Program Report for the Preparation of Special Education Teachers
Council for Exceptional Children (CEC)
2012 Standards - Option A

NCATE approved the CEC Standards in 2012. Beginning in Spring 2015, programs submitting reports must use the 2012 standards.

COVER SHEET

1. Institution Name

Clarion University of Pennsylvania

2. State

Pennsylvania

3. Date submitted

MM DD YYYY

03 / 15 / 2018

4. Report Preparer's Information:

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6. Name of institution's program

Special Education Certification PreK-8 dual with ECH

7. CAEP Category

Special Education-General Curriculum

8. Grade levels[1] and Exceptionalities/Severity Levels for which candidates are being prepared

PreK-8

(1) e.g. K-6, K-12

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

Special Education PreK-8

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required or Recognition with Probation
- Response to National Recognition With Conditions

15. Is your Educator Preparation Provider (EPP) seeking

- CAEP accreditation for the first time (initial accreditation)
- Continuing CAEP accreditation

16. State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores:
CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. 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 Preparation 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)

All candidates in this program are introduced to a wide range of field-based and clinical experiences that help bridge content and theory with practice as they move from observer to practitioner. The experiences begin early in the program and include placements in collaborative settings, providing practice with diverse populations, ages, learning environments, and school settings. Demands increase with each field experience as candidates are asked to build on skills from previous course work and experiences combined with new skills acquired in each successive course and experience. Before field placements are made, criteria must be met to ensure that it is an appropriate field site. In addition, cooperating teachers in each field site must meet the Pennsylvania Department of Education's requirement. Cooperating teachers must have a special education teaching certification, must have at least 3 years of satisfactory certificated teaching experience, and at last 1 year of certificated teaching experience in the school entity where the student teacher is placed. Pennsylvania requires that candidates go through 4 stages of field experience, each one progressively more intensive, requiring the candidate to gradually assume more responsibility. The requirements are:
Stage 1: Observation
Pennsylvania requires that candidates be observers in a variety of education and education-related settings. Observations should occur in a range of schools
so that candidates have a broad experience and learn as much as possible about special education and special education philosophy. With the dual major required at Clarion University, these 20 hours of observations are done in a variety of their education courses including 12 hours in ECH 141 Child Development and Learning, 18 hours in ECH 235 - Observation: Constructing an Early Childhood Knowledge Base, and 5 hours in SPED 245 - Applied Behavior Analysis. The observations can be done in a variety of settings, covering a variety of grade levels, where children with exceptional learning needs are grouped together for instruction in a variety of ways - resource rooms, inclusive settings, co-teaching, etc. Structured observation guidelines are provided and students write a reflective paper for each observation completed that includes information about the classroom environment, teaching strategies observed, effectiveness of strategies, behavior management used, and teacher/student interactions. In addition, candidates are required to create mini lessons that could be used in the settings and to conduct data collection on behaviors observed in certain settings. A group meeting is held once a week with the University instructor during regularly scheduled class time to discuss the experiences and to link the field experiences to the course content.

Stage 2: Exploration
Pennsylvania says that this is an experience in which the candidate works under a cooperating teacher's supervision during individual tutorials or with a small group of students. This will prepare candidates for their pre-student teaching experience. At Clarion, all candidates who have completed the 20 hours of observation will be eligible to move on to the exploration activities. In ECH 236 - Assessment & Panning: Using an Early Childhood Knowledge Base students complete 10 hours of assessment in an early childhood setting. During the first week at their pre-student teaching practicum site (40 hours), candidates are required to complete a variety of exploration activities. During this time they are responsible for planning and executing a rapport lesson to conduct with a small group of students, reflecting on the lesson after it is taught. Candidates are also responsible for conducting one-to-one tutoring with students before they move on to teaching lessons to small groups that are based on their cooperating teacher's lesson plans. These hours are completed in the beginning portions of SPED 444 and 446 and are supervised by approved cooperating teachers and university faculty.
Stage 3: Pre-Student Teaching
Pennsylvania says this is the beginning of student teaching in which candidates teach small groups of students, in schools and early learning settings. It is a combination of individual tutorials, small group, and whole class instruction at the selected grade level over a course of time. Candidates at Clarion University complete pre-student teaching in both areas of their dual certification. Specifically for Special Education, they have two pre-student teaching field experiences, one in a setting delivering services to students with high incidence disabilities (SPED 426), and the other in a setting delivering services to students with low incidence disabilities (SPED 427). The first seven weeks of the semester are spent on campus attending instructional classes (SPED 422, 444, 446, and 428) for approximately 6 hours per day. After this time, candidates are in the field, full time for a minimum of three weeks (120 hours) per placement. During this time, candidates gradually assume total responsibility for teaching the students in their classrooms. They start teaching one or two small groups using approved lesson plans they have written and move to taking over almost full responsibility for the classroom including planning and teaching all lessons, assessing and interpreting assessments, designing behavior plans and training plans, adapting instructional materials as needed, writing an IEP for a target student, and interacting with professionals in and out of the classroom. These experiences are supervised daily by approved cooperating special education teachers and at least two times per placement by university faculty. Candidates also complete early childhood prestudent
teaching in a PreK-K setting and a 1-4 setting.
Stage 4: Student Teaching
While Pennsylvania law requires a minimum of 12 weeks full-time student teaching, Clarion University requires student teachers to complete 15 weeks. Six credits (SPED 455) of our candidates 12 credit student teaching load is completed with an approved cooperating teacher in a setting along the

continuum of placements. This rigorous experience is carefully planned, guided, assessed, and evaluated. Candidates work closely with their cooperating teacher and gradually assume instructional responsibility for the entire class and course load. They are expected to demonstrate competence in the professional role, communication skills, instructional planning, instructional strategies implementation, use of instructional materials and resources, and in the evaluation of their instructional effectiveness. Within this course, candidates complete multiple projects which include a minimum of development of a student matrix, one IEP, a behavioral plan, a lesson plan series/unit plan, and daily lesson plans. They also conduct numerous formal and informal assessments throughout the placement and maintain a log/journal of their experiences as a student teacher. The student teaching experience is closely supervised by the cooperating teacher and the university supervisor, both of whom give frequent feedback to the candidate. In summary, the student teaching capstone course provides an opportunity for candidates to demonstrate proficiency in applying skills from their special education courses to expand their teaching expertise and reflect and evaluate on their own performance.
University supervisors are either full time tenure track faculty or are chosen from a pool of adjuncts that have proceeded through the hiring process. This is a university wide process in which candidates provide their vita, cover letter, transcripts, and recommendations. The Special Education Search Committee then reviews all applicants for the adjunct supervisor position. Qualified candidates are interviewed over the phone. All supervisors must have at least 3 years of teaching experience, a teaching certificate, and a Masters Degree in Special Education.

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. CEC initial or advanced Preparation Standards and Specialty Sets used

5. 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.)
6. 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.
7. 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[2]

(2) CAEP 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.

8. 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[3]	
Assignment: Indicate the role of the faculty member [4]	
Faculty Rank[5]	
Tenure Track	YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	
Teaching or other professional experience in P-12 schools[9]	

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.

(4) For example, faculty, clinical supervisor, department chair, administrator

(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as a 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.

(7) 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.

(8) For example, officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service 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)	PECT	State licensure test	Before student teaching
Assessment #2: Assessment of content knowledge in special education (required)	Individualized Education Plan	Project	Pre Student Teaching Block Course - SPED 426 - Practicum for High Incidence Methods
Assessment #3: Assessment of candidate ability to plan instruction (required)	Unit Plan	Project	SPED 450 - Student Teaching
Assessment #4: Assessment of student teaching (required)	STPP - Student Teacher Performance Profile	Rating checklist	SPED 450 - Student Teaching
Assessment #5: Assessment of candidate effect on student learning (required)	Progress Monitoring	Project	SPED 450 - Student Teaching
Assessment #6: Additional assessment that addresses CEC standards (required)	Behavior Intervention Plan	Project	SPED 450 - Student Teaching
Assessment #7: Additional assessment that addresses CEC standards (optional)	Assessment Practicum	Project	SPED 411 - Education Assessment Practicum
	Collaboration Case Study	Project	SPED 422 - Classroom Administration

Assessment #8: Additional assessment that addresses CEC standards (optional)			

(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. Standard 1: Learner Development and Individual Learning Differences

	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. (1.1) Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. (1.2) Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	☑	☑	☑	☑	☐	☑	☐	☐

3. Standard 2: Learning Environments

	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. (2.1) Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. (2.2) Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. (2.3) Beginning special education professionals	☑	☐	☐	☑	☐	☑	☐	☐

	#1	#2	#3	#4	#5	#6	#7	#8
know how to intervene safely and appropriately with individuals with exceptionalities in crisis.								

4. Standard 3: Curricular Content Knowledge

	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals use knowledge of general[15] and specialized[16] curricula to individualize learning for individuals with exceptionalities. (3.1) Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities (3.2) Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities (3.3) Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.	☑	☑	☑	☑	☐	☐	☐	☐

(15) As used, “general curricula”, means the academic content of the general curriculum including math, reading, English/language arts, science, social studies, and the arts.

(16) As used, “specialized curricula” means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.

5. Standard 4: Assessment

	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. (4.1) Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias (4.2) Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities (4.3) Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities (4.4) Beginning special education professionals engage individuals with exceptionalities to work	☑	☑	☐	☐	☑	☐	☑	☐

	#1	#2	#3	#4	#5	#6	#7	#8
toward quality learning and performance and provide feedback to guide them.								

6. Standard 5: Instructional Planning and Strategies

	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies [15] to advance learning of individuals with exceptionalities. (5.1) Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. (5.2) Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. (5.3) Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. (5.4) Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities (5.5) Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams (5.6) Beginning special education professionals teach to mastery and promote generalization of learning. (5.7) Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	☑	☑	☑	☑	☑	☐	☐	☐

(17) Instructional strategies, as used throughout this form, include intervention used in academic and specialized curricula.

7. Standard 6: Professional Learning and Ethical Practice

	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals use foundational knowledge of the field and the								

their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. (6.1) Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice (6.2) Beginning special education professionals understand how foundational knowledge and current issues influence professional practice (6.3) Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services (6.4) Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. (6.5) Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring (6.6) Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.	☑	☐	☐	☐	☐	☑	☐	☑

8. Standard 7: Collaboration

	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. (7.1) Beginning special education professionals use the theory and elements of effective collaboration (7.2) Beginning special education professionals serve as a collaborative resource to colleagues (7.3) Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators	☑	☐	☐	☐	☑	☐	☐	☐

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: For each program assessment listed in Section II, use one file to provide a description of the assessment of not more than two pages along with the program assessment, scoring rubric, and data tables.

Taken as a whole, the program assessments must demonstrate candidate mastery of the CEC Preparation Standards. The program assessments used must be required of all candidates. Assessments, scoring guides/rubrics, and data should be aligned with the CEC Preparation Standards. This means that the concepts in the CEC Preparation Standards should be apparent in the program assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the CEC Preparation Standards. Data should also be aligned with the CEC Preparation Standards. The data should be presented at the same level it is collected. For example, if a rubric is used to collects data on several elements each relating to specific CEC Preparation Standard, then the data should report the data on each of the elements rather than reporting a single cumulative score.

In the description of each program assessment below, CEC has identified potential program assessments that would be appropriate. Program assessments have been organized into the following three areas to be aligned with the elements in CAEP Standard 1:
• Content knowledge (Program assessments 1 and 2)
• Pedagogical and professional knowledge, skills and dispositions (Program assessments 3 and 4)
• Focus on student learning (Program assessment 5)

While faculty may align state credentialing assessment (Program Assessment 1) to numerous CEC Preparation Standards, it may not be cited as the sole assessment for any CEC Preparation Standards.

Note that in special education, the primary content knowledge for the professional discipline includes and is inextricable from professional knowledge. Therefore, program assessments that combine content and professional knowledge will be considered "content knowledge" assessments for the purpose of this report.

For each program assessment, the report developer should prepare one document that includes the following items :
(1) Two-page narrative including:
• A brief description of the program assessment and its use in the program;
• A description of how this program assessment specifically aligns with the standards for which it is cited in Section III. Cite CEC Preparation Standards by number, title, and/or standard wording.
• A brief analysis of the data findings;
• An interpretation of how that data provides evidence for meeting standards, indicating the specific CEC Preparation Standards by number, title, and/or standard wording;

(2) Program assessment documentation including:
• The program assessment tool itself or a rich description of the program assessment (often the directions given to candidates);
• The scoring guide or rubric for the program assessment; and
• Candidate performance data derived from the program assessment in tables that display the scores in alignment with the CEC Preparation Standards.
• The responses for e, f, and g (above) routinely should be limited to the equivalent of five text pages each. Exceptionally, some program assessment instruments or scoring guides/rubrics may go beyond five pages.

1. CONTENT KNOWLEDGE

Data from required state licensure tests or professional examinations of content knowledge CEC Preparation Standards addressed in this program assessment could include Standards 1 through 7. If the state does not require a credentialing test(s) or professional examinations in the content area, another program assessment must be presented to document candidate attainment of content knowledge.

Provide assessment information as outlined in the directions for Section IV.

PECT assessment

See the Attachment panel.

2. CONTENT KNOWLEDGE

CEC Preparation Standards addressed in this program assessment could include Standards 1 through 7. 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[18].

Provide assessment information as outlined in the directions for Section IV

IEP assessment

See the Attachment panel.

(18) 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. PLANNING: PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

Assessment that demonstrates candidates can effectively plan instruction as individualized for a single individual. CEC Preparation Standards that typically could be addressed in this assessment include but are not limited to Standards 1, 2, 3, 4, 5. Examples of program assessments include the evaluation of candidates' abilities to develop individualized lesson or unit plans, individualized educational plans, needs assessments, or intervention plans.

Provide assessment information as outlined in the directions for Section IV.

Unit plan assessment

See the Attachment panel.

4. TEACHING: PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. CEC Preparation Standards that typically could be addressed in this program assessment include but are not limited to Standards 1, 2, 3, 4, 5 and 7. The program assessment instrument used in student teaching or the internship should be submitted.

Provide program assessment information as outlined in the directions for Section IV.

Student Teacher Perfomance Profile assessment

See the Attachment panel.

5. EFFECTS ON STUDENT LEARNING

CEC Preparation Standards that typically could be addressed in this program assessment include but are not limited to Standards 4-7 Examples of program assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

Provide program assessment information as outlined in the directions for Section IV.

Progress Monitoring Assessment

See the Attachment panel.

6. ADDITIONAL PROGRAM ASSESSMENT

Examples of program assessments include evaluations of field experiences, case studies, portfolio tasks, and licensure tests not reported in 1.

Provide program assessment information as outlined in the directions for Section IV.

Behavior Intervention Plan Assessment

See the Attachment panel.

7. ADDITIONAL PROGRAM ASSESSMENT

Examples of program assessments include evaluations of field experiences, case studies, portfolio tasks, and licensure tests not reported in 1.

Provide program assessment information as outlined in the directions for Section IV.

8. ADDITIONAL PROGRAM ASSESSMENT

Examples of program assessments include evaluations of field experiences, case studies, portfolio tasks, and licensure tests not reported in 1.

Provide program assessment information as outlined in the directions for Section IV.

Collaboration Assessment

See the Attachment panel.

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 CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

   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 CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

   (Response limited to 24,000 characters.)

Conditions of the recognition report that are being addressed in this response to conditions report:
1. Section II and III tables that document the alignment of each program assessment to the major elements of the CEC Preparation Standard as informed by the appropriate specialty set;
2. The assessment descriptions, scoring guide/rubric, and data for each of the program assessments that provide the evidence that they are aligned to the major elements of each of CEC Preparation Standard as informed by the specialty area knowledge and skills set; and
3. Sufficient performance data for reviewers to determine that the preponderance of the performance data for each of the CEC Preparation Standard as informed by the appropriate specialty set demonstrate that the program candidates master the major elements of the CEC Preparation Standards as informed by the appropriate CEC knowledge and skill set. At least one additional set of data must be submitted for each assessment included.
The section II and III tables have been filled out and resubmitted. It was suggested in our recognition report that we consider selecting a few assessments that provide the clearest evidence for each standard and refine the assessments to more clearly reflect the standard as informed by the specialty set. The committee reviewed what assessments met which standards and we adjusted according to the feedback in the report.
The information for the Field Experiences and Clinical Practice Standard in Part B is also being resubmitted because the reviewers wanted to know how university supervisors are chosen. This was added and is in the newly submitted information.
Another concern was the inconsistent or little alignment to standards or evidence that the assessments are informed by the appropriate specialty sets. This feedback was given particularly for assessments 2, 4, 5, and 6. The special education faculty met and adjusted these rubrics during a retreat in late summer of 2017. They now show stronger alignment with the standards as informed by the appropriate specialty sets. The IEP rubric (assessment 2) was adjusted once based on feedback provided in the report and exemplars provided, and again based on advice given at a SPA writing workshop. The behavior plan rubric (assessment 6) was adjusted to more closely match

standards as informed by the appropriate specialty set. The STPP rubric (assessment 4) was also revamped after the last recognition report. Feedback in the last report stated that the "users ratings are not clearly defined and may result in differing interpretations..." and went on to say "additionally, it is unclear whether the criteria of the assessment is informed by the specialty set. Therefore it cannot be determined whether candidates are mastering the major elements". Due to this feedback it was decided that a more appropriate rubric should be implemented. This rubric better matches the standards and is informed by the appropriate specialty set. This rubric has 4 ratings unlike the others that have 3. This is because we have to follow a required form that cannot be adjusted. We were also provided feedback on the recognition report that Assessment 5 should relate to candidate's determination of their actual impact on student learning, as opposed to evaluation of a case study. Due to this, the faculty members decided to change this assessment so it is completed in a field experience setting where they can measure impact on an actual student instead of on a case study. The rubric was adapted to reflect this change and one round of data is available in this report.
Feedback on assessment 1 (PECT test) was that data for the subareas needed to be reported. This was added in this response to conditions report. Also for the IEP, there were some candidates that did not meet certain elements in the last report. The reviewers were concerned that no information was provided as to how the program addressed the performance of these candidates. This has been addressed in the response to conditions report.
We are resubmitting assessments 1, 2, 3, 5, 5, 6, and 8. With one to three applications of data for each. We are not resubmitting assessment 7 (assessment practicum) because it only provided data for standard 4 which was met in our last submission.

Please click "Next"

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