

Candidate Name:_____

Interview Committee Member:_____

Written Question #1

Please discuss the differences between the facilitated IEP process and the mediation process and how to determine which might be the appropriate dispute resolution option for a case. In addition, describe the different types of confidentiality in each process and how you will implement statutory and best practices in confidentiality as the intake coordinator. (50 pts.)

	Total Points possible - 50
Points	Evidence is provided to show that the candidate:
Substantive Knowledge 1- 30	<input type="checkbox"/> Shows an excellent understanding of the subject matter (substantive knowledge), as well as how it applies on a practical level <input type="checkbox"/> Shows a solid level of understanding of the subject matter and gives some practical application. <input type="checkbox"/> Shows limited understanding of either the substantive or the practical application
Clarity & Understanding 1 - 10	<input type="checkbox"/> Writes well-crafted information so that the essence of the thoughts, ideas and content are clear to the reader; reducing complex ideas to an understandable and meaningful format <input type="checkbox"/> Writes information in a satisfactory clear manner and demonstrates familiarity with the topic <input type="checkbox"/> Writes information in an unclear manner
Organization 1- 5	<input type="checkbox"/> Writes information in well organized and logical manner <input type="checkbox"/> Writes information in a satisfactory organized manner <input type="checkbox"/> Writes information that is unorganized
Grammar 1-5	<input type="checkbox"/> Writes with correct spelling, capitalization punctuation and grammar <input type="checkbox"/> Writes with acceptable spelling, capitalization punctuation and grammar so that errors do interfere with the readability of the message <input type="checkbox"/> Writes with unacceptable errors in spelling, capitalization punctuation and grammar that interfere with the readability of the message

Written question #2

Please respond to the following email (30 pts.)

From: Frederick Court

Sent: Thu 12/23/2010 8:30 AM

To: WSEMS[wsems@wi.rr.com]

Subject: Special Ed Eligibility

This is in response to your letter indicating that a family of one of our students has requested mediation. We do not think mediation is necessary, as we have already done all we can do for this child.

We have conducted an extraordinary number of assessments in response to one of our family's concerns about their daughter, Lisa. All of the assessments have repeatedly determined Lisa was performing at grade level in all academic areas. She was also noted to be able to work independently and to demonstrate self-confidence. Reports indicated that Lisa liked being social with her peers, however, at times, has difficulty with peer relationships because of immature problem solving skills. Lisa responds to positive feedback and works best with structure and predictability. Her grades range from "C" in Math, Spelling and Reading, to "B" in Language, Social Studies, Science, and Health. On the State Assessment Test administered in February and April of 2010, Lisa passed Reading at the 50th percentile, Math at the 21st percentile, and writing with a "conditional pass."

The District feels that we are already responding in every way possible to assist Lisa in school. We are trying out an auditory trainer, using preferential seating and verbal "check-ins" for understanding. We are also monitoring that Lisa is wearing her glasses. Twice to date, District evaluation processes have found Lisa not to be eligible as a student with a learning disability.

We believe that Lisa demonstrates normal intellectual ability and that her academic achievement is within expected limits for a student of her age and grade placement. Using individually administered, standardized, norm-referenced achievement test results, the results from the recent Wisconsin State Assessments, and teacher reports of daily classroom performance as indicators of Lisa's academic performance, the District believes there is not significant enough educational impact present to warrant the provision of special education services.

Lisa's parents did not tell us about their mediation request and they are threatening to file a Due Process Hearing if we don't do more assessments and find Lisa eligible for special education under Significant Learning Disabilities. Since your office is closed for holiday break, we were wondering if you could provide some additional direction or information for us via email.

Frederick Court
Special Education Director
Redfield School District

Candidate Name: _____

Interview Committee Member: _____

Written question #2 (Response to email)

	Email Sample : Total Points possible - 30
Points	Evidence is provided to show that the candidate:
Appropriateness of Response 1- 15	<input type="checkbox"/> Responds in a neutral manner without showing bias as to any of the possible solutions for the situation <input type="checkbox"/> Generally responds with a neutral manner, but makes suggestions and gives an opinion about what the district should do <input type="checkbox"/> Shows strong preference or bias
Clarity & Understanding 1-8	<input type="checkbox"/> Writes well-crafted information so that the essence of the thoughts, ideas and content are clear to the reader; reducing complex ideas to an understandable and meaningful format <input type="checkbox"/> Writes information in a satisfactory clear manner and demonstrates familiarity with the topic <input type="checkbox"/> Writes information in an unclear manner
Organization 1-4	<input type="checkbox"/> Writes information in well organized and logical manner <input type="checkbox"/> Writes information in a satisfactory organized manner <input type="checkbox"/> Writes information that is unorganized
Grammar 1-3	<input type="checkbox"/> Writes with correct spelling, capitalization punctuation and grammar <input type="checkbox"/> Writes with acceptable spelling, capitalization punctuation and grammar so that errors do interfere with the readability of the message <input type="checkbox"/> Writes with unacceptable errors in spelling, capitalization punctuation and grammar that interfere with the readability of the message