

# 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 / 2017

4. Report Preparer's Information:

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6. Name of institution's program

Special Education Certification PreK-8

7. CAEP Category

Special Education-General Curriculum

8. Grade levels<sup>(1)</sup> 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)

Located in Clarion, Pennsylvania, Clarion University, a member of the Pennsylvania State System of Higher Education, serves 5500 students, undergraduate and graduate. Our mission is to prepare effective, dedicated and high quality professionals, decision makers and lifelong learners who have mastered a recognized body of knowledge, internalized standards of excellence and demonstrated the required candidate performances. The undergraduate Special Education program resides in the Special Education and Disability Policy Studies Department which is in the School of Education which resides in the College of Arts, Education, and Sciences. The special education professional preparation program is designed to prepare candidates to meet the requirements for Pennsylvania special education teacher licensure. The candidates in the program are given opportunities to learn and practice the knowledge, skills, and dispositions needed to become effective special education teachers. Students in this program receive a dual certificate due to the fact that the special education certificate is not a "stand alone" certificate. Pennsylvania Chapter 49-2 requires that all special education certifications be combined with certification in either PK-4, 4-8, a secondary subject area, or reading. This program provides students an education that will lead to a dual certification in early childhood education (PreK-4) and special education (PreK-8). This program is designed to meet the standards specified in the Council for Exceptional Children guidelines and the Pennsylvania Department of Education Standards.

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 pre-student 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.

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)

Admission: Undergraduates in the teacher education are first admitted to Clarion University. Perspective candidates must submit SAT or ACT scores, high school transcripts, letters of recommendation, and an optional personal essays. These are reviewed by individuals from the Undergraduate Admissions Office. All students who are accepted may elect to enter the College of Education and Human Services as freshmen, but are not considered candidates

to the program until they have met various requirements. To stay on track for the chosen program and to be admitted to the program, the candidates must follow a certain sequence.

First Year: During the summer or fall semester, candidates must receive all clearances - Act 33/151, Act 24, and FBI, which are submitted to the Office of Field Experiences. They must complete a physical exam and TB (Mantoux) Test through the University's Health Center. Also during the first year students must complete and submit passing scores for all PAPA or ETS CORE assessment tests or SAT score if they are over 1550. They must earn a grade of a C or higher in any educational courses taken. In addition, during their freshmen year students are also required to meet with their major advisor to discuss their checksheet/plan and to ensure that prospective candidates understand program requirements.

Second Year: During their second year, candidates must complete any education courses with a grade of C or higher and earn a cumulative grade point average of 3.0 or higher by the end of this second year or before taking block classes.

Third Year: Candidates must have a GPA of 3.0 or higher before taking block classes. They must complete the program admission application with their advisor's signature and submit it to the Office of Field Services. The candidates must complete all educational courses with a C or higher. Candidates must also have updated clearances for their special education block experience.

Fourth Year: To qualify for student teaching, candidates must have completed all education credits with a C or higher and must maintain a GPA of a 3.0. They must take the required PECT tests for special education. The candidates complete 12 credits of student teaching with a C or higher. They must complete their graduation application and submit it to the Office of Field Services.

Throughout their time in the Special Education program, all candidates must follow the expectations of the college's professional code/dispositions. If a candidate violates the code in their education courses or field experiences, or if a faculty member has concerns about their ability to follow the professional code/dispositions, the infraction or concerns will be indicated on the candidate's disposition form. At such time, they are required to complete a remediation plan that is given to them by the department to address the concerns/inadequacies that are indicated on the form.

4. CEC initial or advanced Preparation Standards and Specialty Sets used

2012 CEC Initial Preparation Standards

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.)

bsed-early-childhood-special-education.pdf	Course descriptions
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See Attachment panel below.

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: Early Childhood/Special Education Dual program		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(2)</sup>
2013-2104	262	49
2014-2015	223	41
2015-2016	204	36

Program: Intervention Specialist		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(2)</sup>
2013-2014	43	4
2014-2015	45	3
2015-2016	43	13

Program: Mid-Level + Special Education		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(2)</sup>
2013-2014	37	4
2014-2015	27	2
2015-2016	24	10

(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	Cristin Ketley
Highest Degree, Field, & University <sup>(3)</sup>	Masters of Education, Grand Canyon University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Teaching Faculty, Student Teacher Supervision
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations,	1. Poster Presentation at PDE conference on Project Max 2. Supervisor and

and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	member BACB
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Autism support teacher, training and consultation of IU staff, Autism Specialist

Faculty Member Name	Young Kim
Highest Degree, Field, & University <sup>(3)</sup>	EdD, Special Education, Illinois State University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Teaching Faculty
Faculty Rank <sup>(5)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. Kim, Y., Park, S.K., & Conroy, J. (Dec. 2016). Deinstitutionalization: Where are we? The Current Situation and Challenges of Deinstitutionalization in the United States and South Korea. Presented at the 2016 Annual International TASH Conference, St. Louis, MO. 2. Kim, Y. (July, 2016). USA deinstitutionalization: its history and current status. Presented at 2016 World Human Right City Forum; Disability and Human Right, Kwangju, South Korea. 3. Kim, Y. (2015). Service delivery system for assistive technology in the United States. Presented at the 2015 International Symposium on Special Education and Assistive Technology, Seoul, South Korea
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	1. Board member of PA (TASH) The Association for persons with Severe Handicaps 2. Editor of the Journal of Korean Association of Physical Disabilities and Multiple Disabilities 3. Volunteer as a local school district (Clarion Elementary School) as a translator

Faculty Member Name	Amy Love
Highest Degree, Field, & University <sup>(3)</sup>	EdD, Special Education, West Virginia University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Teaching Faculty, Student Teaching Supervision
Faculty Rank <sup>(5)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. Love, A., Taylor, L., Sabousky, R., & Turner, L. (in press). "Siblings of Children with Disabilities." In McGinley, V. A. & Alexander, M. (Eds.), Parents and Families of Students with Special Needs. Chapter 7. Thousand Oaks, CA: Sage Publications. 2. Love, A., & Sabousky, R. (2015). The efficacy of using a self-directed phonics and structural analysis program on increasing the literacy knowledge of pre-service teachers. Pennsylvania Teacher Educator, 14, 103-112.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	1. Computer Technology Teacher at Clarion Elementary School 2. Developed computer technology curriculum for grades kindergarten - six. 3. Kindergarten Reading Teacher Volunteer Assistant Clarion Elementary School

Faculty Member Name	Kayla Mohney
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Highest Degree, Field, & University <sup>(3)</sup>	MEd Special Education, Slippery Rock University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Teaching faculty, Student teacher supervision
Faculty Rank <sup>(5)</sup>	Temporary
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. Independent research for dissertation "The Use of Video Self-Modeling for Providing Remedial Instruction for Place Value Skills: An Intervention for Rural Second Grade Students" 2. Mohny, K. D. (2017, April). Video self-modeling: An intervention for place value skills. Presentation at the Annual Conference of the Council for Exceptional Children, Boston, Massachusetts. 3. Mohny, K.D. & Lynch, J. M. (2015, November). Conceptual Understanding for Students with Learning Disabilities. Presentation at the 38th Annual Conference of the Council for Exceptional Children, Teacher Education Division (TED), Tempe, AZ
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	1. Assistant Education Director, New Story, DuBois, PA 2. Instructor for grades 3-5, Kids In College 3. Lead Emotional Support Teacher

Faculty Member Name	Rick Sabousky
Highest Degree, Field, & University <sup>(3)</sup>	PhD, Special Education, Kent State University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Teaching Faculty, Special Education Department Chair
Faculty Rank <sup>(5)</sup>	Full Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. Member of the programming advisory board for the Venango Training Center 2. Member of PDE work groups on special education, 3. Love, A., Taylor, L., Sabousky, R., & Turner, L. (in press). "Siblings of Children with Disabilities." In McGinley, V. A. & Alexander, M. (Eds.), Parents and Families of Students with Special Needs. Chapter 7. Thousand Oaks, CA: Sage Publications.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	1. Provided reading and mathematics consultative services to various school districts and individual teachers. 2. Helped to craft the mission statement for a local school district. 3. Supervised graduate students in a grant relationship with Oil City area school district I) to facilitate data gathering as well as providing remedial reading techniques for at risk students.

Faculty Member Name	Deborah Scharf
Highest Degree, Field, & University <sup>(3)</sup>	MEd, Emotionally Disturbed, California University of Pennsylvania
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Teaching Faculty, Student Teacher Supervision
Faculty Rank <sup>(5)</sup>	Temporary
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in	

Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. Volunteer work at the Children's Dyslexic Center of Pittsburgh, Masonic Center 2. Member of International Dyslexix Association
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	1. Helped present a simulation for parents and educators on what it is like to have dyslexias at the Children's Center in Pittsburgh. 2. Substitute teacher 3. Supervisor

Faculty Member Name	Sarah Slegal
Highest Degree, Field, & University <sup>(3)</sup>	MA Reading Literacy, Baldwin Wallace College
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Student Teaching Supervision
Faculty Rank <sup>(5)</sup>	Temporary
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. Service as volunteer to St. Alexis school 2. Member of Council for Exceptional Children
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	1. Brooklyn HS 9-12 Interventionist Teacher 2. Substitute teacher 3. Conducted co-teaching workshop for local school district

Faculty Member Name	Lorie Taylor
Highest Degree, Field, & University <sup>(3)</sup>	EdD, Special Education, Univeristy of Southern Mississippi
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Teaching Faculty, Student Teaching Supervision
Faculty Rank <sup>(5)</sup>	Full Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. Board Member, Pennsylvania Council for Exceptional Children, 2007-present (President in 2016) 2. Love, A., Taylor, L., Sabousky, R., & Turner, L. (in press). "Siblings of Children with Disabilities." In McGinley, V. A. & Alexander, M. (Eds.), Parents and Families of Students with Special Needs. Chapter 7. Thousand Oaks, CA: Sage Publications. 3.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	1. Student supervisor for block methods courses in low incidence disabilities and student teaching 2. Various inservice trainings for local school districts 3. Collaboration with local school districts investigating beginning a PDS

Faculty Member Name	Lisa Turner
Highest Degree, Field, & University <sup>(3)</sup>	PhD, Special Education, Kent State University
Assignment: Indicate the role of the faculty member	Teaching Faculty

(4)	
Faculty Rank <sup>(5)</sup>	Full Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	1. Love, A., Taylor, L., Sabousky, R., & Turner, L. (in press). "Siblings of Children with Disabilities." In McGinley, V. A. & Alexander, M. (Eds.), Parents and Families of Students with Special Needs. Chapter 7. Thousand Oaks, CA: Sage Publications. 2. Development of gifted endorsement 3. Sabousky, Turner & Taylor. In Eliason, Samide & Patrick. Transition from school to post school environments. Career counseling across the life Span: Community, school, and higher education. Greenwich CT, Information Age Publishing
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	1. Student supervisor for block methods courses in high incidence disabilities 2. Various inservice training on teaching gifted students for local school districts 3. Educational Services Consultant at local Intermediate Unit

(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.

- 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 Development	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)	STTP - Student Teaching Performance Profile	Rating checklist	SPED 450 - Student Teaching
Assessment #5: Assessment of candidate effect on student learning (required)	Progress Monitoring	Project	Pre Student Pre Student Teaching Block Course - SPED 444 - Methods in High Incidence Disabilities
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

Assessment #8: Additional assessment that addresses CEC standards (optional)	Collaboration Case Study	Project	SPED 422 - Classroom Adminstration
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(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.

#1	#2	#3	#4	#5	#6	#7	#8
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 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.

#1	#2	#3	#4	#5	#6	#7	#8
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



engage individuals with exceptionalities to work 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<sup>(15)</sup> 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.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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(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.

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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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

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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## 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 collect 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.



## 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)

There have been three changes at Clarion University, since our last submission that will allow for greater ease in using assessments to generate meaningful program growth. In 2014 Clarion University created the Institutional and Student Learning Assessment Committee (ISLAC) to create a culture of assessment on campus. Every program must write a report that is aligned to the University-Wide Learning Outcomes. These reports focus on one outcome and allows the programs to interpret and use the data to spur growth in programs. The annual reports are submitted and reviewed across the entire University. A second change that will allow for greater ease and a more robust analysis of key data is the adoption of the Chalk and Wire data management system. This began for all freshmen education students during the fall 2016 semester. This system allows for easy storage and manipulation of the data. It makes the data readily available for sharing at department and curricular meetings. The final change that will allow for a greater concentration on program growth is the hiring of a full-time administrator that has a focus on assessment and accreditation. Clarion University has just hired an individual at the Associate Dean level that will be in charge of all program assessments and action plans to produce meaningful growth in our programs. The Associate Dean will begin on July 1, 2017.

There have also been some major changes in our department since the last assessment cycle. We added the major of Intervention Specialist in order to fill a needs of a variety of learners with a variety of disabilities, at risk for disabilities, and those with specific reading disabilities such as Dyslexia. Additionally, the Department of Special Education and the Department of Education collaborated to develop the Middle Level Special Education program. This program allows candidates to matriculate to graduate school to receive Special Education certification after finishing their undergraduate degree in Middle Level education. At the time of our last report we were a part of the College of Education as the Department of Special Education and Rehabilitative Sciences. The University decided that there was needed restructuring and made the College of Education a part of the College of Arts and Sciences. At this time there was a splitting of special education and rehabilitative sciences. Clarion now has a College of Arts, Education, and Sciences with a School of Education which has two departments, the Department of Education and the Department of Special Education and Disability Policy Studies. This cut our faculty in half. We also had 4 retirements during this period and have hired

one tenure track person.

The Special Education faculty have been engaged in ongoing dialogue about the data from key assessments during Special Education Committee meetings and focus-group sessions with a Special Education Advisory committee. We also carefully consider evaluations from candidates and data from exit surveys to develop coherence, consistency, and continuity within the program. A summary of data reveal that overall our candidates have been successful. With that being said, data and discussions have revealed some areas in which improvement could be made.

#### 1. Content Knowledge

Faculty developed a sequence for courses based on developmental knowledge and prerequisite skills identified for highly effective educators for the developed programs. Alignment of the new programs of study to state expectations was done regarding competencies to be addresses and course requirements.

A key measure of teacher candidates' measure of proficiency with content knowledge is the performance on the PECT test. All special education teacher candidates are required to pass the PECT test as part of the teacher licensing and certification process required by the Commonwealth of Pennsylvania. The Special Education Committee continues to monitor candidates' performance on this assessment. Our department decided that to help our candidates succeed we would place holds on their registration until they see their advisor. This has always been a practice with freshman but we now do this for all semesters. Part of our reasoning for this change is so that faculty will see the candidates at least one time a semester and will be able to update them on resources available to help them with the PECT test such as review sessions and access to various other resources. We feel that this will help to ensure that they are well prepared for the PECT test.

A change the department has made based on feedback from cooperating teachers, the Special Education Advisory Board, and the Special Education Committee has to do with the IEP assessment. Previously, the IEP was taught in "pieces" with different sections of the IEP being taught in different block methods courses. Some deficiencies in the area of the IEP were noted by the groups mentioned above as well as by some of the data reviewed. Additionally, feedback was given by candidates that they felt the teaching of the IEP was somewhat disjointed and that it was hard to assimilate all of the information together. Due to this, in the spring of 2016 the teaching of the IEP was moved to one special education block course, SPED 422, Classroom Administration. More collaboration has occurred between the faculty that teach the block courses and those that supervise the field experiences to ensure that there is continuity and consistency in regards to how the writing of the IEPs is taught and assessed in the classroom and how IEPs are assessed in the field.

Feedback from candidates and others have indicated that these changes been helpful in learning how to write an IEP. The faculty members involved in the assessment of the IEPs routinely talk with in-service professionals to ensure that what is being taught and practiced is what is being done in "the real world".

At a retreat in the summer of 2016, the Special Education Committee decided

to add two new assessments to our list of 8 possible assessment. These assessment are the behavior intervention plan and the assessment practicum assignment. We felt that these assessments would strengthen candidate knowledge in the area of content as well as in the areas of professional and pedagogical knowledge, skills, and dispositions and student learning.

## 2. Professional and Pedagogical Knowledge, Skills, and Dispositions:

Professional and pedagogical knowledge, skill, and dispositions are at the heart of our Conceptual Framework and special education courses align with it. The Conceptual Framework establishes a mutual and shared vision for Clarion University of Pennsylvania's School of Education. The Conceptual Framework provides a common direction for programs, courses, teaching, teacher candidate performance, scholarship, service, and accountability. Likewise, the conceptual framework is knowledge-based, clearly articulated, shared, coherent, consistent with our department and institutional mission, and continuously evaluated. We continually revise and update our Conceptual Framework and will continue to do so as years pass in an effort to improve upon the program and its effect upon student performance and outcomes. The programs we offer have been designed around CEC standards and are focused on best practices for educators of students with exceptional learning needs. This ensures that all professional and pedagogical knowledge, skills, and dispositions indicated in these standards are integrated throughout the curriculum. Disposition data is collected as needed from the time the students are freshmen. If there is an issue with a student in regards to dispositions in one of their classes, a form is filled out and the student meets with the chair to discuss the issues and, if necessary, a plan for remediation is made. In spring 2015, the dispositions form for the block and student teaching experiences were revised after feedback was given by faculty, supervisors, and cooperating teachers. The categories that were added included coming prepared with materials, adhering to schedules, ability to take personal initiative, and ability to engage in self-reflection.

During the 2014-2015 academic year, special education program faculty worked with the office of field services to refine student teaching site selection processes so that all special education teacher candidates are placed in settings in which they can perform all skills included on the special education student teaching assessment including such things as participation in IEP meetings. This was also done to ensure that candidates are being placed in classrooms that best match with the program the candidate is in.

## 3. Student Learning:

The special education program includes a strong focus on improved student achievement as an expectation candidates. Progress monitoring is an important part of this process. An updated progress monitoring assessment was introduced in the spring of 2016. In reviewing the data after two applications, further changes will be made based on the data and feedback from the faculty member teaching the majority of the content and from candidates. It was

determined that candidates were in need of more practice so the assessment will be adjusted to include three case studies instead of one. Each case study will provide baseline data and some intervention data on a specific academic behavior. One of the case studies' behavior will be oral reading fluency, one will be math computation, and the other will be spelling. The candidates will score a CBM relative to each behavior which they will include as the last point of intervention data instead of giving them ALL intervention data (in the past, all data was given to them not requiring to demonstrate skill in the scoring of a CBM). They will create a goal for each student by tying it directly to the aimline calculated using appropriate growth rates when given relative growth rate charts. This will require them to use the relative table and determine by grade level and median score the growth rate, requiring them to make decisions as to whether to use a "realistic growth rate" or "ambitious growth rate". We feel that this is an important assignment to prepare candidates to work with students in the field and it is done this way to ensure that every candidate gets the needed preparation in the area of progress monitoring.

## 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.)



**Please click "Next"**

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