

NATIONAL RECOGNITION REPORT

Preparation of Special Educators

Southeastern Louisiana University

November 26, 2007

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

This report is in response to a(n):

Initial Review

Revised Report

Response to Conditions

Program(s) Covered by this Review	Program Type	Award or Degree Level(s)
Educational Diagnostician	Advanced program leading to another professional role in special education	Master's

PART A—RECOGNITION DECISION (see Part G for specifics on decision)

A.1—SPA Decision on NCATE recognition of the program(s):

- Nationally recognized
 Nationally recognized with conditions
 Not nationally recognized

A.2—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: Louisiana does not require licensure tests for certification.

A.3—Summary of Strengths:

Southeastern Louisiana University has integrated field experiences into five required courses, culminating with a 100 internship. Of the pre-professional and professional coursework, 180 total hours are spent in

field experiences that include a behavioral change project, the design of prereferral interventions, case study projects, and a supervised internship.

PART B—STATUS OF MEETING SPA STANDARDS

M = Met NM = Not Met

CEC Standards	Specific Program or Level: Educational Diagnostician	Specific Program or Level
<p>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.</p>	<p>NM</p>	
<p>Comment: There is no evidence of required exposure to the full range of ages, types, levels of ability. Also, it is not clear that supervision is done by a certified Educational Diagnostician.</p>		
<p>CONTENT STANDARDS</p>		
<p>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.</p>	<p>M</p>	
<p>Comment: The program cited the standardized test observation for the final case study, a comprehensive exam, an assessment intervention case study, an internship evaluation, and an impact on student learning intervention as assessments for this standard. This standard is met; however, these assessments only generally address parts of the standard. There is no indication which sub-sections of each assessment reflect the dimensions of this standard.</p>		
<p>Standard 2. Development and Characteristics of Learners. Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with</p>	<p>M</p>	

CEC Standards	Specific Program or Level: Educational Diagnostician	Specific Program or Level
<p>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.</p>		
<p>Comment: The program cited the standardized test observation for the final case study, a comprehensive exam, an assessment intervention case study, an internship evaluation, and an impact on student learning intervention as assessments for this standard. This standard is met with these assessments.</p>		
<p>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.</p>	<p>M</p>	
<p>Comment: The program cited an assessment intervention case study, an internship evaluation, and an impact on student learning intervention as assessments for this standard. No assessment clearly addresses candidates' ability to analyze how primary language, culture and family backgrounds impact individual learning differences; however, the standard is holistically met.</p>		
<p>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.</p>	<p>M</p>	
<p>Comment: The program cited an assessment intervention case study, an internship evaluation, and an impact on student learning intervention as assessments for this standard. This standard is met with these assessments. Use of two methods to show RTI is commendable in 614.</p>		
<p>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</p>	<p>M</p>	

CEC Standards	Specific Program or Level: Educational Diagnostician	Specific Program or Level
<p>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.</p>		
<p>Comment: The program cited an assessment intervention case study, an internship evaluation, and an impact on student learning intervention as assessments for this standard. Most parts of this standard are generally addressed on the rubrics. 613 emphasizes collaboration with general educators.</p>		
<p>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.</p>	<p>NM</p>	
<p>Comment: The program cited an assessment intervention case study, an internship evaluation, and an impact on student learning intervention as assessments for this standard. This standard is not comprehensively addressed by these assessments. Although the project addresses part of the standard, augmentative, alternative, and assistive technology is not addressed.</p>		
<p>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</p>	<p>M</p>	

CEC Standards	Specific Program or Level: Educational Diagnostician	Specific Program or Level
comfortable using appropriate technologies to support instructional planning and individualized instruction.		
Comment: The program cited an assessment intervention case study, an internship evaluation, and an impact on student learning intervention as assessments for this standard. Instructional planning is addressed in these multiple assessments utilized by the program.		
<p>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.</p>	M	
Comment: The program cited the standardized test observation for the final case study, a comprehensive exam, an assessment intervention case study, an internship evaluation, an impact on student learning intervention, and school building level committee meeting report summary as assessments for this standard. These assessments comprehensively assess this standard.		
<p>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</p>	NM	

CEC Standards	Specific Program or Level: Educational Diagnostician	Specific Program or Level
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.		
Comment: The program cited an assessment intervention case study, an internship evaluation, and an impact on student learning intervention as assessments for this standard. No comprehensive data are provided that demonstrates candidates' mastery of this standard. There is no indication that any of these assessments reflect the dimensions of this standard.		
<p>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.</p>	M	
Comment: SLU cited an assessment intervention case study, an internship evaluation, and an impact on student learning intervention as assessments for this standard. These assessments comprehensively address this standard.		

PART C—EVALUATION OF PROGRAM REPORT EVIDENCE

C.1—Candidates' knowledge of content

Information from Assessments #1 and #2 were used for evidence of content knowledge. These assessments address most aspects of the standards. Data indicate strong knowledge of content by candidates. At entry into the program, candidates are admitted based upon credential/degree requirements, GPA, and GRE scores.

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

Information from Assessments #3 and #4 were used for evidence of content, knowledge, skills, and dispositions. Candidates' ability to understand pedagogical and professional content knowledge and skills is addressed in these program assessments.

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

Information from Assessment #5 was used for evidence of impact on P-12 student learning. 613 Assessment 5A requires that candidates "participate" in designing (but not necessarily implementing)

interventions. The emphasis of the assignment seems to be on documenting collaborative efforts more than assessing P-12 student outcomes.

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)

As noted in the program report, minimal data are available on program dispositions. Limited data are used to make recommendations for program improvement. Program data should be analyzed for areas that could be improved. Specific plans to collect and analyze additional data will provide the unit with more meaningful data.

PART E—AREAS FOR CONSIDERATION

Aligning assessments and rubrics to CEC standards needs further attention.

There is no evidence of diversity in field experiences.

Data-driven program changes should be identified.

The program should indicate the sub-parts of the comprehensive assessments that provide the strongest evidence for meeting a specific standard.

Assessments #1 and #4 are identical. The program must use another comprehensive assessment from the program to avoid duplication.

PART F—ADDITIONAL COMMENTS

F.1—Comments on context and other topics not covered in Parts B-E:

Faculty certifications listed show only highest degree earned with no field of study, so it is difficult to determine qualifications. Only one faculty member appears to have experience or hold certification in this field.

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

PART G—TERMS AND SUBSEQUENT ACTIONS FOR DECISIONS

Program is nationally recognized with conditions. The program is recognized through spring 2009. 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 above, in its published materials. **National recognition is dependent upon NCATE accreditation.**

Subsequent action by the institution: To retain accreditation, a report addressing the conditions to recognition must be submitted within 18 months, or no later than **April 15, 2009**. The report must address the conditions ***specified in the box below***. Failure to submit a report by the date specified above will result in loss of national recognition.

Unless required to submit earlier by the state, programs are encouraged to take the full time period specified above to address conditions to recognition. If conditions to recognition are not removed in the Response to Conditions report, program status will change to Not Recognized.

National recognition with conditions. The following conditions must be addressed within 18 months (see above for specific date):

Provide a preponderance of evidence for the standards listed as not met or met with conditions.

For each of the comprehensive assessments, indicate the sub-part of the assessment that provides the strongest evidence for meeting a specific standard.

Analyze rubrics so that data obtained from them are meaningful and can lead to program improvement.

In Section V, review results from assessments and make recommendations based on those results. Make the suggestions for program improvement specific—explaining how, when and where the program will address weaknesses.

Discuss how the program is providing diversity in field experiences.

For further information on due dates or requirements, contact program review staff at NCATE (202-466-7496).