Council for Exceptional Children (CEC)

Program Report for the

Preparation of Advanced Special Education Professionals**[[1]](#footnote-1)**

**COVER SHEET**

**Institution** **State**

**Date submitted**

**Name of Preparer**

**Phone**  **Email**

**Program documented in this report:**

**Name of institution’s program**

**Grade levels for which candidates are being prepared**

**Degree or award level**

**Is this program offered at more than one site? □ Yes □ No**

List the sites at which the program is offered

**Title of the state license or credential (endorsement, certificate) for which candidates are prepared**

**Program report status:**

* **Initial Submission this review cycle**
* **Response to Conditions Report**
* **Revised Report**

**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 IV. Does your state require such a test?

**□ Yes □ No**

**GENERAL DIRECTIONS**

To complete a program report, institutions must provide evidence of meeting [SPA]/NCATE standards based on data from 6-8 assessments. In their entirety, the assessments and data required for submission should demonstrate the candidates have mastered the SPA standards.

The program report form includes the following sections:

**Section I. Context**

Provide general information on the program as specified by the directions for this section. Each question that requires a narrative has a specific character limit. There is one attachment. Note that the table for Candidate Completer information is filled out online. The faculty information is entered one time for faculty in the AIMS Manage Faculty Information view, and then pertinent faculty information is imported into each program report.

**Section II. List of Assessments**

Using the chart included in this report form, indicate the name, type, and administration point for each of the 6-8 assessments documented in this report. (Note that Section IV of the report form lists examples of assessments that may be appropriate for each type of assessment that must be documented in the program report.)

**Section III. Relationship of Assessments to Standards**

Using the chart included in this report form, indicate which of the assessments listed in Section II provide evidence of meeting specific program standards.

**Section IV. Evidence for Meeting Standards**

**For each assessment, attach** one document that includes the assessment, scoring guide/criteria, data tables and a 2-page maximum narrative

**Section V. Use of Assessment Results to Improve Candidate and Program Performance**

Describe how faculty are using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, skills, and dispositions; and student learning.

**Section VI. For Revised and Response to Conditions Reports Only**

Describe what changes or additions have been made in the report to address the raised in the original 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 and for preparing a response to conditions report are available on the NCATE web site at http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90

**Attachments:** Sections I and IV include attachments. In Section IV, each attachment should be no longer than the equivalent of seventeen text pages. A program report can include no more than 20 attachments. A single attachment cannot be larger than 2mb. Attachments must be created as documents with “.doc” extension. The AIMS system will not accept documents created with a “.docx” extension

**Character Limits:** Character limits have been set based on one-page being equivalent to 4000 characters. Character counts include spaces, punctuation, numbers, etc.

**Formatting Instructions:**

Please note that this Word document has been provided as a guide. You can use this document to prepare a draft of your report (although you can create drafts in the online AIMS/PRS system). You can cut and paste text from a Word document into the on-line AIMS/PRS system. But it is important to note that text boxes in Sections I, II, V, and VI are html-based and will not accept any formatting such as bullets, tables, charts, etc. Be sure that your responses are text-only. If you do need to include a table or a graph in a response to a question, then you must separate that into a unique file and attach in Section I. This restriction does not apply to the documentation for Section IV, since these documents are all uploaded as attachments.

**NOTE: NCATE staff may require institutions to revise reports that do not follow directions on format, page limits, and number of attachments. In addition, hyperlinks imbedded in report documentation will not be read by reviewers and cannot be used as a means of providing additional information.**

**Resources on the NCATE web site:** NCATE has multiple resources on their web site to help you prepare your reports. These are all available at <http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90>

**Specific CEC Instructions**

**Who Should Submit Program Reports?**

If an institution offers undergraduate and/or graduate programs in special education, it must respond to CEC program standards. Regardless of the level of a program, CEC requires any that prepares candidates for their first special education license to use the Initial Content Standards. These programs may be at the graduate or undergraduate level. Programs at the post-baccalaureate level for the advanced education of personnel who have previously completed initial preparation in special education are required to use the Advanced Content Standards. CEC does review advanced programs that are designed to prepare special educators for a new role, such as administrator, educational diagnostician, transition specialist, etc. An institution is required to include in the report endorsement-only programs (i.e., those programs that simply add an endorsement area to a previously earned special education license). Special education programs located outside of the school of education must be submitted.

In those schools where programs for the preparation of early childhood education and early childhood special education teachers have been merged into a single preservice preparation program, institutions may submit a combined program report to NCATE following the NAEYC Guidelines. However, this program report must include responses to the CEC Content Standards. This program report will be reviewed by members representing the Council for Exceptional Children and the National Association for the Education of Young Children.

CEC accepts accreditation of the American-Speech-Language-Hearing Association in speech pathology and audiology; consequently, the institution needs only to submit a copy of its ASHA Educational Standards Board's letter of approval. This should be submitted even though the program may be in another college within the institution. CEC also accepts accreditation of the Council on the Education of the DEAF (CED), if the institution has been reviewed by CED under the CED standards accepted in 1998.

**CEC National Recognition Decision Rules:**

**Additional Assessment Types (beyond the first 5 required types) required by CEC:**

None

**Other specific information required by CEC only:**

None

**Will CEC accept grades as one of the assessments**?

All SPAs accept course grades as one of the 6 to 8 key assessments. Instructions for documenting course grades have been standardized for all SPAs. These instructions are on the NCATE web site on the Program Resources page at the following URL:

<http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90>

Other resources are available on the CECweb site at:

<http://www.cec.sped.org/ps>

**SECTION I—CONTEXT**

**Provide the following contextual information:**

1. Description of any state or institutional policies that may influence the application of SPA standards. (Response limited to 4000 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 8000 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 4000 characters)

**Attach the following:**

1. A program of study that outlines the courses and experiences required 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.

**Complete the following on-line**:

1. Chart with the number of candidates and completers (Table A at end of this form). [Note that in the on-line AIMS/PRS submission system, this chart will be filled out on line.]
2. Chart on program faculty expertise and experience (Table B at end of this form). [Note that in the online AIMS/PRS submission system, faculty information is only entered once, in the AIMS Faculty Management view, and then imported into each individual program report.]

**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.

| **Name of Assessment[[2]](#footnote-2)** | | **Type or**  **Form of Assessment[[3]](#footnote-3)** | **When the Assessment Is Administered[[4]](#footnote-4)** |
| --- | --- | --- | --- |
|
| 1 | **[Licensure assessment, (required)]** [[5]](#footnote-5) |  |  |
| 2 | **[Assessment of content (required)]** |  |  |
| 3 | **[Assessment of candidate ability to plan (required)]** |  |  |
| 4 | **[Assessment of clinical practice (required)]** |  |  |
| 5 | **[Assessment of candidate effect on student learning (required)]** |  |  |
| 6 | **[Additional assessment (required)]** |  |  |
| 7 | **Additional assessment that addresses CEC standards *(optional)*]** |  |  |
| 8 | **Additional assessment that addresses CEC standards *(optional)* ]** |  |  |

**SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS**

For each CEC standard on the chart below, identify the assessment(s) in Section II that address each standard. One assessment may apply to multiple CEC standards.

| **CEC STANDARD** | **APPLICABLE ASSESSMENTS FROM SECTION II** |
| --- | --- |
| **1. Leadership & Policy** Special educators in advanced roles use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. Special educators in advanced roles promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs within the context of an organization’s mission. They advocate laws based on solid evidence-based knowledge to support high quality education for individuals with exceptional learning needs. They also advocate for appropriate resources to ensure that all personnel involved have effective preparation. Special educators in advanced roles use their knowledge of organizational theory and the needs of different groups in a pluralistic society to formulate organizational goals promoting evidence-based practices and challenging expectations for individuals with exceptional learning needs. They provide leadership to create procedures that respect all individuals and permit professionals to practice ethically. They create positive and productive work environments and celebrate accomplishments with colleagues. | □1 □2  □3 □4  □5 □6  □7 □8 |
| **2. Program Development & Organization** Special educators in advanced roles apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs at the school wide and system-wide levels. They provide for a continuum of services to ensure the appropriate instructional supports for individuals with exceptional learning needs. They design and deliver ongoing results-oriented professional development designed to support the use of evidenced-based practices at all relevant organizational levels. They develop procedures for continuous improvement management systems. They use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of programs and services for individuals with exceptional learning needs. They use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptional learning needs to help all individuals with exceptional learning needs to access challenging curriculum standards. | □1 □2  □3 □4  □5 □6  □7 □8 |
| **3. Research & Inquiry** Research and inquiry inform the decisions of special educators in advanced roles in guiding professional practice. Special educators in advanced roles know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. This knowledge includes information sources, data collection, and data analysis strategies. Special educators in advanced roles evaluate the appropriateness of research methodologies in relation to practices presented in the literature. They use educational research to improve instructional techniques, intervention strategies, and curricular materials. They foster an environment supportive of continuous instructional improvement, and engage in the design and implementation of action research. Special educators in advanced roles are able to use the literature to resolve issues of professional practice, and help others to understand various evidence-based practices. | □1 □2  □3 □4  □5 □6  □7 □8 |
| **4. Student and Program Evaluation**  Evaluation is critical to the advanced roles of special educators. Underlying evaluation is the knowledge of systems and theories of educational assessment and evaluation, along with skills in the implementation of evidence based practices in assessment. Effective special educators in advanced roles leaders design and implement research activities to evaluate the effectiveness of instructional practices and to assess progress toward the organizational vision, mission, and goals of their programs. It is critical in evaluation that nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures for both programs and individuals. With respect to evaluation of individuals, special educators in advanced roles apply their knowledge and skill to all stages and purposes of evaluation, including initial evaluation procedures if individuals at all stages including prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized IEP goals. | □1 □2  □3 □4  □5 □6  □7 □8 |
| **5. Professional Development and Ethical Practice**  Special educators in advanced roles are guided by the professional ethics and practice standards. In their advanced roles, special educators have leadership responsibilities for promoting the success of individuals with exceptional learning needs, their families, and colleagues. Special educators in advanced roles continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning. They create supportive environments that safeguard the legal rights of students, families, and school personnel through policies and procedures that promote ethical and professional practice. Special educators in advanced roles plan, present, and evaluate professional development based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators in advanced roles model their commitment to continuously improving their own professional practice by participating in professional development themselves. | □1 □2  □3 □4  □5 □6  □7 □8 |
| **6. Collaboration** Once again, special educators in advanced roles have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and the use this deep understanding to integrate services for individuals with exceptional learning needs. They also understand the significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide services to individuals with exceptional learning needs and their families. They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators in advanced roles have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs. | □1 □2  □3 □4  □5 □6  □7 □8 |

**SECTION IV—EVIDENCE FOR MEETING STANDARDS**

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The assessments used herein should be required of all candidates. Assessments, scoring guides, and data 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. Data should also be aligned with the SPA standards. The data should be presented at the same level it is collected. For example, if a rubric is used to collect data on 10 elements [each relating to specific SPA standard(s)] then the data chart should report the data on each of the elements rather that reporting a single cumulative score.

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 to be aligned with the elements 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 special education, the primary content knowledge of the professional discipline includes and is inextricable from professional knowledge. Therefore, assessments that combine content and professional knowledge will be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the report developer should prepare one document that includes the following items:

(1) Two-page narrative including:

1. A brief description of the assessment and its use in the program;
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;

(2) Assessment documentation including:

1. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
2. The rubric for the assessment; and
3. Candidate performance data derived from the assessment summarized in tables that display the scores in alignment with the CEC Standards.

The responses for e, f, and g (above) routinely should be limited to the equivalent of five text pages each. Exceptionally, some assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment 4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 megabytes. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

**1 (Required) CONTENT KNOWLEDGE: Data from licensure tests or professional examinations of content knowledge** State licensure tests or professional examinations of content knowledge. 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 as outlined in the directions for Section IV.

**2 (Required) CONTENT KNOWLEDGE: Assessment of content knowledge in special education** CEC standards addressed in this assessment could include but are not limited to Standards . 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.[[6]](#footnote-6)

Provide assessment information as outlined in the directions for Section IV.

**3 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS Assessment that demonstrates candidates can effectively plan classroom-based instruction.** CEC standards that could be addressed in this assessment include but are not limited to Standards . Examples of assessments include the evaluation of candidates’ abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans.

Provide assessment information as outlined in the directions for Sections IV.

**4 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS 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 Standards . The assessment instrument used in student teaching or the internshipshould be submitted.

Provide assessment information as outlined in the directions for Section IV.

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

Provide assessment information as outlined in the directions for Section IV.

**6 (Required) Additional assessment that addresses CEC standards.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, and licensure tests not reported in 1.

Provide assessment information as outlined in the directions for Section IV.

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

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

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

Provide assessment information as outlined in the directions for Section IV.

**SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE**

**CANDIDATE AND PROGRAM PERFORMANCE**

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 12000 characters)

**SECTION VI—For Revised Reports or Response to Conditions Reports Only**

For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE website at <http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90>

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE website at <http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90>

(Response limited to 24,000 characters)

TABLE A

**Candidate Information**

These charts are provided to you as a guide for collecting data. But note that the table for Candidate Completer information is actually filled out online. You will not attach this chart when you submit your actual report. Rather, the numbers will be entered directly into charts built into the AIMS/PRS system.

**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 as appropriate for your data span.

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| **Program:** | | |
| **Academic Year** | **No. of Candidates Enrolled in the Program** | **No. of Program Completers[[7]](#footnote-7)** |
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TABLE B

**Faculty Information**

**Directions:** This chart is given to you as a guide to prepare your information. But please note that you will not attach this table chart when you submit your actual report. Rather, faculty information is entered one time for faculty in the AIMS Manage Faculty Information view, and then pertinent faculty information is imported into each program report. You will need to provide 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[[8]](#footnote-8)** | **Assignment: Indicate the role of the faculty member[[9]](#footnote-9)** | **Faculty Rank[[10]](#footnote-10)** | **Tenure Track (Yes/No)** | **Scholarship,[[11]](#footnote-11) Leadership in Professional Associations, and Service: [[12]](#footnote-12) List up to 3 major contributions in the past 3 years [[13]](#footnote-13)** | **Teaching or other professional experience in P-12 schools[[14]](#footnote-14)** |
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1. This document is provided as a model to help you prepare your report off-line. You will actually submit your report in the on-line AIMS/PRS system. Please read carefully the General Directions beginning on page 2 to ensure that you are fully aware of the limitations in copying text and graphics from Word into AIMS. [↑](#footnote-ref-1)
2. Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include. [↑](#footnote-ref-2)
3. Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio). [↑](#footnote-ref-3)
4. Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specific title and number], or completion of the program). [↑](#footnote-ref-4)
5. If licensure test data is submitted as Assessment #1, the assessment and scoring guide attachments are not required. If the state does not require a licensure test, another content based assessment must be submitted (including the assessment and scoring guide). [↑](#footnote-ref-5)
6. 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 interdependent pieces that are 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. [↑](#footnote-ref-6)
7. 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. [↑](#footnote-ref-7)
8. e.g., PhD in Curriculum & Instruction, University of Nebraska [↑](#footnote-ref-8)
9. e.g., faculty, clinical supervisor, department chair, administrator [↑](#footnote-ref-9)
10. e.g., professor, associate professor, assistant professor, adjunct professor, instructor [↑](#footnote-ref-10)
11. *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. [↑](#footnote-ref-11)
12. *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. [↑](#footnote-ref-12)
13. e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program [↑](#footnote-ref-13)
14. 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. [↑](#footnote-ref-14)