

NATIONAL RECOGNITION REPORT

Preparation of Special Educators

NCATE recognition of this program is dependent on the review of the program by representatives of the Council for Exceptional Children (CEC).

COVER PAGE

Name of Institution

Arkansas State University

Date of Review

MM DD YYYY

09 / 01 / 2009

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

Special Education - Early Childhood

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(s):

- Nationally recognized
- Nationally recognized with conditions
- Further development required **OR** Nationally recognized with probation **OR** Not nationally

recognized [See Part G]

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:

Summary of Strengths:

PART B - STATUS OF MEETING SPA STANDARDS

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

Comment:

Information provided indicates that a portion of field experiences typically occur within the candidates' own classrooms. However, for those whose professional roles do not include work with young children, courses such as ELSE 5743, 5753, & 6073 require candidates to complete some of their fieldwork in early childhood settings. While the program states that "each and every candidate fully participates in experiences appropriate to the area in which they are preparing for a license," it is not clear and/or specified how candidates who are already teaching in their own classrooms with alternative licenses complete the hours required in the courses listed while teaching in their own classrooms. Expectations and supervision specifics should be more clearly defined.

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
jn	jn	jn

Comment:

Previously met.

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. 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

The program indicates that Assessments #1 Praxis, #2 Portfolio and #7 IEP and IFSP Development provide evidence for this standard. The program indicates the Praxis scores (Assessment #1) are only reported as mean scores, thus limiting the evidence they can provide specifically for this standard. The portfolio scoring rubric used for Assessment #2 Portfolio is based on each CEC standard and provides some data related to this standard. Trend data provided only pertain to the IEP (as far as Assessment #7 IEP and IFSP Development is concerned), although the program indicates it has added an IFSP component.

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
jn	jn	jn

Comment:

The program indicates that Assessments #1 Praxis, #2 Portfolio, #3 Differentiated Unit Plan and #8 Program Evaluation Exit Survey provide evidence for this standard. The program indicates the scores for Assessment #1 (Praxis exam) are only reported as mean scores, thus, making it difficult determine candidate performance specific to this standard. Assessment #2 Portfolio has EC knowledge and skills indicated in addition to the CEC standards, however, the rubric elements do not appear to reflect EC content. Although the EC knowledge and skills are referenced in the rubric areas of Assessment #3 Differentiated Unit Plan, it is not clear that EC content is actually assessed. A revised Assessment #8 was not included in the response to conditions submission.

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
jn	jn	jn

Comment:

The program indicates that all of the assessments provide data for this standard. The data provided for Assessment #1 Praxis do not separate out instructional strategies, so it is difficult to use this assessment to determine how well this specific standard has been met.

Assessment #2 does provide some data related to this standard. Although the program indicates it has now added the EC content to the remaining assessments, and the rubric elements have some early childhood knowledge and skills listed, the instructions/guidelines candidates are given and the language of the rubrics used are very general and do not reflect the specific knowledge and skills needed for early childhood.

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:

The program indicates that Assessments #1 Praxis Examination, #2 Portfolio, #3 Differentiated Unit Plan, #4 Teacher Evaluation, #5 Behavior Change Project, #6 Formal Assessment Project and #8 Program Evaluation Exit Survey provide evidence for this standard. Again, these assessments may indicate EC knowledge and skills on the rubric, but the language of the elements do not generally demonstrate that content.

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:

Previously met.

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
jn	jn	jn

Comment:

The program cites assessments #1 Praxis Exams, #2 Portfolio, #3 Differentiated Unit Plan, #4 Teacher Observation Rubric, #6 Formal Assessment Project, and #7 Individualized Education Plan/Individualized Family Service Plan as meeting this standard. As previously discussed, Praxis results provided as mean scores supply little information in terms of meeting specific standards. Furthermore, as also discussed in relation to Standards 2, 3, 4, and 5, Early Childhood indicators have been included in rubric and scoring guides but little, if any, language from the EC Standards has been woven into the descriptors, thus making it difficult to ascertain if the EC Standards are truly being addressed.

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
j _n	j _n	j _n

Comment:

Previously met.

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
j _n	j _n	j _n

Comment:

Previously met.

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
j _n	j _n	j _n

Comment:

Previously met.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Although it was not always clear how EC content was addressed and/or measured using Assessments #1 through #8, data provided indicates candidates have knowledge of content as indicated by the core standards.

The response provided by the program indicates changes have been made relating EC knowledge and skills to the corresponding CEC standards. However, the instructions/directions candidates are given and the rubrics used in relation to each assessment do not consistently incorporate/use the language that makes that clear.

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

There is evidence that candidates understand and can apply pedagogical and professional content knowledge, skills, and dispositions.

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

Assessment #5 provides evidence that candidates are required to plan and implement instruction in addition to collecting data needed for analyzing their students' performance.

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)

Information provided indicates assessment results are used in making program changes; however some data for revised assessments are not yet available.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

PART F - ADDITIONAL COMMENTS

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

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

PART G -DECISIONS

Please select final decision:

jⁿ Program is nationally recognized with conditions. The program will be listed as nationally recognized on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the time period specified below, in its published materials. National recognition is dependent upon NCATE accreditation.

NATIONAL RECOGNITION WITH CONDITIONS

The program is recognized through:

MM DD YYYY
02 / 01 / 2011

Subsequent action by the institution: To retain national recognition, a report addressing the conditions to recognition must be submitted on or before the date cited below.

The program has **up to two opportunities** to address conditions within an 18 month period.

If the program is submitting a Response to Conditions Report **for the first time**, the range of possible deadlines for submitting that report are 2/01/10, 9/15/10, or 2/01/11. *Note that the opportunity to submit a second Response to Conditions report (if needed), is only possible if the first Response to Conditions report is submitted on or before the 2/01/10 submission date noted above. However, the program should NOT submit its Response to Conditions until it is confident that it has addressed all the conditions in Part G of this recognition report.*

If the program is currently Recognized with Conditions and is submitting a **second** Response to Conditions Report, see Part G of the previous national recognition report for the range of possible deadlines.

Failure to submit a report by the date below will result in loss of national recognition.

MM DD YYYY
09 / 15 / 2010

The following conditions must be addressed within 18 months (or within the time period specified above if the program's recognition with conditions has been continued). See above for specific date.

The program has one additional opportunity to respond to conditions. See dates above.

All assessments and rubrics should not only include a reference to Early Childhood knowledge and skills statements, but also incorporate content in the elements that indicates proficiency in those areas. It must be evident that those knowledge and skills are actually being addressed rather than simply providing a listing. This may require a redesign of some assessments (assignments) or simply a "remapping" of all of the knowledge and skills addressed by this program.

While the program provided some clarification regarding the requirement of field experiences with young children (even for those candidates who can complete part of their fieldwork in their own classrooms), the specifics as to how this is implemented, how much time is actually required with young children and the requirements of those experiences were unclear.

Please click "Next"

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