

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

02 / 01 / 2011

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

MSE Instructional Specialist in Special Education P-4

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:

Previously met.

Summary of Strengths:

Data have been collected by each element of the rubrics.

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:

According to the documents provided with the report, candidates in the MSE Instructional Specialist in Special Education P-4 program are provided with experiences with students for a total of 249 hours. The report indicates that the experiences include performance-based activities such as structured observations, interviews, teaching, and applying skills under the tutelage of site-based mentors and a university supervisors. During the experiences the mentors and the university supervisors evaluate the candidates. Clinical experiences appear to occur across a variety of age levels and grade levels to provide the candidate with multiple experiences with young children, ages 3-10. It is indicated that all candidates have opportunities to work with different age levels and or settings to ensure a variety of experiences at age levels from Pre-K to age 10.

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
j ⁿ	j ⁿ	j ⁿ

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
j ⁿ	j ⁿ	j ⁿ

Comment:

The program indicates that Assessments #1 Praxis II, #2 Portfolio, and #7 IEP provide evidence for this standard.

Assessment #1: Praxis II data have been disaggregated to show mean scores and percentages by the subtest categories. The Praxis II is aligned to CEC Standards.

Assessment #2: The Portfolio data collection format has been changed to align with the rubric. The data are presented as percent scores which improves the ability to use the information. The rubric for the portfolio contains three areas of criteria for each element, but the the criteria are not clearly defined. Many of the criteria descriptors are the same or very similar between the levels. The differences for many of the criteria and elements are the number of artifacts; this can be problematic if the quality of the artifacts happened to be poor. CEC Standard 2 is not strongly evident in the rubric and due to the criteria not being clearly defined, data analysis may be impacted. It may be difficult to determine areas for improvement in candidates and in the program.

Assessment #7: The data reporting format for the IEP has been changed to be more conducive for evaluating candidate ability to meet the criteria levels for the elements in this assessment. Instead of showing Mean and Standard Deviation scores, the data are presented as percentages for each of the elements. CEC Standard 2 aligns with the assessment's elements for measurement of candidate knowledge and skills.

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

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jñ

jñ

Comment:

The program indicates that Assessments #1 Praxis II, #2 Portfolio, #3 Differentiated Unit Plan and #8 Program Evaluation Exit Survey provide evidence for this standard.

See comments under Standard 2 related to Assessments #1 and #2.

Assessment #3: The Differentiated Unit Plan (DUP) rubric contains clear criteria for each of the elements. CEC Standards 4, 7, and 8 are evident in the rubric. Standard 3 was only apparent in one element for this assessment. The element appeared to be weak in targeting CEC Standard 3 for young students. Therefore the ability to measure candidates' professional growth by means of this assessment may be impacted for this standard.

Assessment #8 was not included with the Response to Conditions submission.

Standard 3 is met with conditions.

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

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jñ

jñ

Comment:

The program indicates that Assessments #1 Praxis II, #2 Portfolio, #3 Differentiated Unit Plan, #4 Student Teaching Evaluation, and #5 Behavior Change Project provide evidence for this standard.

See comments under Standard 2 related to Assessments #1 and #2.

Assessment #3: The Differentiated Unit Plan rubric describes the expectations for the candidates that align with Standard 4.

Assessment #4: The Teacher Evaluation rubric assesses Standard 4. The rubric appears to measure candidate abilities related to CEC Standard 4. Each element of the rubric targets specific areas of the standard.

Assessment #5: The Behavior Change project contained indicators from the standard. The elements appear to align to the standard, but the differences between criteria levels were based mainly on grammar and spelling errors.

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 II, #2 Portfolio, #4 Student Teaching Evaluation, #5 Behavior Change Project, and #7 IEP provide evidence for this standard.

See comments under Standard 2 related to Assessments #1 and #2.

Assessment #4: The Teacher Evaluation appears to assess candidate ability to provide a learning environment that will foster social interactions and alleviate barriers resulting from a young student having a disability. The assessment evaluates candidates' abilities to arrange learning environments that are conducive to young children's learning while also encouraging appropriate social interactions and a structured environment.

Assessment #5: See comments under Standard 4. The Behavior Change Project rubric is inconsistent in its usefulness in providing measurable criteria for evaluating candidate performance. There are elements that are strong in defining the variations in candidate performance, but there are also several elements that contain the same expectations across performance levels, or use grammar and spelling errors for measures of candidate mastery of the standard.

Assessment #7: The IEP development assessment does align with the CEC Standard 5. The elements are appropriate for young students

Standard 5 is met primarily through Assessments #1, #4 and #7.

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:

Previously met.

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
jn	jn	jn

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
jn	jn	jn

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
jn	jn	jn

Comment:

Previously met.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates’ knowledge of content

Sufficiently addressed

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

Sufficiently addressed

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

Sufficiently addressed

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)

Data collection has been strengthened in order to analyze candidates' abilities to meet CEC Standards. The data are now collected by each element on the rubrics. This will assist the university in making candidate and program level decisions.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

The rubric criteria for Assessment #2 the Portfolio and Assessment #5 the Behavior Change Project are weak. Some of the elements in the rubrics do not provide clear criteria or they use a specific number of exhibits as determinants for meeting the criteria. The program faculty should continue to monitor the effectiveness of their assessments to provide clear data for the program as well as the candidates.

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:

- j_n 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.