

NATIONAL RECOGNITION REPORT

Blended Preparation of Early Childhood Teachers and Early Childhood Special Education Teachers

NCATE recognition of this program is dependent on the review of the program by representatives of the National Association for the Education for Young Children (NAEYC) and the Council for Exceptional Children (CEC).

COVER PAGE

Name of Institution

Arkansas State University

Date of Review

MM DD YYYY

02 / 01 / 2009

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Condition

Program(s) Covered by this Review

Early Childhood Education with Special Education Emphasis

Program Type

First Teaching License

Award or Degree Level(s)

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

PART A - RECOGNITION DECISION

SPA Decision on NCATE recognition of the program: (for further information see Part G of this report)

- Nationally recognized
- Nationally recognized with conditions
- Further development required **OR** Nationally recognized with probation [See Part G]
- Not nationally recognized

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

- Yes
- No
- Not applicable
- Not able to determine

Comment:

The pass rate for all related Praxis II exams exceeds the requirements.

Summary of Strengths:

Key assessments are well developed.
 The report is organized and clearly written.
 Collaborative work required to create this add on certification program is indicative of a strength for both the early childhood and the special education programs.

PART B - STATUS OF MEETING SPA STANDARDS

NAEYC Standard 1. Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

Met	Met with Conditions	Not Met
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment:

This standard is addressed by the following assessments: #1 Praxis II, #2 Field III Portfolio, #3 Internship Integrated Instruction Plans, #4 Internship Summative Evaluation, #6 Field III Clinical Evaluation, #7 Infant/Toddler Teacher Made Materials, and #12 Kindergarten Action Plan.

Assessment #1 provides evidence that the program is meeting NAEYC Standard 1 in relation to knowledge about children's development.

Assessment #2 is aligned with Standard 1a and 1c. Scores demonstrate that most candidates in the program in 2007-08 are meeting this standard.

Assessment #3 is aligned with 1c. Scores demonstrate that most candidates in the program in 2007-08 are meeting this standard.

Assessment #4 addresses communication skills regarding use of developmentally appropriate best practices and classroom management. Scores demonstrate that all candidates in the program in 2007-08 met expectations. The scoring rubric and data table do not provide specific language related to this NAEYC standard.

Assessment #6 is somewhat aligned with this Standard, especially in relation to the application of

children's characteristics and needs for planning and implementing curriculum. The rubric refers to consistency in classroom management, but does not explicitly state the emphasis on creating healthy, respectful and supportive environments.

Assessment #7 is aligned with aspects of Standard 1.

Assessment #12 provides some evidence that the program candidates are able to create environments that are healthy, respectful, supportive and challenging for all children.

NAEYC Standard 2. Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Met Met with Conditions Not Met

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Comment:

This standard is addressed by the following assessments: #1 Praxis II, #4 Internship Summative Evaluation, #7 Infant/Toddler Teacher Made Materials, #8 P-4 Special Education Portfolio, and #12 Kindergarten Action Plan.

Assessment #1 provides evidence that the program is meeting NAEYC Standard 2 in relation to knowledge about relationships with families and communities.

Assessment #4 addresses communication skills. Scores demonstrate that all candidates in the program in 2007-08 met expectations. The scoring rubric and data table do not provide specific language related to this NAEYC standard.

Assessment #7 is nicely aligned with Standard 2. However, no data are provided since this portion of the assessment was added after data collection.

Assessment #8 is noted as addressing this standard, but the rubric includes alignment only with the 10 CEC standards.

Assessment #12 provides some evidence that the program meets this standard.

NAEYC Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

Met Met with Conditions Not Met

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Comment:

This standard is addressed by the following assessments: #1 Praxis II, #2 Field III Portfolio, #3 Internship Integrated Instruction Plans, #4 Internship Summative Evaluation, #6 Field III Clinical Evaluation, and #12 Kindergarten Action Plan.

Assessment #1 provides evidence that the program is meeting NAEYC Standard 3 in relation to knowledge about assessment.

Assessment #2 is aligned with 3a and b. Scores demonstrate that most candidates in the program in 2007-08 are meeting this standard.

Assessment #3 is aligned with 3a, b, and c. Scores demonstrate that most candidates in the program in 2007-08 are meeting this standard.

Assessment #4 addresses the use of a variety of assessment strategies. Scores demonstrate that all candidates in the program in 2007-08 met expectations. The scoring rubric and data table do not provide specific language related to this NAEYC standard.

Assessment #6 is aligned with this Standard in relation to using appropriate strategies.

Assessment #12 provides some evidence that the program is meeting this standard.

NAEYC Standard 4. Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

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Met with Conditions

Not Met

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Comment:

This standard is addressed by the following assessments: #1 Praxis II, #2 Field III Portfolio, #3 Internship Integrated Instruction Plans, #4 Internship Summative Evaluation, #6 Field III Clinical Evaluation, #7 Infant/Toddler Teacher Made Materials, and #12 Kindergarten Action Plan.

Assessment #1 provides evidence that the program is meeting NAEYC Standard 4 in relation to knowledge about curriculum and instruction as well as diversity, exceptional needs and supporting the learning environment.

Assessment #2 is aligned with 4a, b, c, d. Scores demonstrate that most candidates in the program in 2007-08 are meeting this standard.

Assessment #3 is aligned with 4b. Scores demonstrate that most candidates in the program in 2007-08 are meeting this standard.

Assessment #4 addresses demonstrating communication skills, implementing developmentally appropriate curriculum, applying a variety of teaching models, utilizing appropriate classroom management, and understanding concepts of disciplines. Scores demonstrate that all candidates in the program in 2007-08 met expectations. The scoring rubric and data table do not provide specific language related to this NAEYC standard.

Assessment #6 is aligned with some aspects of this Standard: planning and implementing appropriate curriculum, selecting appropriate instructional strategies, and effectively using knowledge of content.

Assessment #7 provides some evidence that candidates are meeting sub-standards 4b and 4d.

Assessment #12 provides some evidence that this standard is met.

NAEYC Standard 5. Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

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Met with Conditions

Not Met

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Comment:

This standard is addressed by the following assessments: #1 Praxis II, #2 Field III Portfolio, #3 Internship Integrated Instruction Plans, #4 Internship Summative Evaluation, #6 Field III Clinical Evaluation, and #12 Kindergarten Action Plan.

Assessment #1 provides evidence that the program is meeting NAEYC Standard 5 in relation to knowledge about professionalism.

Assessment #2 is aligned with Standard 5a, c, and e. Program notes that over 5% of candidates scored in unacceptable range regarding elements 5a and 5c.

Assessment #3 is aligned with 5d and e. Scores demonstrate that most candidates in the program in 2007-08 are meeting this standard.

Assessment #4 addresses professionalism and reflective practice. Scores demonstrate that all candidates in the program in 2007-08 met expectations. The scoring rubric and data table do not provide specific language related to this NAEYC standard.

Assessment #12 provides limited evidence that this standard is met.

CEC 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.

Met	Met with Conditions	Not Met
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Comment:

Both early childhood and special education field experiences are included in this program. Three field experiences for early childhood are coordinated by the unit's Professional Education Program Office and a fourth major experience is coordinated by faculty. Candidates select their own placements for most special education experiences.

CEC Standard 1. Foundations. Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Met	Met with Conditions	Not Met
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Comment:

This standard is addressed by the following assessments: #1 Praxis II and #8 P-4 Special Education Portfolio.

Assessment #1 provides evidence that the program is meeting CEC Standard 1.

Assessment #8 provides evidence that the program is meeting this standard in regard to historical perspectives, laws, rules and issues of human diversity.

The program has provided evidence that this standard is met.
Standard 1 is met.

CEC Standard 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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Met with Conditions

Not Met

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Comment:

This standard is addressed by the following assessments: #1 Praxis II, #5 Behavior Change Project, #8 P-4 Special Education Portfolio, #9 Differentiated Unit Plan, and #11 IEP Development.

Assessment #1, especially Praxis II #690, provides evidence that candidates in this program possess the knowledge base for CEC Standard 2.

Assessment #5 provides minimal evidence that this standard is met. Instructions and rubric language require description of the learner, but are not explicitly aligned with human development similarities and differences.

Assessment #8 provides evidence that the program is meeting this standard in regard to development and characteristics of children with ELN. Explicit attention is not given to interaction of exceptional conditions with domains of development or impact on families.

Assessment #9 requires candidates to describe a selected student. However, explicit directions are not given to include developmental or individual difference information.

Assessment #11 provides evidence that the program is meeting this standard in regard to candidate ability to describe a particular child, including the child's ELN. Attention is not given to interactions of disabilities with development and impact on families as well as the child.

There is little evidence from the program report that candidates understand how exceptional conditions interact with development.

Standard 2 is met with conditions.

CEC Standard 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.

Met

Met with Conditions

Not Met

Comment:

This standard is addressed by the following assessments: #1 Praxis II, #8 P-4 Special Education Portfolio, and #9 Differentiated Unit Plan.

Assessment #1 provides evidence that program candidates possess understanding of the effects of exceptional conditions.

Assessment #8 provides evidence that the program is meeting this standard in regard to candidate knowledge and skills about individual learning differences. Explicit attention is not given to interactions of exceptionality with academic and social abilities or families.

Assessment #9 requires candidates to provide clear description of learning needs of student, but no specifications related to this standard are provided for inclusion in this description.

The program report has not provided sufficient evidence that candidates understand cultural differences or beliefs, traditions, and values within cultures and the impact that they have on children, families, and the school community.

Standard 3 is met with conditions.

CEC Standard 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.

Met

Met with Conditions

Not Met

Comment:

This standard is addressed by the following assessments: #1 Praxis II, #4 Internship Summative Evaluation, #5 Behavior Change Project, #8 P-4 Special Education Portfolio, #9 Differentiated Unit Plan, #10 Formal Assessment Project, and #11 IEP Development.

Assessment #1 provides evidence that candidates have the knowledge base related to CEC Standard 4.

Assessment #4 provides evidence that the program is meeting this standard.

Assessment #5 provides evidence that candidates select interventions and apply follow through procedures. Evidence is not provided for promoting positive learning results or modifying environments. Further, evidence is lacking in regard to enhancement of critical thinking and problem solving.

Assessment #8 provides evidence that the program is meeting this standard in regard to individualizing and modifying. Explicit attention is not given to enhancing children's self-awareness, self-control, self-esteem, etc.

Assessment #9 provides evidence that the program is meeting this standard, especially in regard to candidate behavior. Little explicit evidence is provided in the rubric that emphasizes enhancing children's critical thinking, problem solving, etc.

Assessment #10 provides evidence that the program is meeting this standard in regard to selecting recommendations for a particular child's "problem area." Explicit attention is not given to modifying environments or enhancing children's self-awareness, self-management, etc.

Assessment #11 does not align clearly with this standard.

Standard 4 is met.

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

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

This standard is addressed by the following assessments: #1 Praxis II, #4 Internship Summative Evaluation, #8 P-4 Special Education Portfolio, #9 Differentiated Unit Plan, and #11 IEP Development.

Assessment #1 provides evidence that candidates have the knowledge base related to CEC Standard 5.
Assessment #4 provides evidence that the program is meeting this standard.
Assessment #8 provides evidence that the program is meeting this standard.
Assessment #9 is noted as meeting this standard, but it is not addressed in the rubric.
Assessment #11 provides evidence that candidates are able to recommend placements that are least restrictive, describe necessary services and modifications, and clearly describe reasons for accommodations. Explicit evidence is not provided for valuing diversity, encouraging independence, or collaborating with regular education teachers.

Standard 5 is met.

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

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

This standard is addressed by the following assessments: #1 Praxis II, #4 Internship Summative

Evaluation, and #8 P-4 Special Education Portfolio.

Assessment #1 provides evidence that candidates understand typical and atypical language development. Assessment #4 provides evidence that the program is meeting this standard. Assessment #8 provides evidence the the program is meeting this standard in regard to enhancing language development. Explicit attention is not given to cultural and linguistic differences to facilitate understanding of subject matter.

The program report lacks evidence related to cultural and linguistic differences.
Standard 6 is met with conditions.

CEC Standard 7. Instructional Planning. Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Met Met with Conditions

Not Met

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Comment:

This standard is addressed by the following assessments: #1 Praxis II, #4 Internship Summative Evaluation, #8 P-4 Special Education Portfolio, #9 Differentiated Unit Plan, and #11 IEP Development.

Assessment #1 provides evidence that candidates possess knowledge related to instructional planning. Assessment #4 provides evidence that the program is meeting this standard. Assessment #8 provides evidence that the program is meeting this standard in regard to short-range and long-range planning, individualizing, modifying, collaborating, and transitioning. Explicit attention is not given to cultural and linguistic factors nor to specific collaboration with families. Assessment #9 provides evidence that the program is meeting this standard in regard to planning and linking to general curricula. Explicit attention is not given to effective guided practice, modifications based on ongoing analysis, creating a collaborative context, transitions or technologies. Assessment #11 provides evidence that candidates are capably writing annual goals and that objectives cover all identified needs.

Standard 7 is met.

CEC Standard 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.

Met

Met with Conditions

Not Met

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Comment:

This standard is addressed by the following assessments: #1 Praxis II, #4 Internship Summative Evaluation, #5 Behavior Change Project, #8 P-4 Special Education Portfolio, #9 Differentiated Unit Plan, #10 Formal Assessment Project, and #11 IEP Development.

Assessment #1 provides evidence that candidates understand the importance of assessment as well as measurement theory and practices.

Assessment #4 provides evidence that the program is meeting this standard.

Assessment #5 provides evidence that program candidates participate in data collection, management, and interpretation.

Assessment #8 provides evidence that the program is meeting this standard in regard to multiple forms of assessment, measurement theory and practice, limitations of types of assessment, and making instructional decisions. Explicit attention is not provided for culturally and linguistically diverse backgrounds.

Assessment #9 is aligned with this standard in a general way. Explicit attention is not provided regarding the details of appropriate assessment: legal and ethical issues, measurement theory and practice, or collaboration.

Assessment #10 provides evidence that the program is meeting this standard.

Assessment #11 provides evidence that the program is meeting this standard in regard to using results of assessment and measuring effects on academic and non-academic areas.

Standard 8 is met.

CEC Standard 9. Professional and Ethical Practice. Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special

educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

This standard is addressed by the following assessments: #1 Praxis II, #4 Internship Summative Evaluation, #5 Behavior Change Project, #8 P-4 Special Education Portfolio, #9 Differentiated Unit Plan, and #11 IEP Development.

Assessment #1 provides evidence that candidates know about professional and ethical practice.
Assessment #4 provides evidence that the program is meeting this standard.
Assessment #5 provides evidence that the program is meeting aspects of this standard related to use of professional literature, reflection and interpretation.
Assessment #8 provides evidence that the program is meeting this standard in regard to legal and ethical practice, sensitivity to diversity, and impacts of ELN on children and their families. Explicit attention is not given to attitudes, behaviors, ways of communicating and fostering professional growth.
Assessment #10 provides evidence that the program is meeting this standard, particularly in respect to clear and bias-free communication.
Assessment #11 provides limited evidence that the program is meeting this standard.

Standard 9 is met.

CEC Standard 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

This standard is addressed by the following assessments: #1 Praxis II, #4 Internship Summative Evaluation, #5 Behavior Change Project, #8 P-4 Special Education Portfolio, and #11 IEP Development.

Assessment #1 provides evidence that candidates know about collaboration.
Assessment #4 provides evidence that the program is meeting this standard.
Assessment #5 requires candidates to collaborate in order to successfully complete this assessment. Descriptions of effective collaboration are not provided for in the rubric, providing only limited evidence that this assessment meets Standard 10.
Assessment #8 provides evidence that the program meets this standard in regard to a broad stroke of knowledge and skills. Explicit attention is not given to cultural responsiveness, advocacy, or serving as

resource persons.

Assessment #10 provides evidence that the program meets this standard in regard to involving parents in the assessment process.

Assessment #11 provides limited evidence that the program is meeting this standard.

This standard is met.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

The program has provided clear information that candidates possess necessary content knowledge for early childhood special education professionals. The inclusion of coursework about infants and toddlers is a strength of the program.

C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

The addition of more required field experiences has led to candidates having abilities to understand and apply pedagogical and professional knowledge, skills, and dispositions.

C.3. Candidate effects on P-12 student learning

The program notes the evidence from Assessment #5 and #12, indicates candidate effects on children's learning.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

The program report provides exceptional evidence that assessment results are used to evaluate and modify aspects of the program. The collaborative nature of this program seems to have led both early childhood education and special education faculty to view their existing programs with new eyes. Specific changes have been noted as a result of data analyses.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

NAEYC and CEC standards are all addressed by assessments in early childhood and special education respectively. Efforts to blend assessments in the two areas may lead to a truly blended program.

There is a lack of clarity in the data table for Assessment #2 regarding the total number of candidates assessed. Totals show a low of 32 to a high of 102 candidates on the same chart.

When percentages are used in data tables, please include total number of candidates as well.

Since the early childhood special education program is applying for separate blended program recognition, data presented for the entire early childhood education program must be disaggregated.

It is not clear if selection of special education field experiences might be coordinated more with the early childhood field experiences that are organized by faculty and unit management.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

The report provides clear information about state requirements specific to early childhood special education. Useful detail about the program's process in developing the program is included. The program's collaborative efforts are to be applauded.

F.2. Concerns for possible follow-up by the Board of Examiners:

None.

PART G - DECISIONS

Please select final decision:

- Program is nationally recognized. The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. To retain recognition, another program report must be submitted before that review. The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit a revised report addressing any unmet standards or other concerns.*

Please click "Next"

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