

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

University of Louisiana at Monroe

Date of Review

MM DD YYYY

02 / 01 / 2009

This report is in response to a(n):

- ☐ Initial Review
- ☐ Revised Report
- ☐ Response to Conditions Report

Program(s) Covered by this Review

MEd Curriculum and Instruction, Special Education, Early Intervention

Program Type

Advanced Teaching

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 [See Part G]

jm 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:

jm Yes

jm No

jm Not applicable

jm Not able to determine

Comment:

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Summary of Strengths:

The program has been redesigned and the assessments reworked to align with the CEC Standards.

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

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Comment:

Field experience is integrated throughout the program. The candidates' experiences include 355 hours spread throughout 12 courses. The candidates are required to have a variety of field experiences with various ages including Infants (newborn-18 months), Toddlers (18 months-3), and preschoolers (3-5). The candidates are expected to complete a minimum of 50 field-based hours working with students in each of the three age ranges. The description of the field experiences indicates that the activities for the experiences are integrated into the courses and provide candidates with opportunities to apply theories and principles to their own classrooms.
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Although the field experiences appear to be well developed and integrated, the supervision of these experiences is unclear. A description of how candidates are supervised was not found nor was there found what supports are provided for candidates to meet the expectations of each experience. Although some evidence was provided to support diverse experiences, no evidence was found to indicate how the candidates are placed in order to guarantee diverse experiences. Likewise, no indication was found regarding the types of diverse experiences provided in each of the placements.

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
		

Comment:

Assessment 1 consists of the license-specific Praxis II exams including Early Childhood Education (0020) and Education of Exceptional Students: Core Content Knowledge (0353). These two exams are content-based assessments which are aligned to the standards. Therefore the Praxis II does address the requirements for CEC Standard 1. Although the university did not provide data pass rates prior to the restructuring of the program, it was stated that there was 100% pass rate in the former program.
Assessment 2 is a comprehensive exam addressing the fundamentals of special education. It appears to contain a broad selection of 100 multiple-choice questions that encompass candidates' knowledge of the basic areas including law and the treatment of individuals with special needs. Though the assessment is adequate, the rubric does not include a measure of whether candidates' understand the philosophies of special education and how foundational factors influence professional practice. No data are available for this assessment.
Assessment 7 is a Professional Portfolio for Teaming and Significant Disabilities. According to the description, this assessment includes a measure of candidate understanding relative to normal/abnormal preschool child growth and development in the areas of language, cognition, motor and social-emotional development. The Portfolio demonstrates an understanding of the biomedical issues of preschool children with severe disabilities and the effect of these issues on educational intervention. The Portfolio reflects an understanding and demonstration of strategies for team building and the use of current models of system change in service delivery in medical, social service and educational settings.
The portfolio is narrow in scope relative to this standard, but it is a measure that may provide additional evidence of the candidates' content knowledge. No data are provided for this assessment.

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
		

Comment:

Assessment 1 consists of the license-specific Praxis II exams including Early Childhood Education (0020) and Education of Exceptional Students: Core Content Knowledge (0353). These two exams are content-based assessments which are aligned to the standards. Therefore the Praxis II does address the

requirements for CEC Standard 1. Although the university did not provide pass rates prior to the restructuring of the program, it was stated that there was 100% pass rate in the former program.

Assessment 2 is a comprehensive exam addressing the fundamentals of special education. It appears to contain a broad selection of 100 multiple-choice questions that encompass candidates' knowledge of the basic areas relative to development and characteristics of learners. No data are available for this assessment.

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.

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Met with Conditions

Not Met

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Comment:

Assessment 1 consists of the license-specific Praxis II exams including Early Childhood Education (0020) and Education of Exceptional Students: Core Content Knowledge (0353). These two exams are content-based assessments which are aligned to the standards. Therefore the Praxis II does address the requirements for CEC Standard 1. Although the university did not provide pass rates prior to the restructuring of the program, it was stated that there was 100% pass rate in the former program.

Assessment 2 is a comprehensive exam addressing the fundamentals of special education. It appears to contain a broad selection of 100 multiple-choice questions that encompass candidates' knowledge of the basic areas including law and the treatment of individuals with special needs. No data are available for this assessment.

Neither assessment addresses candidates' use of their knowledge relative to individual learning differences as a foundation for individualizing instruction to provide meaningful and challenging learning opportunities for children with special needs. Although content knowledge is measured by both assessments, the application of knowledge to individualize instruction is not demonstrated.

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.

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Met with Conditions

Not Met

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Comment:

Assessments 1 and 2 do not provide sufficient evidence of candidates' possession of a repertoire of evidence-based instructional strategies which are used to develop and implement appropriate instruction and which promote positive learning results.

Assessment 4 is an Internship Portfolio addressing the instructional needs of a specified student through individualized instruction to promote positive learning. The assessment overview and instructions were not found, but the various rubrics and scoring guides detail the development and implementation of appropriate instructional objectives based on identified needs and the selection and development of materials. No data are available for this assessment. There is a discontinuity in the measurement of candidate knowledge and skills - several rubrics are provided; they appear to be a compilation of several assessment tools rather than one cohesive and robust assessment.

Assessment 6 is a Technology to Enhance Student Learning Portfolio. In this assessment candidates design an online module that will showcase their ability to design, create and implement technology enhanced units of instruction to positively impact student learning. As part of the module, candidates will write a grant to fund new technology resources in their school or district. Though Assessment 6 provides evidence of the candidates' possession of a wide repertoire of strategies to be used to individualize instruction, nowhere does it provide a measure of the candidates' own assessment of these tools with regard to positive learning outcomes. No data are available for this assessment.

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.

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Met with Conditions

Not Met

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Comment:

Assessments 1 and 2 do not provide sufficient evidence of Standard 5.

Assessment 4 is an Internship Portfolio addressing the instructional needs of a specified student through individualized instruction to promote positive learning. The assessment overview and instructions were not found, but the rubrics and scoring guides detail the development and implementation of a positive learning environment that promotes learning. No data are available for this assessment. There is a discontinuity in the measurement of candidate knowledge and skills. Although several rubrics/scoring guides are provided, they appear to be a compilation of several assessment tools rather than one cohesive and robust assessment.

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
		

Comment:

Assessments 1 and 2 do not provide sufficient evidence of Standard 6.
Assessment 6 does not provide sufficient evidence for meeting Standard 6. It is a Technology to Enhance Student Learning Portfolio. In this assessment candidates design an online module that will showcases their ability to design, create and implement technology enhanced units of instruction to positively impact student learning. As part of the module, candidates will write a grant to fund new technology resources in their school or district. Though Assessment 6 provides evidence of the candidates' possession of a wide repertoire of strategies to be used to individualize instruction, nowhere does it provide a measure of the candidates' use of technology to promote language development and teach communication skills.

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
		

Comment:

Assessments 1 and 2 do not provide sufficient evidence for Standard 7.
Assessment 4 is an Internship Portfolio addressing the instructional needs of a specified student through individualized instruction to promote positive learning. The assessment overview and instructions were not found, but the rubrics and scoring guides detail the development and implementation of instructional planning. No data are available for this assessment. There is a discontinuity in the measurement of candidate knowledge and skills. Although several rubrics/scoring guides are provided, they appear to be

a compilation of several assessment tools rather than one cohesive and robust assessment.

Assessment 7 is a Professional Portfolio for Teaming and Significant Disabilities. According to the description, this assessment includes a measure of candidate understanding relative to normal/abnormal preschool child growth and development in the areas of language, cognition, motor and social-emotional development. The Portfolio demonstrates candidates' understanding of the biomedical issues of preschool children with severe disabilities and the effect of these issues on educational intervention. The Portfolio reflects an understanding and demonstration of strategies for team building and the use of current models of system change in service delivery in medical, social service and educational settings.

The portfolio is narrow in scope relative to this standard, but it as a measure that may provide additional evidence of the candidates' content knowledge. No data are available for this assessment.

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.

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Met with Conditions

Not Met

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Comment:

Assessment 1 does not provide sufficient evidence of candidates' use of assessment for instruction.

Assessment 3 assesses candidates' development and implementation of IFSP and IEP. In this assessment candidates are required to demonstrate their abilities to assess students, write an appropriate IFSP/IEP, and develop and implement lesson plans. The candidates are required to use the assessments to identify the students' needs and collaborate with stakeholders. The plans are to address academic, social/emotional, and physical needs of the students. Based on these descriptions and rubric, it appears that the tool will provide data to assess candidate proficiency relative to Standard 8.

Assessment 4 is an Internship Portfolio addressing the instructional needs of a specified student through individualized instruction to promote positive learning. The assessment overview and instructions were not found, but the rubrics and scoring guides detail the development and implementation of instructional planning. Candidates appear to make decisions concerning accommodation and instruction based on the assessment data. There is a discontinuity in the measurement of candidate knowledge and skills. Although several rubrics/scoring guides are provided, they appear to be a compilation of several

assessment tools rather than one cohesive and robust assessment. No data are available on this assessment.

Assessment 5 provides a Case Study which addresses five areas of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and text comprehension) along with listening comprehension and written expression of a selected student. Based on the rubric, candidates are to utilize assessments to identify learning needs. Included in the candidates' report is a description of in-depth information about the strength of the formal assessment instrument with regard to measuring each skill area. The candidate will also provide a full description of each testing procedure and the respective assessment data. The candidates do not appear to be implementing and adjusting instruction, but they are making recommendations. There are no data available.

Assessment 8 is does not align directly to the standard. The rubric for the Strategies & Practicum: Early Intervention Portfolio does not provide clear and specific measures of candidates' performances in the components of CEC Standard 8.

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.

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Met with Conditions

Not Met

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Comment:

Assessments 1 and 2 do not provide sufficient evidence of candidate performance relative to Standard 9.

Assessment 4 is an Internship Portfolio addressing the instructional needs of a specified student through individualized instruction to promote positive learning. The assessment overview and instructions were not found, but the rubrics and scoring guides detail the development and implementation of instructional planning. Assessment 4 does not provide sufficient evidence related to candidate professionalism. No direct measures related to the specifics of the standard were found.

Assessment 8 is the Assessment Strategies & Practicum: Early Intervention Portfolio. The information provided in the attachment does not provide clear and specific measure of candidates' performances in the components of CEC Standard 9. The rubric and information are too broad, therefore it appears that this assessment will not provide evidence for candidate proficiency in this standard.

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

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Comment:

Assessments 1 and 2 do not provide sufficient evidence of candidate skills relative to collaboration.

Assessment 4 is an Internship Portfolio addressing the instructional needs of a specified student through individualized instruction to promote positive learning. The assessment overview and instructions were not found, but the rubrics and scoring guides detail the development and implementation of instructional planning. Assessment 4 does not provide sufficient evidence related to collaboration. No direct measures related to the specifics of the standard were found.

Assessment 7 is a Professional Portfolio for Teaming and Significant Disabilities. According to the description, this assessment includes a measure of candidate understanding relative to normal/abnormal preschool child growth and development in the areas of language, cognition, motor and social-emotional development. The Portfolio demonstrates candidates' understanding of the biomedical issues of preschool children with severe disabilities and the effect of these issues on educational intervention. The Portfolio reflects an understanding and demonstration of strategies for team building and the use of current models of system change in service delivery in medical, social service and educational settings. The assessment as designed will not provide data specific to the assessment of candidates in the components of CEC Standard 10.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Candidates' content knowledge is assessed through a relevant Praxis II exam and through a course-specific comprehensive examination. Very limited data are available for the Praxis II exams and there are no data available from the comprehensive examination to assess the candidates' content knowledge.

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

Candidates in this program appear to be provided with many opportunities to apply their pedagogical and professional content knowledge, skills and dispositions through assessments in various courses. Because the program has been recently re-designed there are no data for many of these assessments. The available data are sparse (there are only two candidates currently in the program) and provide little information relevant to understanding and strengthening the program. Besides a lack of data, some critical elements of the standards were not measured in any of the program's assessments.

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

The candidates' effects on P-12 student learning cannot be determined since there are no data for the specified assessments. Assessment 5 requires that candidates implement instruction based on assessment data but it is unclear if the data are used to measure candidate impact on 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)

This program has been recently redesigned. There were no data available and therefore no discussion of how the program used data to make improvements was available. However, the faculty did discuss some areas that they plan to examine when there are data available.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

Some of the rubrics did not align directly to the standards and were vague with regard to what was being measured.

Assessment Directions: Providing candidates with directions for each key assessment would clarify the program expectations and increase consistency in the data.

This program has been re-designed, but it was unclear to the reviewers whether each assessment represented a new iteration or redesign. The program report did indicate that there were no data available, but it was unclear which assessments were revised.

PART F - ADDITIONAL COMMENTS

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

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

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PART G -DECISIONS

Please select final decision:

- ☒ 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:

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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 4/15/09, 9/15/09, 2/1/10, or 9/15/10. *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 9/15/09 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, the report must be submitted by the date below.

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.

1. Descriptions, directions, rubrics/scoring guides and data need to be submitted for each of the NCATE required assessments and any additional assessments used as part of the program assessment system. Alignment of the assessments, directions, rubrics/scoring guides and data to the specificity, breadth, and depth of each of the CEC Standards, as informed by the Teachers of Students in Early Childhood knowledge and skill set, should be apparent.
2. Sufficient evidence should be submitted to support that the preponderance of the 10 CEC Content Standards are fully met.
3. The program should submit a narrative description of how data has been used for purposes of program improvement (Section V).
4. Field experiences need to be more fully described relative to the nature of the experiences; specifically diversity of experiences must be addressed in the resubmitted description of field experience. Supervision and nature of supervision and expectations of candidates within given experiences need to also be addressed.
5. Praxis data for program completers after redesign need to be submitted. The data should be provided in a format aligned to the CEC Standards to which the given Praxis is aligned.

Please click "Next"

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