.4 the ability to apply knowledge of the types, characteristics, strengths, and limitations of various behavioral interventions and reinforcement techniques for students with mild exceptional needs		A B G	A I J	A B C E G H J K	
IDOE Standard #9: Transitions	Candidates have a broad and comprehensive understanding of strategies for teaching independent living skills and promoting				A B C	

	successful life transitions and demonstrate the ability to apply this knowledge to help students with mild exceptional needs				E G H J K	
IDOE Standard #9 Components	<p>9.2 the ability to apply strategies for integrating affective, social, and life skills with academic curricula</p> <p>9.5 the ability to apply strategies for preparing students with mild exceptional needs to live harmoniously and productively in a culturally diverse world</p> <p>9.7 familiarity with model career, vocational, and transition programs for students with mild exceptional needs</p>				A B C E G H J K	
INTASC Standard #4: Content Knowledge	Candidates understand that central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches	G	A B G	J	A B C E G H J K	

Metastandard Four: Instruction/Learning Environments and Technology						
Standards	Conceptual Knowledge	K352	K344	K495B	K361	K371
CEC Standard #4: Instructional Strategies	Candidates select, adapt, and use evidence-based instructional strategies to promote positive learning results in general and special curricula and to modify learning environments appropriately for individuals with exceptional learning needs.	G I F K	A B G	J	A B C E G H J K	
CEC Standard #5: Learning Environments and Social Interactions	Candidates actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs.	G K	A B G	J	A B C E G H J K	
CEC Standard #7: Instructional Planning	Candidates modify instructional plans based on ongoing analysis of the individual's learning progress. Moreover, candidate facilitates this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.	G K		J	A B C E G H J K	
IDOE Standard #4: Individualized Program	Candidates have a broad and comprehensive understanding of procedures for developing, implementing, monitoring, and amending individualized programs		B G	A I J	A B C E G	

Planning and Implementation					H J K	
IDOE Standard #4 Components	<p>4.2 the ability to apply knowledge of the continuum of services for students with mild exceptional needs and types of supports needed to facilitate students' inclusion in various settings</p> <p>4.8 the ability to apply strategies for working effectively with general education teachers and support staff in providing student support services as well as in communicating relevant issues affecting students' learning environment</p> <p>4.4 roles and responsibilities of RtI team members, multidisciplinary team members, and Case Conference Committee (CCC) members in developing, implementing, monitoring, and amending individualized programs, including IEPs, transition plans, and behavioral and academic intervention plans</p>		B G	A I J	A B C E G H J K	
IDOE Standard #5: Learning Environments	Candidates have a broad and comprehensive understanding of a variety of learning environments and demonstrate the ability to plan learning environments for students with mild exceptional needs	G K	B G	J	A B C E G H J K	A B C E G H J K
IDOE Standard #5 Components	<p>5.4 the ability to apply strategies for planning, managing, and modifying the teaching and learning environment, including strategies for designing and managing effective classroom routines and instruction</p> <p>5.9 recognition of the types and transmission routes of infectious diseases and the ability to use universal precautions to maintain a safe and healthy learning environment</p> <p>5.3 the ability to apply the principles of universal design for learning (UDL) in regard to planning learning environments to support the inclusion of students with mild exceptional needs</p>			J	A B C E G H J K	A B C E G H J K
IDOE Standard #6: Instructional Planning and Delivery	Candidates have a broad and comprehensive understanding of effective, research-based instructional practices for students with mild exceptional needs and demonstrate the ability to apply such practices	A E G K		J		
IDOE Standard #6 Components	<p>6.3 the ability to prepare lesson plans, prepare and organize materials to implement daily lesson plans, provide instructional accommodations and modifications, differentiate instruction, and make responsive adjustments to instruction based on ongoing observations and other assessment data</p> <p>6.5 the ability to apply strategies for developing and selecting instructional content, resources, technologies, and strategies that respond to students' cultural, linguistic, and gender differences; learning strengths; and academic and social abilities, attitudes, interests, and values</p> <p>6.4 the ability to apply the principles of universal design for learning (UDL) in regard to instructional planning and delivery for students with mild exceptional needs</p> <p>6.6 sources of specialized materials, curricula, technologies, and other resources for students with mild exceptional needs</p>	A E G K		J		

INTASC Standard #5: Innovative Applications of Content	Candidates understand how to connect concepts and use differing perspectives to engage learners in critical/creative thinking	G K		J		
INTASC Standard #7: Planning for Instruction	Candidates draw upon knowledge of content areas, cross-disciplinary skills, learners, and pedagogy to plan instruction	K		J		
INTASC Standard #8: Instructional Strategies	Candidates understand a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections	A E F G K		J		
ISTE Standard #2: Design and Develop Digital-Age Learning Experiences and Assessments	Candidates develop learning environments with technology					
INTASC Standard #3: Learning Environments	Candidates understand how to create environments that support individual and collaborative learning, encouraging positive social interaction	G K	A B G	J		

Metastandard Five: Assessment						
Standards	Conceptual Knowledge	K352	K344	K495B	K361	K371
CEC Standard #8: Assessment	Candidates use multiple types of assessment information for a variety of educational decisions. Candidates use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Candidates conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with exceptional learning needs.	G K			A B C E G H J K	
IDOE Standard #3: Assessment	Candidates have a broad and comprehensive understanding of various types of formal and informal assessments and assessment procedures used in the field of special education and demonstrate the ability to select appropriate assessments to use				A B C E G H J K	
IDOE Standard #3 Components	3.4 the ability to apply the principles of universal design for learning (UDL) in regard to the assessment of students with mild exceptional needs 3.5 the ability to select, adapt, and modify assessments to accommodate students with mild exceptional needs, including students who are nonverbal or English Learners				A B C E G H	

					J K	
INTASC Standard #6: Assessment	Candidates understand multiple methods of assessment	K			A B C E G H J K	

Metastandard Six: Professionalism and Collaboration						
Standards	Conceptual Knowledge	K352	K344	K495B	K361	K371
CEC Standard #9: Professional and Ethical Practice	Candidates actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Candidates know their own limits of practice and practice within them.	A E	A		A B C E G H J K	A B C E G H J K
CEC Standard #10: Collaboration	Candidates promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences.				A B C E G H J K	A B C E G H J K
IDOE Standard #10: Professional Roles and Responsibilities	Candidates have a broad and comprehensive understanding of the professional roles and responsibilities of the special education teacher and demonstrate the ability to apply this knowledge by acting professionally			J	A B C E G H J K	A B C E G H J K
IDOE Standard #10 Components	10.5 the ability to apply knowledge of how to practice within the Council for Exceptional Children (CEC) Code of Ethics, federal and state laws, and other standards of the profession, including legal and ethical guidelines for using digital information and technologies 10.8 the ability to apply strategies for using digital tools and resources to collaborate and communicate with others effectively and for teaching students with mild exceptional needs to use technology to achieve desired learning outcomes				A B C E G H J K	A B C E G H J K
INTASC Standard #9: Reflection and Continuous Growth	Candidates understand how to be a reflective practitioner who uses evidence to continually evaluate his/her practice	A E		A	A B C E	A B C E

					G H J K	G H J K
INTASC Standard #10: Collaboration	Candidates understand how to collaborate with students and colleagues to share responsibility for student growth and development, and learning			J	A B C E G H J K	A B C E G H J K

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A	Papers
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J	Field Performance
K	Curriculum/Lesson Plans
L	Assessment/Rubrics
M	Other (specify)