

NATIONAL RECOGNITION REPORT

Preparation of Special Educators

Southeastern Louisiana University

October 17, 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)
Early Intervention (Concentration)	Initial License in the Field	Endorsement

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: This requirement is not applicable to programs with fewer than 10 completers over a three-year period.

PART B—STATUS OF MEETING SPA STANDARDS

M = Met NM = Not Met

CEC Standards	Specific Program or Level: Early Intervention	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>Met with conditions</p>	
<p>Comment: Further explanation of the sequence of clinical experiences and descriptions of how these are developmental is needed.</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>Met with conditions</p>	
<p>Comment: Assessments #1 Praxis 0020 Early childhood Education, #2 Praxis II 0353, and #8 IFSP Project address the CEC common core; however, they do not address the Teachers of Students in early childhood CEC content standards.</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 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>Met with conditions</p>	
<p>Comment: It is not clear how Assessments #1 Praxis 0020 Early childhood Education, #2 Praxis II 0353, #3 Integrated Thematic Unit, and #7 Routines & Activities Plan assesses candidates’ ability to apply their knowledge of development and characteristics of learners.</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</p>	<p>NM</p>	

CEC Standards	Specific Program or Level: Early Intervention	Specific Program or Level
<p>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>Comment: Assessments #1 Praxis #0020 Early childhood Education , #2 Praxis #0353, #3 Assessment to Plan Instruction, #7 Routines & Activities Plan, and #8 IFSP Project do not clearly show how candidates’ ability to analyze how primary language, culture and family backgrounds, and an exceptional condition impact individual learning differences is assessed.</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>Met with conditions</p>	
<p>Comment: Assessments #3 Assessment to Plan Instruction, #7 Routines & Activities Plan, and #8 IFSP Project address the elements of development, maintenance, and generalization of this standard; however, evidence is lacking that other aspects of this standard are met.</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 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>Met with Conditions</p>	
<p>Comment: Assessments #3 integrated thematic unit, #4 Louisiana Components of Effective Teaching Rubric, #6 Observation & Reflection Rubric, and #7 routines & activities project were cited as providing evidence for this standard. Some parts of this standard are generally addressed on the rubrics.</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</p>	<p>Met with conditions</p>	

CEC Standards	Specific Program or Level: Early Intervention	Specific Program or Level
<p>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>Comment: Assessment #7 Routines & Activities project is a very well constructed assessment that addresses the majority of this standard; however, it does not address this standard in relation to augmentative, alternative, and assistive technology or English Language Learners with special needs.</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 comfortable using appropriate technologies to support instructional planning and individualized instruction.</p>	<p>Met with conditions</p>	
<p>Comment: Assessments #3 integrated thematic unit, #4 Louisiana Components of Effective Teaching Rubric, & #7 routines & activities project address some elements of this standard. Evidence that candidates are assessed on the issues of long-range planning, modeling, guided practice, and technology integration is not provided.</p>		
<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</p>	<p>Met with conditions</p>	

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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.		
Comment: Assessments #4 Louisiana Components of Effective Teaching Rubric and #5 Assessment Portfolio Rubric address several components of this standard; however, there is no evidence that candidates are aware of legal issues, reliability, validity, or the limitations of assessments.		
<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 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.</p>	NM	
Comment: Assessments #4 Louisiana Components of Effective Teaching Rubric and #8 IFSP Project do not address the major components 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>	Met with conditions	
Comment: Assessment #8 IFSP Project meets this standard in relation to collaboration with families. The elements of this standard as it relates to related services personnel, community agencies, or colleagues are not met. Assessment #4 Louisiana Components of Effective Teaching does not address this standard.		

PART C—EVALUATION OF PROGRAM REPORT EVIDENCE

C.1—Candidates' knowledge of content

The program may wish to combine assessments #1 Praxis 0020 & #2 Praxis 0353 and consider designing a content assessment that more directly addresses the CEC content standards as informed by teachers of students in early childhood. The program needs to provide explanation of how the CEC Content Standards for Teachers of Students in Early Childhood, as informed by the Knowledge & Skills, is assessed beyond the use of the Praxis.

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

Candidates' ability to understand pedagogical and professional content knowledge and skills is minimally addressed in program assessments and their ability to apply these skills is not clear.

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

None of the assessments clearly demonstrate candidate's impact on student 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.)

The program makes recommendations on ways to strengthen the program; however, it is not clear that this is based on assessment data. There is no indication of how the program will use assessment data to improve candidate performance.

PART E—AREAS FOR CONSIDERATION

Rubrics are vague, do not use consistent language, and do not contain specific criteria for the various levels of performance.

Program does not address issues of cultural and linguistic diversity.

Data are not presented in a meaningful or useful manner.

The program needs to ensure that assessments are informed by CEC's Early Intervention Knowledge & Skills standards, along with the common core.

There is no evidence that candidates are assessed on their impact on P-12 student learning.

In Section V, it is unclear if program recommendations are based on assessment data.

There are no suggestions for improving candidate performance based on assessment data.

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.

The fact that 46 candidates entered the program and only six completed the program over a three-year span is a matter of concern.

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):

Evidence should be provided that reflects the preponderance of standards in this report indicated as not met or met with conditions.

The program needs to submit data that are aligned to CEC standards for a minimum of five assessments, along with examples of how these data have been used for program improvement and assessment of candidate performance. The amount of data to be submitted should be consistent with the requirement of NCATE at the time of resubmission.

Rubrics need to be refined and should include common language to indicate levels of performance, an explanation of how they align with standards, and provide specific criteria for each level of performance.

The assessment system needs to be refined and described specific to have a more comprehensive focus on teachers of students in early intervention along with the common core.

Candidates need to reflect on student performance relative to their own impact on the students' learning. The assessment(s) focusing on candidate impact on P-12 student learning should provide clear evidence

of how it is aligned with standards and report data in a meaningful and useful way. Components of the assignment need to include a pre- and post-test of student learning.

Issues of cultural and linguistic diversity and assessment of candidates' competency related to these issues should be addressed in the program.

Program and candidate improvement should be specific—explaining how, when and where areas of weakness will be addressed and how these recommendations are based on assessment data.

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