

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

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

## COVER SHEET

### 1. Institution Name

Arkansas State University

### 2. State

Arkansas

### 3. Date submitted

MM DD YYYY

04 / 15 / 2009

### 4. Report Preparer's Information:

Name of Preparer:

Dr. Joan G. Henley

Phone:

Ext.

(870) 972-2640

E-mail:

jhenley@astate.edu

### 5. NCATE Coordinator's Information:

Name:

Dr. Don Maness

Phone:

Ext.

(870) 972-3057

E-mail:

dmaness@astate.edu

### 6. Name of institution's program

Additional Licensure Special Education P-4

### 7. NCATE Category

Special Education-Early Childhood

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

PK-Grade 4

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

**9. Program Type**

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

**10. Degree or award level**

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

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

- Yes
- No

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

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

Instructional Specialist in Special Education P-4

**14. Program report status:**

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

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

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

jn Yes

jn No

## SECTION I - CONTEXT

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

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

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

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

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

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

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

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

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

**8. Candidate Information**  
**Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate**

routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

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

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

### 9. Faculty Information

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

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

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

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

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

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

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

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

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

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

## SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the CEC

standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

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

Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)			
Assessment #2: Assessment of content knowledge in special education (required)			
Assessment #3: Assessment of candidate ability to plan instruction (required)			
Assessment #4: Assessment of student teaching (required)			
Assessment #5: Assessment of candidate effect on student learning (required)			
Assessment #6: Additional assessment that addresses CEC standards (required)			
Assessment #7: Additional assessment that addresses CEC standards (optional)			



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

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

**3. Individual Learning Differences.** Special educators understand the **effects that an exceptional condition** can have **on an individual's learning** in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are **active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition** to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions **provides the foundation** upon which **special educators individualize instruction** to provide meaningful and challenging learning for individuals with ELN.

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

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

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





the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

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

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

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

9. Professional and Ethical Practice. Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal

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matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

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

10. Collaboration. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

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

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**SECTION IV - EVIDENCE FOR MEETING STANDARDS**

**DIRECTIONS:** The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in

NCATE's unit standard 1:

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

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

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
  - (a) the assessment tool or description of the assignment;
  - (b) the scoring guide for the assessment; and
  - (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be avail

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

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

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

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

Assessment #2 Portfolio

See **Attachments** panel below.

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

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

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

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

Assessment #3 Differentiated Unit Plan

See **Attachments** panel below.

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

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

Assessment #4 - Teacher Evaluation

See **Attachments** panel below.

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

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

Assessment #5 Behavior Change Project

See **Attachments** panel below.

**6. Additional assessment that addresses CEC standards. Examples of assessments include**

**evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Answer Required)**

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

Assessment #6 Formal Assessment Project

See **Attachments** panel below.

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

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

Assessment #7 - IEP and IFSP Development

See **Attachments** panel below.

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

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

## **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. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4>  
(Response limited to 24,000 characters.)**

## SECTION VI

In response to the National Recognition Report dated 01/18/2008, there were two conditions that must be addressed for our program's "national recognition with conditions" to be "national recognition." The first condition was "the assessments need to be refined and incorporate the depth and breadth of the CEC Early Childhood knowledge and skills." The second condition was "field experiences need to be described to indicate how they are implemented and supervised to assure each and every candidate fully participates in experiences appropriate to the area in which they are preparing to be licensed." Special Education Faculty have addressed these conditions and the results are discussed below.

### Conditions Concerning Assessments

The first condition that must be addressed was the need for the assessments to be refined to incorporate the depth and breadth of the CEC Early Childhood knowledge and skills. In response to the National Recognition Report dated 01/18/2008, assessments have been refined to incorporate the depth and breadth of the CEC Early Childhood knowledge and skills. For assessments 2 through 7, specific CEC Early Childhood Knowledge and Skills for each standard have been added. (See Attachments for Assessments 2-7 Revisions). Assessment #1 was not changed because the only information we have is what the Educational Testing Service (ETS) provides for us. Assessment #8 was not revised because the EC and Core Standards are summarized in the survey statements. For all the other assessments, specific adjustments and/or additions were completed for the assessment when it appeared that more was needed to meet the birth through age three group. For example, in Assessment #7 candidates are now required to do not only an Individual Education Program (IEP) for a student in P-4, but they also have to complete an Individualized Family Service Program (IFSP) for a child that is birth to age three. Each of the five standards in the initial report that received a "met with conditions" (i.e., Standards #2, #3, #4, #5, and #7) are described below to identify how the department has used the information to strengthen the assessments.

### Standard #2. Development and Characteristics of Learners: Met With Conditions

The first concern for Standard #2 was that the results for Assessment #1 (which are the two Praxis II exams required by the state) were reported using mean scores; the mean do not allow direct inferences to be made about individual standards. Unfortunately, since this is a national exam created by Educational Testing Service (ETS), we have no control over how the scores are reported. For the other assessments, the concern was that the CEC early childhood standards are not referenced. We have now specifically identified and aligned the Early Childhood (EC) standards for all of the assessments. A third concern was that Assessment #7 had an assignment and rubric for completing an IEP meeting the requirements for P-4, but did not have an IFSP for the birth through age 3 group. We have added an additional piece to correct this concern – candidates now have to complete an IEP for a student AND they have to create an IFSP for a child that is birth to age three. With these changes, we believe that the concerns for Standard #2 have been addressed and the standard has now been met.

### Standard #3. Individual Learning Differences: Met With Conditions

Again, the first concern noted was the reporting of mean scores for Assessment #1. As we acknowledged, we do not have control over how ETS reports those scores to the institution. The second concern was that for Assessments 2, 3 and 8, that the assessments and scoring rubrics are not specific to EC. We have now corrected that concern by specifically identifying and aligning the EC standards for all of the assessments. With these changes, we believe that the concerns for Standard #3 have been addressed and the standard has now been met.

#### Standard #4. Instructional Strategies: Met With Conditions

The concern in Standard #4 is that the EC standards have not been specifically addressed. The assessments and rubrics now have specific links to the Early Childhood (EC) standards as well as the general and core curricula. With these changes, we believe that the concerns for Standard #4 have been addressed and the standard has now been met.

#### Standard #5. Learning Environments and Social Interactions: Met With Conditions.

Assessment #1 was included to provide evidence for meeting this standard because of the knowledge and skills that candidates are assessed on when taking the both of the Praxis II required by the state for licensure; there are specific questions that refer to a candidate's knowledge about preparing the environment to facilitate the environment to encourage social interaction and to promote self-efficacy. Assessment #2, the portfolio, also requires students to provide evidence that they have met this standard by providing artifacts that demonstrate mastery. Assessment #3, the development of a unit plan, does not pertain to this standard and should not have been included in the initial report. Assessment #4, the direct assessment of the teacher, has a section for Standard 5 that includes 12 items specifically related to providing evidence for meeting the standard. However, it was noted that an indicator that directly related to candidate's ability to show cultural understanding and diversity was not included, so Assessment #4 now has a place in the assignment and the rubric where this item is specifically addressed. All assessments and rubrics added specific links and alignment to the Early Childhood (EC) standards as well as the general and core curricula. With these changes, we believe that the concerns for Standard #5 have been addressed and the standard has now been met.

#### Standard #7. Instructional Planning: Met With Conditions.

One of the concerns was the need to address the birth through age three group. We added a component to Assessment #7 where students have to develop an IFSP along with the original IEP to ensure that the birth through age 3 category are well represented. Although we may not have clearly described in the narrative, candidates do have to spend time in a birth through age five classroom, under the mentorship of a fully licensed early childhood special education teacher. Another concern addressed was the lack of linkage specifically to EC standards. All of the assessments and their rubrics now contain specific links and alignment to the Early Childhood (EC) standards as well as the general and core curricula. With these changes, we believe that the concerns for Standard #7 have been addressed and the standard has now been met.

#### Conditions Concerning Field Experiences.

A second condition that must be addressed dealt with field experiences. In response to the National Recognition Report dated 01/18/2008, I will describe the field experiences and how they are implemented and supervised to insure that each and every candidate fully participates in experiences appropriate to the area in which they are preparing for license. Field and/or clinical experiences begin as soon as teacher candidates start coursework. These experiences include performance-based activities, such as structured observations by the site-based mentor and university supervisor. Field placements are typically within the candidate's own classroom because the state of Arkansas only allows licensure to candidates that already have an initial teaching license. As a result of this requirement, most of our candidates are already teaching in their own classrooms with alternative licenses. They are all taking coursework at a master's level. Regardless, most of the courses require candidates to do some field work outside of their own classrooms. For example, candidates taking ELSE 5743 Assessment of the Young Child with Disabilities must complete field work by working with a licensed early childhood special education teacher and do a full-blown assessment on a preschool child. Candidates taking ELSE 5753

Methods for Working with the Young Child with Disabilities must complete field work in an early childhood special education classroom under the supervision of a licensed early childhood special education teacher. During the lab experience, candidates are supervised by the university supervisor and by their site-based mentor. Candidates taking ELSE 6073 Educational Procedures for Working with Individuals with Severe and Profound Disabilities have to work with students that have been identified as being Severe and Profound and at the P-4 age group. They have to conduct interviews with parents of children with severe disabilities, observe and complete various tasks (i.e., task analysis) in cooperation with a licensed special education teacher. Candidates have to complete all requirements with students that are specific to their program of study. Although this is not the typical, traditional pre-service teaching program, one advantage is that these are practicing teachers and they are very motivated to learn all that they can in order to help their current students. The program can be misleading in that we state that it is for "first initial teaching." However, it is not the first initial teaching license -- for they must have an initial teaching license before they can enter the special education program -- it is the first initial "special education" teaching licensure. The faculty makes every effort to ensure that the candidates have a wide array of experiences that will prepare them in their roles to be master special education teachers.

**Please click "Next"**

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