

# Program Report for the Preparation of Special Education Professionals Council for Exceptional Children (CEC)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

## COVER SHEET

### 1. Institution Name

Rhode Island College--Feinstein School of Education & Human Development

### 2. State

Rhode Island College

### 3. Date submitted

MM DD YYYY

03 / 11 / 2011

### 4. Report Preparer's Information:

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### 6. Name of institution's program

B.S. in Special Education in Mild Moderate Disabilities (Elementary/Middle)

### 7. NCATE Category

Special Education-General Curriculum

**8. Grade levels<sup>(1)</sup> for which candidates are being prepared**

Elem/Middle Gr K-8

(1) e.g. Early Childhood; Elementary K-6

**9. Program Type**

- Advanced Teaching
- First teaching license
- Other School Personnel
- Unspecified

**10. Degree or award level**

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

**11. Is this program offered at more than one site?**

- Yes
- No

**12. If your answer is "yes" to above question, list the sites at which the program is offered**

**13. Title of the state license for which candidates are prepared**

Teacher of Special Education Mild/Moderate

**14. Program report status:**

- Initial Review
- Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- Response to National Recognition With Conditions

**15. State Licensure requirement for national recognition:**

**NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?**

Yes

No

## SECTION I - CONTEXT

**1. Description of any state or institutional policies that may influence the application of CEC standards. (Response limited to 4,000 characters)**

**2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)**

**3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)**

**4. Description of the relationship <sup>(2)</sup> of the program to the unit's conceptual framework. (Response limited to 4,000 characters)**

(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

**5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system <sup>(3)</sup>. (Response limited to 4,000 characters)**

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

**6. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)**

**7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.**

### **8. Candidate Information**

**Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated.**

**Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.**

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(4)</sup>

(4) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

### 9. Faculty Information

**Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.**

Faculty Member Name	
Highest Degree, Field, & University <sup>(5)</sup>	
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	
Faculty Rank <sup>(7)</sup>	
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> : List up to 3 major contributions in the past 3 years <sup>(10)</sup>	
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(6) e.g., faculty, clinical supervisor, department chair, administrator

(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

## SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the CEC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

**1. In this section, list the 6-8 assessments that are being submitted as evidence for meeting the CEC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program. (Response limited to 250 characters each field)**

Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Classroom Structure Project	Project	SPED 310: Principles and Procedures of Behavior Management for Children and Youth with Disabilities
Assessment #2: Assessment of content knowledge in special education (required)	Case Study	Case Study	SPED 300: Introduction to the Characteristics of Children and Youth with Disabilities
Assessment #3: Assessment of candidate ability to plan instruction (required)	Teacher Candidate Work Sample	Project	During Student Teaching
Assessment #4: Assessment of student teaching (required)	Teacher Candidate Observation and Performance Report	Lesson Plan with Observation Rubric	During Student Teaching
Assessment #5: Assessment of candidate effect on student learning (required)	Teacher Candidate Work Sample	Project	During Student Teaching
Assessment #6: Additional assessment that addresses CEC standards (required)	Professionalism Rubric	Observation Rubric	During Student Teaching
Assessment #7: Additional assessment that addresses CEC standards (optional)	Communication Inventory	Project	SPED 311: Language Development and Communication Problems in Children



through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

**2. Development and Characteristics of Learners.** Special educators know and **demonstrate respect** for their students first as unique human beings. Special educators understand the **similarities and differences in human development** and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators 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 individual's** with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

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Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

**3. Individual Learning Differences.** Special educators understand the **effects that an exceptional condition can have on an individual's learning** in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators 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. The understanding of these learning differences and their possible interactions **provides the foundation** upon which **special educators individualize instruction** to provide meaningful and challenging learning for individuals with ELN.

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Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

**4. Instructional Strategies.** Special educators possess a repertoire of evidence-based **instructional strategies to individualize instruction** for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote **positive learning results in general and special curricula** and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

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Beginning special educators demonstrate their mastery this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

5. Learning Environments and Social Interactions. Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

b e e b e e e e

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

6. Language. Special educators 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. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

e e e b e e b e

Beginning special educators demonstrate their mastery of language for and with individuals with ELN through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

7. Instructional Planning. Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized 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. 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 special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual’s learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

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Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

8. Assessment. Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators 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. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

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Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and

Skills for which the preparation program is preparing candidates.								
<p>9. Professional and Ethical Practice. Special educators are guided by the profession’s ethical and professional practice standards. Special educators 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. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	e	e	b	b	b	b	e	b
<p>10. Collaboration. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	e	e	e	b	e	b	e	b

**SECTION IV - EVIDENCE FOR MEETING STANDARDS**

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA

standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score..

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE's unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:

- a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
  - b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
  - c. A brief analysis of the data findings;
  - d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
- and

(2) Assessment Documentation

- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each , however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

**1. State licensure tests or professional examinations of content knowledge. CEC standards addressed in this entry could include all of the standards. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. Provide assessment information (items 1-5) as outlined in the directions for Section IV (Answer Required)**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Assmt1\_BS\_Elem.Middle\_Classroom\_Structure\_Project

See **Attachments** panel below.

**2. Assessment of content knowledge<sup>(15)</sup> in special education. CEC standards addressed in this assessment could include but are not limited to Standards 1 and 2. Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks (16) . (Answer Required)**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Assmt2\_BS\_Elem.Middle\_Case\_Study

See **Attachments** panel below.

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(15) Content knowledge in early childhood professional preparation includes knowledge of child development and learning (characteristics and influences); family relationships and processes; subject matter knowledge in literacy, mathematics, science, social studies, the visual and performing arts, and movement/physical education; as well as knowledge about children's learning and development in these areas.

(16) A portfolio is a collection of candidate work. The information to be reported here requires an assessment of candidates' content knowledge as revealed in the work product contained in a portfolio. If the portfolio contains pieces that are interdependent and the portfolio is evaluated by faculty as one assessment using a scoring guide, then the portfolio could be counted as one assessment. Often the assessment addresses an independent product within the portfolio rather than the complete portfolio. In the latter case, the assessment and scoring guide for the independent product should be presented.

**3. Assessment that demonstrates candidates can effectively plan classroom-based instruction (e.g., unit plan) or activities for other roles as special educators. CEC standards that could be addressed in this assessment include but are not limited to 7. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans. An example would be a differentiated unit of instruction**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Assmt3\_BS\_Elem.Middle\_Ability\_to\_Plan\_Instruction.\_(TCWS)

See **Attachments** panel below.

**4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. CEC standards that could be addressed in this assessment include but are not limited to 4, 5, 6, 7, 8, 9, and 10. The assessment instrument used in student teaching and the internship or other clinical experiences should be submitted (Answer Required)**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Assmt4\_BS\_Elem.Middle\_Assessment\_of\_Student\_Teaching.\_(TCOPR)

See **Attachments** panel below.

**5. Assessment that demonstrates candidate effects on student learning. CEC standards that could be addressed in this assessment include but are not limited to 4, 5, 6, 7, and 8. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Assmt\_BS\_ElemMiddle\_Effect\_on\_Student\_Learning.(TCWS)

See **Attachments** panel below.

**6. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Answer Required)**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Assmt6\_BS\_Elem.Middle\_Professionalism.\_Entry

See **Attachments** panel below.

**7. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Assmt7\_BS\_Elem.Middle\_Communications\_Inventory

See **Attachments** panel below.

**8. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Assmt8\_BS\_Elem.Middle\_Individualized\_Education\_Program\_(IEP)

See **Attachments** panel below.

## **SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM**

**1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

**(Response limited to 12,000 characters)**

## **SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY**

**1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at <http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90>**

**For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at <http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90>  
(Response limited to 24,000 characters.)**

A number of changes have been implemented in the B.S. in Special Education Certification (Elementary/Middle) program since the March 2010 submission to CEC. The descriptions below describe changes to individual entries:

Summary of Actions to Address Conditions Cited in March 2010 Submission:

C.1. Candidate knowledge of content and C.2 Candidates' ability to understand and apply pedagogical and professional content, knowledge, skills and dispositions stated that the program should develop well-defined performance levels that are process-based (e.g. focus on candidate development) vs. product based (e.g. focus on scores and/or ratings). Each assessment was reviewed, language modified to focus on teacher candidate performance that clearly shows developmental progress, that are now process-based vs product-based assessments.

C.3 Candidate effects on P-12 student learning: Assessment #5 (Instructional Planning and Monitoring Entry) did not provide clear evidence that documents that candidates have an impact on student learning.

As indicated in the March 2010 submission, the program discontinued use of the Instructional Planning and Monitoring Entry and replaced this artifact with the Teacher Candidate Work Sample as a comprehensive unit of assessment. This project requires candidates to plan, implement, evaluate, and modify instruction based on evaluation of student performance. Candidates also have to actively reflect on their special educational role and consider the strengths/needs of their teaching, collaborative

relationships, and overall professionalism during their student teaching. This evidence provides teacher candidates a means to demonstrate not only their effect on learning, but links planning, instruction and evaluations to further their reflective practice knowledge and skills.

#### PART E: Areas for Consideration

All assessments should be reviewed to ensure that they have scoring rubrics rather than rating scales and are informed by the Individualized General Curricula (IGC) knowledge and skills standards.

The Assessments cited as requiring performance levels that are based on quality of candidate behaviors with greater link to Individualized General Curricula (IGC) knowledge and skills were:

Assessment 1: Classroom Structure Project: Although no modifications were required, this rubric was further modified to provide greater alignment to IGC knowledge and skills. The primary rubric received significant revision being enhanced from a product based grading rubric to a process-based analysis of candidate performance. All performance levels were closely analyzed and are now linked to IGC standards, standards language (CEC #3 Individual Learning Differences & #5 Learning Environments/Social Interactions) and/or guidance.

Assessment 2: Case Study Project: Although no modifications were required, this rubric was further modified to provide greater alignment to IGC knowledge and skills. The primary rubric received significant revision being enhanced from a product based grading rubric to a process-based analysis of candidate performance. All performance levels were closely analyzed and are now linked to IGC standards, standards language (CEC #1 Foundations, CEC#2 Development and Characteristic of Learners, & CEC #3 Individual Learning Differences), and/or guidance.

Assessments 3 and 5: Teacher Candidate Work Sample: As stated in the initial submission, the B.S. in Special Education (Mild/Moderate—Elementary/Middle) program began implementation of the Teacher Candidate Work Sample (TCWS) as the means to evaluate teacher candidate performance on their ability to plan instruction (Assessment 3) and effect on student learning (Assessment 5). The TCWS is a comprehensive assessment of the teacher candidate's ability to plan, modify, implement, assess and reflect on a candidate-developed unit of study with students with mild/moderate disabilities. The TCWS evaluation rubric was developed with performance levels linked directly (on the indicator level) to the Individualized General Curriculum skills and knowledge. The guidance provided to teacher candidates presents information guiding successful performance for students with a variety of mild/moderate challenges. Performance levels (Unacceptable, Approaching, Acceptable, and Target) focus on teacher candidate performance that is process-based versus product-based to provide candidates with more description of what is expected in terms of their development as a teacher of students with mild/moderate exceptional learning needs. Data have been provided using the new assessment (Spring 2010 and Fall 2010). This comprehensive assessment is designed to address CEC Standards #1, 4, 7, 8, and 9.

Assessment 4: Teacher Candidate Observation and Progress Report: As stated in the initial submission, the B.S. in Special Education (Elementary/Middle) program began implementation of the Teacher Candidate Observation and Progress Report (TCOPR) as the means to assess teacher candidate performance in student teaching (Assessment 4). The TCOPR was developed initially as a rating scale to evaluate all student teachers within the Feinstein School of Education and Human Development (NCATE Unit Assessment). Using this as a base, the program expanded this from a rating scale to a comprehensive rubric with performance levels informed by the IGC standards and performance descriptors expanded to include focus and language consistent with effective practice for teaching students with mild/moderate disabilities. Data was provided to demonstrate teacher candidate

performance (Spring 2010 and Fall 2010 semesters). College supervisors and school-based clinicians who oversee student teachers in their student teaching placements have provided positive feedback on the TCOPR and have conveyed that the rubric provides significantly more guidance on what to assess and the performance level that best captures the level of student performance on each indicator. Over the course of at least 6 observations conducted by both college supervisors and school-based clinicians, this assessment process focuses on CEC Standards #2, 3, 4, 5, 6, 7, 8, 9, and 10.

Assessment 6: The Professionalism Entry was revised to provide a greater alignment with CEC Standards #9 Professional & Ethical Practice & #10 Collaboration and the IGC standards within the rubric.

Assessment 7: Communication Inventory: Rubric has been revised to provide greater alignment with the GC standards and has rubric dimensions that evaluate teacher candidate's knowledge and skill with specific respect to CEC #3 Individual Learning Difference & CEC Standard #6: Language as indicated.

Assessment 8: Individualized Education Program Project: (previously the Curriculum Modification Project). Although it was not reported as a conditional need to change the previous assessment entirely, the B.S. Mild/Moderate-Elementary/Middle Level program wanted to best demonstrate candidates' understanding of the process for developing and writing Individualized Education Programs (IEPs) during their student teaching experiences. This is viewed as an essential process skill for candidates to successfully engage in prior to graduation from our program. The IEP clearly provides opportunity for elementary/middle undergraduate teacher candidates to collaborate in the writing Present Level of Academic and Functional Performance statements, goals, objectives and accommodations/modifications as warranted. Data are offered from 2008 and alignment with IGC standards has been conducted. It also provides stronger evidence for CEC Standards #4 Instructional Strategies, #7 Instructional Planning, #8 Assessment, #9 Professional & Ethical Practice & #10 Collaboration as well.

Beginning Spring 2010, the program utilized an electronic portfolio system (Chalk and Wire) to assist in analysis of student performance and data management. The program implemented this new system in a planned and systematic way, beginning with full time faculty use and expanding to adjunct faculty implementation. As a result, all assessment data provided for the eight assessments will now be reported on an indicator level for each rubric and provides a more effective and timely means to evaluate program effectiveness and program areas in need of change. Since Spring 2010 submission, almost all teacher candidate data is reported for Spring 2010 and Fall 2010 semesters from the new data collection system.

**Please click "Next"**

This is the end of the report. Please click "Next" to proceed.