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

2. State

Rhode Island

3. Date submitted

MM DD YYYY

03 / 11 / 2010

4. Report Preparer's Information:

Name of Preparer:

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6. Name of institution's program

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

7. NCATE Category

Special Education-Mild/Moderate Disabilities

8. Grade levels[1] for which candidates are being prepared

Gr 7-12

(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 Mild/Moderate Special Education (Middle/Secondary)

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)

The B.S. in Special Education (Mild/Moderate—Middle/Secondary) program at Rhode Island College is located in the Feinstein School of Education and Human Development (FSEHD). Rhode Island College is a public institution, one of three in Rhode Island: The University of Rhode Island, Community College of Rhode Island and Rhode Island College. Rhode Island College was established in 1854 as the Rhode Island State Normal School with the goal of providing teacher preparation. Later it became a full-fledged teachers' college, the Rhode Island College of Education. In 1958, the college was renamed Rhode Island College to reflect its new purpose as a comprehensive institution of higher education. With an enrollment predominantly from Rhode Island and nearby Massachusetts and Connecticut, the college has served as a "College of Opportunity" for first-generation college students and now serves approximately 9,000 students. Academic offerings are provided in five schools: the FSEHD, the Faculty of Arts and Sciences, the School of Management, the School of Nursing, and the School of Social Work. Rhode Island College is accredited by the New England Association of Schools and Colleges (NEASC) and the FSEHD by NCATE.

Rhode Island changed its structure for teacher certification in the 1980s from a categorical approach to the education of students with disabilities, to that of a non-categorical approach. Rhode Island currently certifies teachers at the following levels: Teacher of students with mild/moderate disabilities at the Elementary/Middle School level, Teacher of students with mild/moderate disabilities at the Middle/Secondary level and Teacher of Students with Severe/Profound Disabilities.

The certification of Teachers of Students with Mild/Moderate Disabilities at the Middle/Secondary Level, developed by Rhode Island Department of Education (RIDE) established the teacher competencies consistent with the challenges unique to teachers of students with mild/moderate disabilities. At the undergraduate level, teacher candidates who are not admitted into the B.S. in Special Education: Mild/Moderate Disabilities (Middle/Secondary) must be accepted into the Secondary general education programs. Initial course achievement in SPED300 and SPED310 with a grade of B- or higher is expected prior to acceptance in the undergraduate special education program. Teacher candidates must also demonstrate a RIDE determined level of basic skills content on the Praxis 2: Fundamental Subjects Test. All teacher candidates at the undergraduate level complete all evaluation requirements of both Secondary Education and Special Education.

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)

Description of the field and clinical experiences required for the B.S. in Mild/Moderate Disabilities (Middle/Secondary): (Table Provided)

Courses include:

SPED 300: Introduction to the Characteristics and Education and Children and Youth with Disabilities

SPED 310: Principles and Procedures of Behavior Management for Children and Youth with Disabilities

SPED 311: Language Development and Communication Problems of Children

SPED 312: Assessment Procedures of Children and Youth with Disabilities

SPED 424: Curriculum, Assessment and Methodology of Instruction of Adolescents and Young Adults with Mild/Moderate Disabilities

SPED 428: Student Teacher in the School Program for Students with Mild/Moderate Disabilities (Middle/Secondary)
SPED 440: Collaboration: Home, School, & Community

Teacher candidates are provided opportunities in all classes to extend learning beyond the college classroom. For most undergraduate classes, a 30-hour practicum provides teacher candidates extended interaction in classrooms that support elementary or middle level students with mild/moderate disabilities. The practicum experience is under the supervision of a certified teacher in special education to assist the teacher candidate with developing the competencies identified in the specific college course. Practicum teachers have a minimum of three years teaching experience although most have far more than the minimum years in the field.

Teacher candidates in the B.S. in Mild/Moderate Disabilities (Middle/Secondary) are assigned to practicum experiences to ensure they have a range of experiences that match the broad characteristics of students with mild/moderate disabilities.

The minimum variety of experiences include experiences with:

• Students often identified with high incidence disabilities
• Middle school-age students with mild/moderate disabilities
• Secondary school age students with mild/moderate disabilities with particular emphasis on transition
• Middle or Secondary Students with moderate disabilities
• Students with mild/moderate disabilities in urban districts with a high percentage of families with cultural and language diversity and economic challenge.
• Classroom settings in public schools that support inclusive practice of all students

This breadth of experience does not address every challenge within mild/moderate disabilities but it does present teacher candidates with a minimum set of experience to gain knowledge of a range of challenges in mild/moderate disabilities.

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)

Candidates must apply to either the Department of Secondary Education prior to their application to the Department of Special Education. Candidates should apply for admission to the Department of Special Education upon completion of Special Education 300 (receiving a grade of B- or better) or a course equivalent (department chair approval required).

CRITERIA FOR ADMISSION
A complete Special Education Admission Portfolio must be submitted to the candidate's special education advisor. A complete Portfolio includes one who has provided all of the following components:

1.a completed special education application form;
2.a copy of current transcripts from Rhode Island College and other institutions of higher education attended during the last ten years documenting a minimum overall course grade point average of 2.50 in all college course work and including the Special Education 300 or equivalent (department chair approval required) indicating a grade of B- or better;
3.one reference letter from a professional documenting the extent and quality of the candidate's experience with individuals with disabilities;

4.a personal statement describing the candidate's interest in a career teaching students with disabilities; this statement must address all content areas listed under the Content/Purpose section of the Career Commitment Essay rubric and must achieve a acceptable score. This essay addresses the following information:
* Reasons for choosing their concentration of Special Education (Mild/Moderate Disabilities at the Elementary/Middle Level, Mild/Moderate Disabilities at the Middle/Secondary Level or Severe/Profound Disabilities)
Commitment to teaching in special education
• Specific experiences used to discuss beliefs
• Dispositions toward diversity, all children, collaboration, lifelong learning
• Reflection on need to improve skills
5. a copy of a letter of acceptance to an elementary or a secondary education teacher preparation program.

RETENTION
Retention in a Department of Special Education teaching concentration requires the following:
1. a minimum overall Rhode Island College GPA 2.50;
2. minimum course grades in education curricula, academic majors, and/or teaching concentrations
3. a minimum grade of B- in all required special education coursework in the concentration and a grade of "Acceptable" or higher on the key course artifact identified for each course in their chosen area of concentration
4. admission to and retention in an elementary or secondary education program.
Students must submit a portfolio prior to student teaching (Preparing to Student Teach Portfolio) and receive a grade of "Acceptable" or higher to proceed to student teaching.

PROGRAM EXIT
Each candidate is responsible for assembling and submitting a complete, acceptable Department of Special Education Exit Portfolio. A complete portfolio includes the required artifacts with the related rubrics and an acceptable Exit Portfolio Reflection Essay.
The Exit Portfolio in Special Education should present the following artifacts:
• Candidate's personal contact information on the front of the portfolio binder and on the spine
• IEP Rubric with signature of professor
• Instructional Planning and Monitoring Rubric with signatures of college supervisor and cooperating teacher
• Lesson Plan Rubric and Student Teacher/Graduate Intern Observation Report with signatures of college supervisor and cooperating teacher
• Professionalism Rubric with signatures of the college supervisor and cooperating teacher
• Exit Portfolio Reflection Essay
Teacher candidates must meet standard on all artifacts to graduate from the program. Candidates are allowed two submissions to reach the minimum level of achievement on each artifact. Meets standard is considered "Acceptable" on all required artifacts.

4. Description of the relationship [(2)]of the program to the unit's conceptual framework. (Response limited to 4,000 characters)

FSEHD MISSION & CONCEPTUAL FRAMEWORK

The mission of the Feinstein School of Education and Human Development (FSEHD) is to prepare education and human service professionals with the knowledge, skills, and dispositions to promote student learning and development. Building on extensive field experiences, the School develops reflective practitioners who model lifelong learning, technological competence, and collaboration. The

FSEHD is committed to facilitating excellence through equity, diversity, and social advocacy.

The principles that guide the faculty of the FSEHD, which includes the Special Education Department, are the necessity to developing professionals who are Reflective Practitioners. The faculty believes that becoming a Reflective Practitioner is an ongoing process. Candidates develop into Reflective Practitioners as they progress through our professional programs, and continue to grow as Reflective Practitioners throughout their careers. Accordingly, programs forge a foundation not only of professional knowledge and skills but also of the values and dispositions on which future professional growth depends.

There are two motifs -- PAR and the Four Themes -- which organize the Conceptual Framework for the FSEHD. The first motif, PAR, an acronym for Planning, Acting, and Reflecting, represents the recursive process involved in reflective educational practice, be it leadership, counseling, or teaching. Although PAR connotes a sequence, in actual practice education is not a linear process; planning, acting, and reflecting recur as educators make on-the-spot judgments and adjustments. However, discriminating among these three phases of reflective practice serves as an aid for analysis and communication.

The other motif of the Conceptual Framework is the Four Themes -- Knowledge, Pedagogy, Diversity, and Professionalism -- which constitute the shared knowledge base of reflective practice. Whereas PAR denotes the way in which reflective practitioners ply their craft, the Four Themes circumscribe the requisite knowledge, dispositions and skills. As with planning, acting, and reflecting, these four areas constantly overlap and interact in actual practice. Making distinctions among the four themes allows us to focus on specific aspects of the educational process, thereby refining our practice. Thus, the foundation for best professional practice includes (1) thorough Knowledge of content, context, and human development; (2) theoretical and practical grounding in Pedagogy; (3) sensitivity and responsiveness to human Diversity; and (4) agreed-upon standards of Professionalism.

The Conceptual Framework provides a coherent, shared vision for the FSEHD that incorporates the Rhode Island Professional Teacher Standards (RIPTS) and is informed by specialized professional association standards for each program and content area. The FSEHD Special Education Department is no exception as the framework, the RIPTS, and the Council for Exceptional Children (CEC) Standards are consistently communicated to candidates, reflected in programs, courses and candidate performance, and exemplified in faculty professional practice as teachers, scholars and service providers.

A table has been submitted (Alignment to Conceptual Framework Table.pdf) outlines further the alignment of the CEC Standards with the Rhode Island ProfessionalTeacher Standards and the Rhode Island College Conceptual Framework standards.

(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[(3)]. (Response limited to 4,000 characters)

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

The Feinstein School of Education and Human Development (FSEHD) prepares education and human service professionals with the knowledge, skills, and dispositions to promote student learning and development. Building on extensive field experiences, the School develops reflective practitioners who model lifelong learning, technological competence, and collaboration. The FSEHD is committed to facilitating excellence through equity, diversity, and social advocacy.

The Feinstein School of Education and Human Development programs prepare professional educators to be effective and principled practitioners who carefully apply, adapt, and revise their practice as the situation demands. Accordingly, a dynamic interplay between academic study and field-based experience --theory and practice --infuses all programs. In an effort to communicate the dynamic interplay between theory and practice, and to implement it throughout our programs, the faculty has adopted the PAR acronym as an organizing theme. The three phases --Planning, Acting, and Reflecting --signify three different aspects of reflective practice, but taken together they highlight the theory-practice relationship. The phases are distinguished for purposes of analysis and communication, but they are depicted together to indicate their ongoing interaction. [See graphic representation of the FSEHD PAR Model]
The other motif of the Conceptual Framework is the Four Themes --Knowledge, Pedagogy, Diversity, and Professionalism --which constitute the shared knowledge base of reflective practice. Whereas PAR denotes the way in which reflective practitioners ply their craft, the Four Themes circumscribe the requisite knowledge, dispositions and skills. As with planning, acting, and reflecting, these four areas constantly overlap and interact in actual practice.

The B.S. in Special Education: Mild/Moderate Disabilities (Middle/Secondary) Assessment system is designed to build and assess reflective practice (Planning, Acting, and Reflecting) and the organizing themes as they apply to the knowledge and skills outlined for Special Education Teachers of Individuals with Exceptional Learning Needs in Individualized Independence Curricula. Thus, our assessment system was designed to fulfill three purposes—1) to assess the development of reflective practice and Knowledge, Pedagogy, Diversity, and Professionalism, 2) to monitor the attainment of the Special Education Teachers of Individuals with Exceptional Learning Needs in Individualized Independence Curricula, and 3) to monitor the progress towards the Rhode Island Professional Teaching Standards. While our assessments are aligned to all three systems, they emphasize the standards established by the Council for Exceptional Children.

It must be noted that the Unit-level Assessment System is undergoing significant revision that affect work in each of the programs in the FSEHD. These assessments changes have been newly implemented during student teaching (Teacher Candidate Work Sample, and a revised Observation & Progress Report) and practica courses (mini-Teacher Candidate Work Sample, and Lesson Plan Observation & Progress Report). All of these unit-level assessments have been reviewed within the Special Education Department and highly correlate with existing assessments used. For example, the Teacher Candidate Work Sample will replace the Instructional Planning & Monitoring Assessment (#5) in Spring 2010. This assessment mimics the previous one and will continue to meet CEC Standards 4,7-9, yet is designed to yield relevant unit-level data as well.

(3) This response should clarify how the key accessments 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.

Alignment to Conceptual Framework	Clinical Hours Table

See **Attachments** panel below.

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: B.S. in Special Education: Mild/Moderate Disabilities (Middle/Secondary). Because many teacher candidates dually enroll in both the elementary/middle and middle/secondary programs, the actual number of undergraduate middle/secondary candidates is reflected in enrollment in SPED424 & 427 over the last three years.		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers(4)
2006-2007	38	0
2007-2008	27	24
2008-2009	30	27

(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	Favazza, Paddy
Highest Degree, Field, & University(5)	Ph.D.in Education, University of Memphis
Assignment: Indicate the role of the faculty member(6)	Teaching Faculty, Program Coordinator M.Ed. in Early Childhood Special Education
Faculty Rank(7)	Associate Professor
Tenure Track	☒ YES
Scholarship(8), Leadership in Professional Associations, and Service(9):List up to 3 major contributions in the past 3 years(10)	Establishing the Efficacy of the Special Friends Program . Institute of Educational Sciences (IES). Co-Principle Investigator with M. Ostrosky at University of Illinois, Urbana-Champaign. Funded 2008-2012: $2,997,953 Young Athletes Evaluation US Department of Education and Special Olympics International Project. Jan 2010-June 2010: $11, 450 Favazza, P.C. & Munson, L. (2010). Loss and grief in young children. Young Exceptional Children. In press.
Teaching or other professional experience in P-12 schools(11)	Provides clinical supervision for teacher candidates in Early Childhood Special Education.(Early Intervention Providers and Preschool Special Educators) Works in local schools in Central Falls, East Providence and Providence on two grant related classroom-based grants. (early childhood special education)

Faculty Member Name	Imber, Steve
Highest Degree, Field, &	

University(5)	Ph.D. in Education, University of Connecticut
Assignment: Indicate the role of the faculty member(6)	Teaching Faculty
Faculty Rank(7)	Professor
Tenure Track	ÞYES
Scholarship(8), Leadership in Professional Associations, and Service(9):List up to 3 major contributions in the past 3 years(10)	Imber, S.C. Independent Educational Evaluations for students with Behavioral Disorders under IDEA 2004: Testy matters of Regulations, Federal Policies and Case Law, Conference Proposal accepted for presentation, The International Council for Exceptional Children, Denver, Colorado, September 23-26, 2009 Imber, S.C. Independent Educational Evaluations: An Enduring Procedural Safeguard under IDEA 2004. The American Psychological Association Convention, Toronto, Ontario, August 7, 2009. Imber, S.C. Independent Educational Evaluations IDEA 2004: It s a Testy Matter! The New England Educational Research Organization (NEERO), Portsmouth, New Hampshire, May 7, 2009
Teaching or other professional experience in P-12 schools(11)	Provides clinical supervision of student teachers and graduate interns in mild/moderate special education at the elementary/middle or middle/secondary level. Provides support for children/families who require Independent Evaluations and support during LEA mediation.(elementary/middle and middle/secondary special education)

Faculty Member Name	Kochanek, Thomas
Highest Degree, Field, & University(5)	Ph.D. in Education, University of Connecticut
Assignment: Indicate the role of the faculty member(6)	Teaching Faculty, Co-director of M. Ed. Program in Early Childhood Special Education
Faculty Rank(7)	Professor
Tenure Track	ÞYES
Scholarship(8), Leadership in Professional Associations, and Service(9):List up to 3 major contributions in the past 3 years(10)	Kochanek, T.T. (2008). Striving for the coalescence of education and human services resources: Is it feasible and what are the complexities and benefits? Paper prepared for the Massachusetts Departments of Elementary and Secondary Education, Children and Families, and Mental Health. Kochanek, T.T. (2008). Factors that facilitate favorable transitions into adulthood from the Child Welfare System: Policy and program implications. Paper prepared for the Children s Bureau, U.S. Department of Health and Human Services and the MA Department of Social Services. Kochanek, T.T. (2008). Recovery high schools in Massachusetts: A promising, comprehensive model for adolescent substance abuse and dependence. Paper prepared for the Bureau of Substance Abuse Services, MA Department of Public Health.
Teaching or other professional experience in P-12 schools(11)	Provides clinical supervision for teacher candidates in Early Childhood Special Education.(Early Intervention Providers and Preschool Special Educators)

Faculty Member Name	LaCava, Paul
Highest Degree, Field, & University(5)	Ph.D. in Education, University of Kansas
Assignment: Indicate the role of the faculty member(6)	Teaching Faculty
Faculty Rank(7)	Assitant Professor

Tenure Track	ÞÏ YES
Scholarship(8), Leadership in Professional Associations, and Service(9):List up to 3 major contributions in the past 3 years(10)	Simpson, R. L., & LaCava, P. G. (2008). Autism spectrum disorders. In N. J. Salkind (Ed.), Encyclopedia of educational psychology (pp. 82-88). Thousand Oaks, CA: Sage Publications. Simpson, R. L., Myles, B. S., & LaCava, P. G. (2008). Understanding and responding to the needs of children and youth with autism spectrum disorders. In R. L. Simpson, & B. S. Myles (Eds.), Educating children and youth with autism: Strategies for effective practice, 2nd Edition (pp. 1-59). Austin, TX: PRO-ED.Module Developer for the Autism Internet Modules (AIM), 2007-2008. http://www.autisminternetmodules.org/
Teaching or other professional experience in P-12 schools(11)	Active member of the RI Autism Coalition at the Autism Project in Rhode Island. Provides clinical supervision of student teachers and graduate interns in mild/moderate special education at the elementary/middle or middle/secondary level. Developed a graduate course as part of a new Certificate of Graduate Study in Autism Education. This program provides Autism centered skills, training, on-site classroom support to 20 teachers per year in Rhode Island Public Schools.

Faculty Member Name	Lynch, Marie
Highest Degree, Field, & University(5)	Ph.D. in Education, University of Rhode Island
Assignment: Indicate the role of the faculty member(6)	Program Coordinator B.S. in Special Education: Mild Moderate Disability Elementary/Middle Level) and Mild/Moderate Disability Middle/Secondary Level M.Ed. in Special Education: Mild Moderate Disability Elementary/Middle Level and Middle/Sec Level
Faculty Rank(7)	Assistant Professor
Tenure Track	ÞÏ YES
Scholarship(8), Leadership in Professional Associations, and Service(9):List up to 3 major contributions in the past 3 years(10)	ICERI 2009 Conference & paper accepted with Linda Capalbo: Judging Competence: Observing Student Teachers in Diverse Fields; virtual conference presentation in Spain: (Nov 16-18, 2009) I-clicker Case study: Using Classroom Response Systems in Inclusive Elementary Classrooms with Students with Disabilities (Sept 09 with Greg Kniseley, Andrea Braga & Brian Main) NEEAN Conference with Linda Capalbo: Assessing Agreement: Elementary & Special Education Supervisors Views of Teacher Candidates (Nov 6, 2009)
Teaching or other professional experience in P-12 schools(11)	Practicum Development for 53 students (Fall 08-Fall 09) initiated the development of practicum opportunities at three middle schools: and two high schools. RIC Professional Development Series: offered two workshops in Special Education processes and Math & Special Education (May/June 09) I-clickers project with Greg Kniseley that benefitted HBS and Coventry s Washington Oak Elementary teachers and students in terms of professional development (Spring/Sum 09)

(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)	Case Study (NO LICENSURE ASSESSMENT REQUIRED)	Project	SPED300: Introduction to the Characteristics and Education of Children & Youth with Disabilities
Assessment #2: Assessment of content knowledge in special education (required)	IEP Assessment Project	Project	SPED 424: Assessment, Curriculum, & Methodology for Adolescents & Young Adults with Mild/Moderate Disabilities at the Middle/Secondary Levels
Assessment #3: Assessment of candidate ability to plan instruction (required)	Lessons with Reflection	Project	During Student Teaching (SPED428)
Assessment #4: Assessment of student teaching (required)	Student teacher Observation Report	Performance Observation	During Student Teaching (SPED428)
Assessment #5: Assessment of candidate effect on student learning (required)	Instructional Planning & Monitoring Project	Project	During Student Teaching (SPED428)
Assessment #6: Additional assessment that addresses CEC standards (required)	Professionalism	Performance Observation	During Student Teaching (SPED428)
	Communication Inventory	Project	

Assessment #7: Additional assessment that addresses CEC standards (optional)			SPED311: Speech, Language, & Communication Problems in Children
Assessment #8: Additional assessment that addresses CEC standards (optional)	Observation Report	Project	SPED427: Career Exploration & Vocational Preparation of Middle/Secondary Level Students with Disabilities

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each CEC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple CEC standards.

1. FIELD EXPERIENCES AND CLINICAL PRACTICE STANDARD

Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.

Information should be provided in Section I (Context) to address this standard.

2. CONTENT STANDARDS

	#1	#2	#3	#4	#5	#6	#7	#8
1. Foundations. Special educators 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 both in school and society. Special educators understand how these **influence professional practice**, including assessment, instructional planning, implementation, and program evaluation. Special educators 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. They understand the **relationships of organizations of special education** to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to	b	b	c	c	c	c	c	c

construct their own personal understandings and philosophies of special education. 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.								
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. 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.	b	e	b	b	e	e	e	e
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. 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.	e	b	b	b	e	e	b	e
4. Instructional Strategies. Special educators posses 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,	e	b	e	b	b	e	e	b

and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan. 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. 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.	e	e	e	b	e	e	e	b
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. 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.	e	e	b	e	e	e	b	e
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. 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.	é	b	b	b	b	é	é	b
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.	é	b	é	b	b	é	é	b

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.								
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. 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.	e	e	e	b	b	b	e	b
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. 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.	e	e	b	b	e	b	e	e

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 that 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

Assessment 1: Case Study

See **Attachments** panel below.

2. Assessment of content knowledge[15] 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

Assessment 2: 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

Assessment 3: Lesson Plans with Reflection

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

Assessment 4: Student Teaching Observation Report

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

Assessment 5: Instructional Planning and Monitoring Report

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

Assessment 6: Professionalism

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

Assessment 7: Communication 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

Assessment 8: Transition Assessment

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)

Analysis of Data to Improve Content Knowledge:
Spring 2008: An analysis of artifact data for Fall 07 and Spring 08 identified a limited number of students who achieved "Developing" on their course artifacts but passed their overall course grade. Since application of knowledge on key artifacts is equal in importance to achieving standard on tests, this was problematic to determine a candidate's overall readiness to use skills in a professional role. To ensure that students demonstrate acquisition of skills on the assigned standards, department policy changed (Spring 2008) to require all students to meet standard on their course grade AND their artifact to proceed in the program.

Spring 2009
Analysis of the overall data indicated that a limited number of students achieved below the Acceptable level but did not provide information to identify the specific areas of weakness. As a result, additional data was collected on all course artifacts at the rubric component level to allow greater analysis of teacher candidate skills and areas in need of further candidate support. An additional departmental change occurred during Spring 2009.
An additional review of rubrics showed a number of teacher candidates provided multiple submissions. As of Spring 2009, all teacher candidates must achieve overall “Acceptable” on course artifacts with a maximum of two submissions within a given semester. Students who achieve less than Acceptable (Unacceptable/Developing) must re-take the associated class and achieve Acceptable on their new course artifact submitted during the second enrollment. Teacher candidates are not allowed to proceed in the program unless they have demonstrated competence of the CEC standards with a maximum of two submissions.

Fall 2009
A complete review of all special education courses and individual artifact data was used to decide the criterion for “Acceptable”. A careful analysis of all course artifact data found that some students received the “Acceptable” rating at the level of C+ in a number of courses and on a number of course artifacts. The faculty determined this as less than the desired level to “meets standard”. As a result, faculty implemented a change to identify “Acceptable” from a C+ (77) to a “B-“ (80) on both course grades and artifact grades. This change was consistent with other key departments (Elementary Education, Secondary Education).

The current evaluation system data documents that teacher candidates achieve the ten CEC standards. As the data collection system moves to a college-wide system, additional documentation in candidate evaluation at the Independence Curriculum standard level is needed. Beginning January 2010, the Department (all programs in Special Education) will use a new assessment system, Chalk and Wire, to manage student work, assist faculty with assessment, store, and analyze data. This change will allow electronic input of rubric based data, which has the capacity to sort data by student program. An additional benefit of this new system is the ability to analyze data by standard (general standards and content standards) which will further assist in ongoing program, course, and candidate evaluation. As of

December 2009, general courses taken by all teacher candidates in special education are reported together. Only the overall evaluation is available by program.

Analysis of Data to Improve Professional and pedagogical knowledge, skill, and dispositions
At the student teaching/graduate internship level of the program, the current system does teacher candidate performance on the application of skills, knowledge, and dispositions. A similar evaluation system to capture candidate performance skills prior to this is an area of program weakness. As a result of this, all courses (graduate and undergraduate) that involve a practicum component will require a course specific evaluation by a practicum teacher (a professional with a current teaching credential in special education and three years experience) and an on-site course professor evaluation. This will better capture growth throughout the teacher candidate's program of study and will allow intervention in the case where a candidate performs below standard. This will document candidate growth in many ares of CEC standards (specific to the course), with a great focus on CEC standard 9 (professionalism) and CEC Standard 10 (collaboration) as a part of all course evaluation. This new evaluation component began as of Spring 2010.

Analysis of Data to Improve Student Learning:
At the student teaching/graduate internship level of the program, the current system evaluates teacher candidate performance on the application of skills, knowledge, and dispositions. A similar evaluation system to capture candidate performance skills prior to this is an area of program weakness. In Spring 2009, candidates in all undergraduate and graduate courses are evaluated using a Retention Form, which identifies areas of concern in areas such as commitment to learning, attendance, professional communication, and dispositions. This evaluation addressed difficulties identified in the college environment only (primarily linked to CEC Standard 9). Further analysis of the existing system indicated a more extensive evaluation system was needed to document candidate strength and areas in need of improvement in both the college environment and in practicum settings. As a result of this, all courses (graduate and undergraduate) that involve a practicum component will require a course specific evaluation by a practicum teacher (a professional with a current teaching credential in special education and three years experience) and an on-site course professor evaluation. This will better capture growth throughout the teacher candidate's program of study and will allow intervention in the case where a candidate performs below standard. This will document candidate growth in many areas of CEC standards (specific to the course), with a great focus on CEC standard 9 (professionalism) and CEC Standard 10 (collaboration) as a part of all course evaluation. This new evaluation component began as of Spring 2010.

Beginning Spring 2010, all teacher candidates will use a unit based assessment system, with a primary artifact :the Teacher Candidate Work Sample (TCWS). This artifact has a strong assessment of student learning and will provide even greater analysis of candidates in this important component of the special education profession. Although all teacher candidates will use the TCWS, the artifact is tailored to the specifics of their special education concentration.

Prior to the Spring 2010 semester, several initiatives were underway at the unit-level in the FSEHD. The Special Education Department, represented by numerous faculty, pilot-tested the unit-level assessment initiatives. These assessments include the adaptation, design, and implementation of the Teacher Candidate Work Sample (TCWS), the mini Teacher Candidate Work Sample, and the revision of the FSEHD Observation & Progress Report for Student Teaching/Graduate Internship and Practica experiences.

The TCWS will replace the Instructional Planning & Monitoring (Assessment #5) artifact completed during student teaching or graduate internship. It should be noted that the components of the new assessment are aligned with the department’s previous assessment and continue to meet CEC Standards

(#4, 7, 8, 9) and indicate candidate impact on student learning.

Along with the TCWS, the FSEHD mini Teacher Candidate Work Sample will be adopted as well, to be completed during the Preparing for Student Teaching/Internship practica courses. This will formalize the overall lesson format and reflection processes and expectations at the unit-level for all teacher candidates. This will have eventual consequences for Assessment #3 specifically and CEC Standards (#2, 3, 6, 7).

The revision of the FSEHD Observation & Progress Report (Assessment #4) was recently done to streamline unit-wide data efforts to enhance learning of teacher candidate strengths/needs and program responsiveness during student teaching/internship. A shorter version of this document was also created to be used during practica experiences as well. Clinical supervisors, practicum and cooperating teachers will input candidate data based on CEC Standards (#2-5,7-10) more readily.

All of these unit-level changes will greatly contribute to the Special Education Department's ability to better understand the strengths/weaknesses of our programs, to enhance the opportunities for knowledge, skills, and dispositional development of our teacher candidates, and to report on these efforts in meaningful ways to various stakeholders.

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.)

Please click "Next"

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