



How NCTQ scores the Instructional Design for Special Education Standard

[Standard and indicators](#)

Data used to score this standard

Evaluation of special education programs on Standard 16: Instructional Design for Special Education uses the following sources of data:

- Undergraduate and graduate catalogs
- Degree plans provided by institutions of higher education (IHEs)
- Syllabi for relevant courses

Who analyzes the data

Two [special education subject specialists](#) independently evaluate each program using a detailed scoring protocol from which this scoring methodology is abstracted. Any scoring discrepancy is resolved by a reconciliation process involving the two specialists who completed the original evaluation.

Analysis

For both **undergraduate** and **graduate** programs all coursework required for special education candidates is placed into one of three categories.¹ The first category contains courses that satisfy Indicator 16.1 because they:

- Are designed for an audience of special education teacher candidates
- Have a clear focus on instructional design in core subjects (including reading and the language arts, mathematics, science and social studies)
- Deal with access to the core curriculum by students with common disabilities
- Are non-clinical

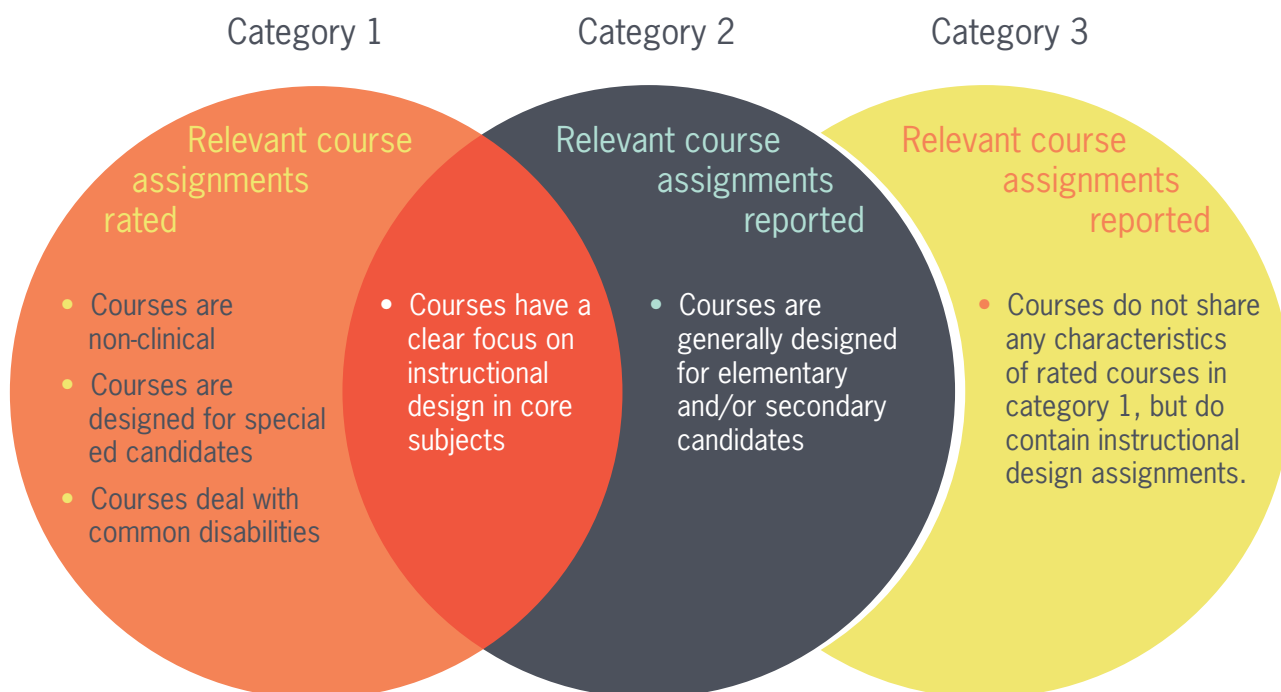
The second category contains courses whose components (lectures, class activities, reading and practice) have been evaluated against two rubrics (one designed to indicate the course's content focus and one designed to indicate the course's instructional design focus) and have been determined by this evaluation to have a moderate to significant focus on both content and instructional design.

¹ For those programs for which syllabi for all such coursework was not provided by the IHE in which the program is housed, only coursework in the first category is evaluated for this standard.

The third category contains courses whose components have been evaluated against the two rubrics and have been determined by this evaluation to not have a significant focus on either content or instructional design.

In all three categories of coursework, all assignments are examined to determine those that require practice in instructional design in content according to Indicator 16.3.² The weight of all such assignments, termed “relevant assignments,” relative to the course grade is computed and tallied for all courses in the category.³ The aggregate weight of relevant assignments in the first category of courses is used for scoring the program on the standard in accordance with Indicator 16.2; the aggregate weights of relevant assignments in the second and third categories are used for reporting purposes only.

Score reporting on relevant assignments in required coursework for special ed candidates



There were a number of cases in which a score could not be made on this standard and the program was removed from the sample:

- The syllabus for one or more courses was not provided to us by the IHE in which the program is housed.
- All syllabi for required special education courses were provided to us for evaluation, but in one or more syllabi the weight of relevant assignments in courses grades is not specified.⁴

² More information on evaluation using syllabi can be found [here](#).

³ For all assignments for which there is only a general assignment description (such as “project”), the portion of the weight of the assignment that is attributed to practice on instructional design is set as the aggregate proportion in the course of all specified instructional design assignments. In other words, if 50 percent of the grade in a course is based on instructional design assignments described as such, and 30 percent of the grade is based on a “project,” we assume that 50 percent of that 30 percent of the project’s weight (15 percent) is also instructional design practice. Thus the weight of assignments in this course assigned to instructional design assignments is put at 50 percent + 15 percent = 65 percent.

⁴ In some of these cases, the program is retained in the sample if the weight of relevant assignments in the coursework in the program that could be evaluated already earns the program four stars.

Examples of what satisfies or does not satisfy the standard's indicators

Adequacy of appropriate coursework and relevant assignments (Indicators 16.1-16.3)

✓ - fully satisfies the indicators

The program has two courses that: 1) have a clear focus on instructional design in core subjects, 2) are designed for special education candidates, 3) deal with instruction for students with common disabilities, and 4) are non-clinical.

In the first course, the weight of three relevant instructional design assignments accounts for 65 percent of the course grade, while in the second course, the weight of two relevant instructional design assignments accounts for 45 percent of the course grade. In total, the equivalent of more than one course grade in the program (110 percent) is determined by the weight of relevant assignments.

Examples of relevant instructional design assignments:

- *Lesson adaptation project: Focusing on academics, students will complete a lesson accommodation and modification activity, for either the elementary- or the secondary-level. The content will include:*
 - a. *An age-appropriate lesson, fully described*
 - b. *Documented relationship with Colorado content standards (teacher licensure candidates)*
 - c. *A well-developed and detailed differentiation process for enhancing the learning of all students*
 - d. *Specific accommodations and modifications for a student with significant support needs, including special materials.*
 - e. *Assessment processes that can be used to ascertain skill development, vocabulary acquisition, and/or content learning and comprehension*
 - f. *A simple rubric that can be used with the student who has significant support needs to assign a grade for the lesson*
- *Instructional Reading Station: Students will design an instructional learning station for use with students with a learning disability in reading. The activity should teach and assess reading skills in one or more of the following areas: phonemic awareness, phonics, fluency, vocabulary, or comprehension. The activity must also be connected to KY learner goals, program of studies, and KY Core Content 4.1 for assessment of reading. The activity must be age appropriate for your targeted students.*

✗ - does not satisfy the indicators

The program has one course that: 1) has a clear focus on instructional design in core subjects, 2) is designed for special education candidates, 3) deals with instruction for students with common disabilities, and 4) is non-clinical.

In this one course, the weight of the only relevant assignment on "curriculum analysis and modifications" is 20 percent of the course grade. In total, only 20 percent of one course grade is determined by the weight of relevant assignments.