



CEC Program Report Reviewer and Developer Training



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Agenda

Introduction and Review



Relationship Among Standards



CEC Initial and Advanced Preparation Standards



Performance-Based Program Report Options



Option A: Program Reports



“Recognized with Conditions “ Program Reports

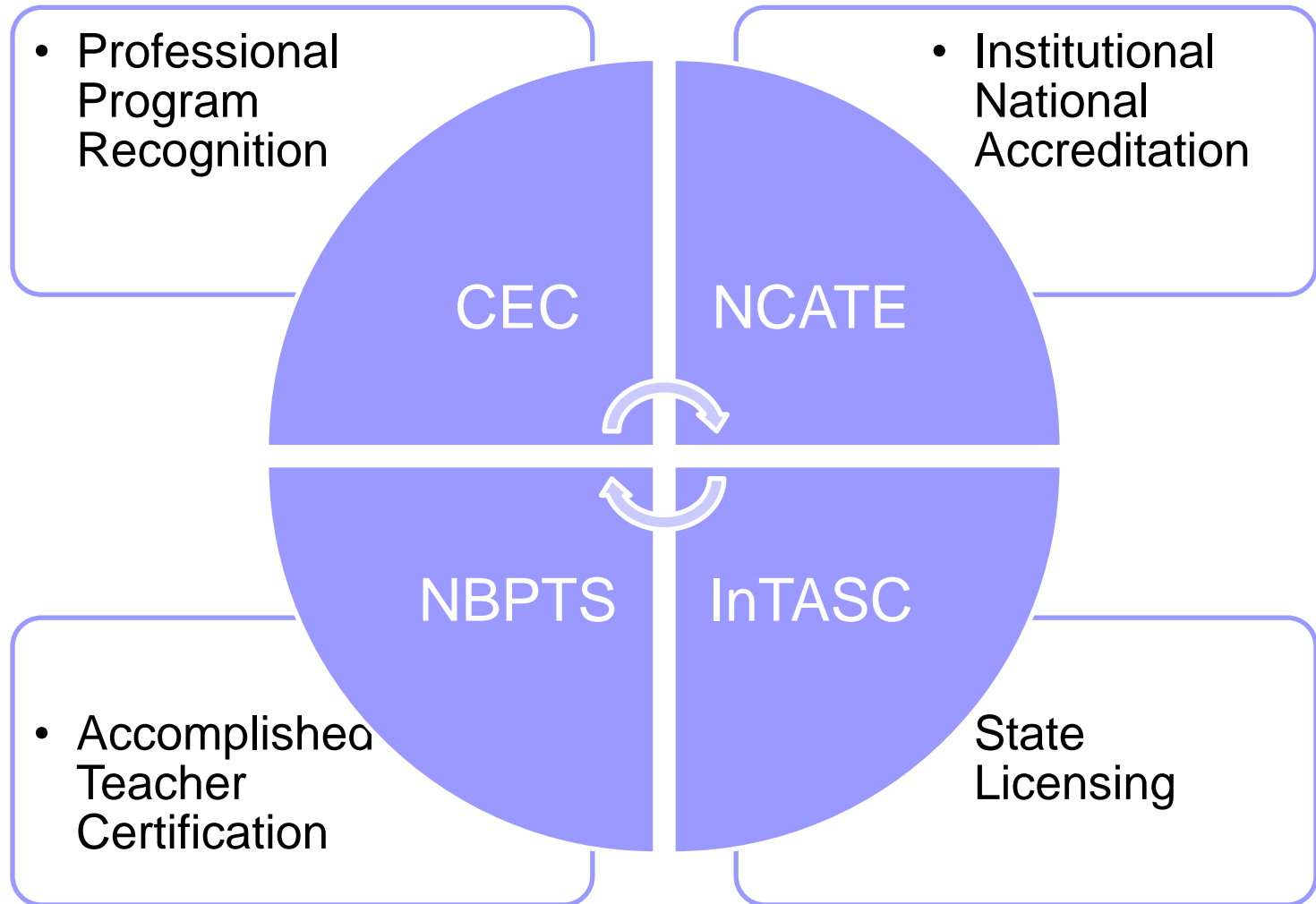


Q&A



The Relationship Among Standards

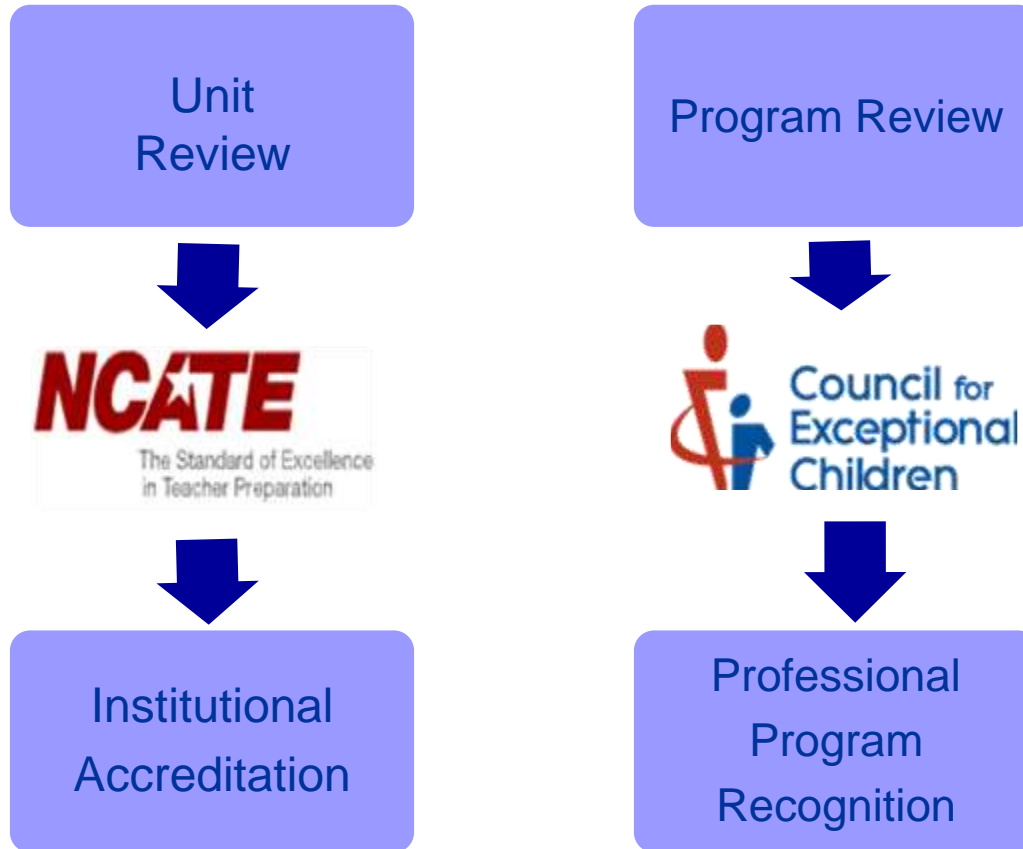
National Standards Coordination



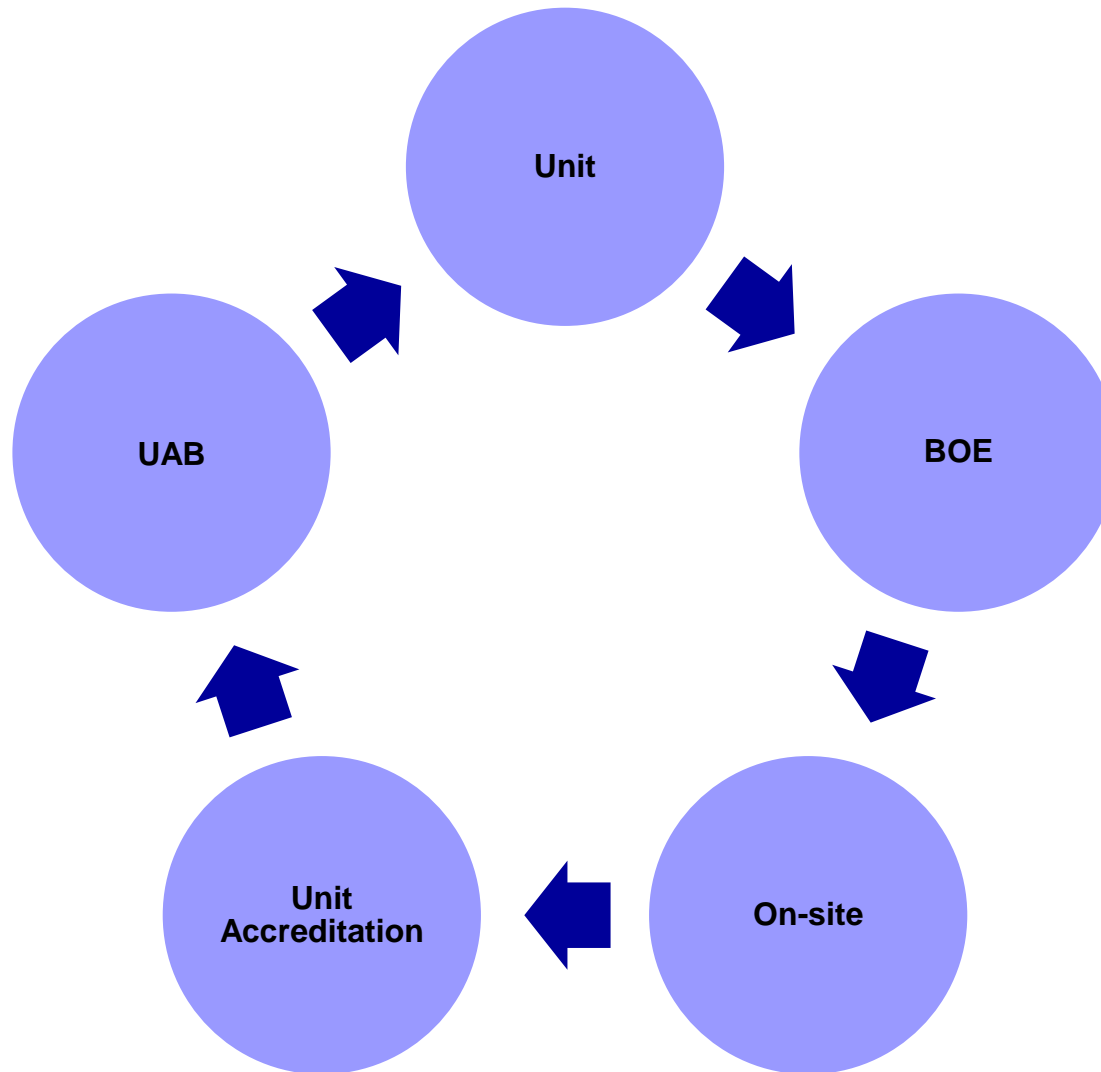
NCATE Terminology

Unit	School, College, or Department of Education plus other entities on campus
Program	Specific Discipline Area
Candidates	Preservice teachers
Students	K-12 students
Program Report	Report the program submits
Recognition Report	Report the reviewer completes

Units and Programs



NCATE Accreditation Process

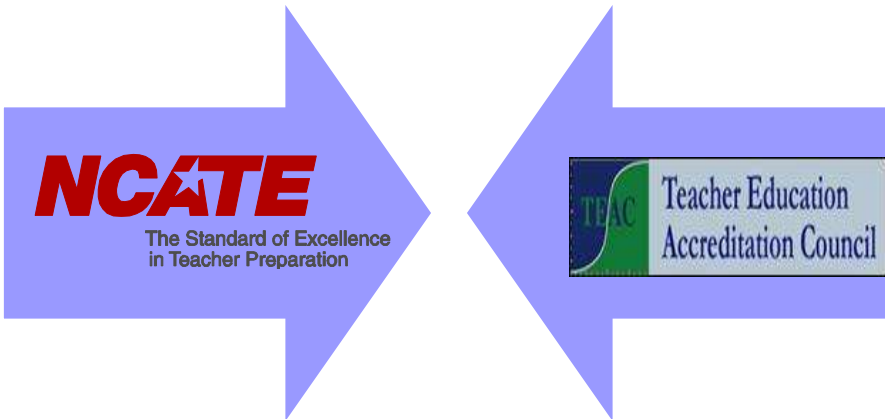


CEC Program Recognition Process





As of January 2013



Four Accreditation Options

- **Continuous Improvement**
- **Inquiry Brief**
- **Internal Academic Audit**
- **Transformation Initiative**

Options available in the unified system will be comparable in rigor and status as they continue to evolve in our own continuous-improvement processes.

Dr. James Cibulka, 2010

Three Review Alternatives

1. Professional recognition of programs that have met Specialty Professional Association standards, e.g. CEC
 - Disaggregated assessment data by program will be required.
2. State program approval
3. CAEP review of clusters of programs with report to institution, visiting team, & state
 - Secondary programs
 - Cross-grade programs such as elementary education, special education, & early childhood education
 - Other school professionals

CEC Program Reviews

A combination of courses and experiences that lead to a professional credential or professional certificate is a preparation program.

CEC program reviews are based on the **CEC Preparation Standards.**

CEC Position

All programs, traditional and nontraditional, preparing special education teachers regardless of affiliation, location, or intensity will adhere to CEC's professional standards, demonstrating that their graduates possess the profession's entry-level knowledge and skills by seeking CEC's official recognition through the evidence-based process of program review

Approved: July 2002
CEC Policies Section Four, Part 3

NCATE Unit Standard 1:

Candidates preparing to work in schools as teachers or other school personnel **know the content of their fields, demonstrate professional and pedagogical knowledge, skills, and dispositions and apply them so that students learn.** Assessments indicate that candidates meet professional, state, and institutional standards.

Program Review System

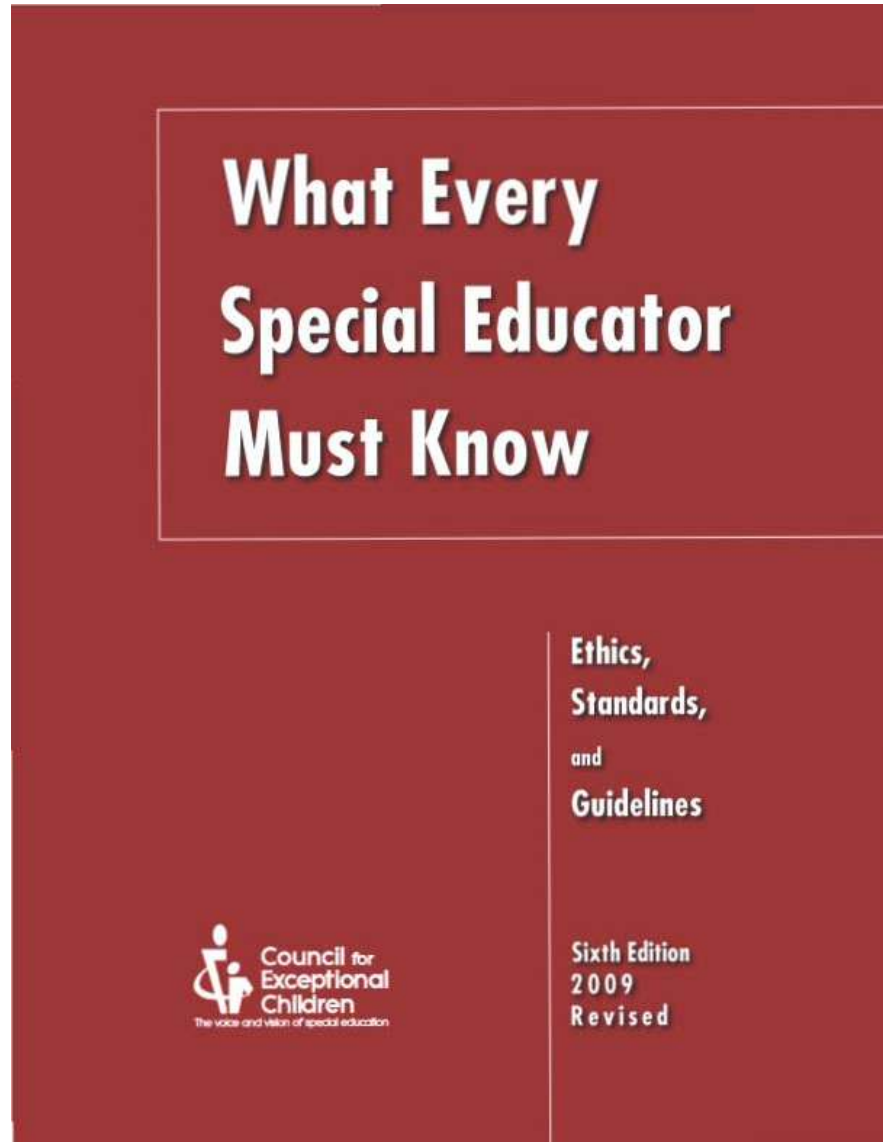
- Performance-Based
- Links unit and program review explicitly
- Provides uniformity among SPA procedures & structure
- Streamlines process and report
- Requires program/departmental planning of assessments
- Elicits coordination of unit and program data
- Elicits ongoing program improvement data collection and analyses

Purpose of the CEC Program Review

- For CEC to recognize Programs that demonstrate program candidates master of the **major elements of the CEC Preparation Standards as informed by the specialty set(s)** for safe and effective practice
- Provide information for the **Unit** to use in responding to NCATE Standard 1.

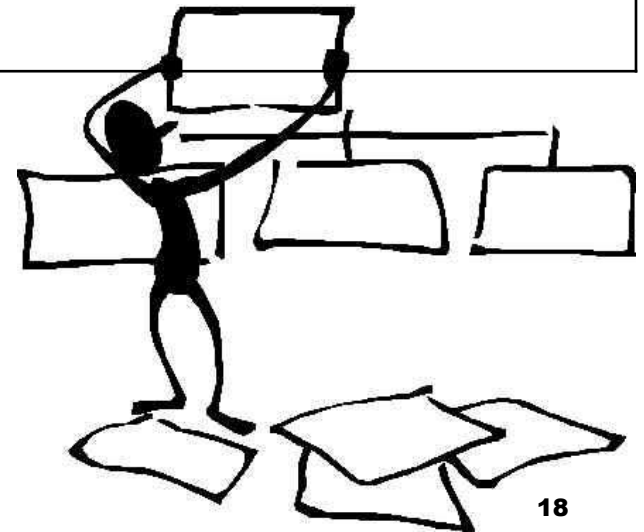
The Redbook

7th Edition,
2013



Transition to Revised and Reorganized Standards

April 2012	CEC Submits revised Preparation Standards to the NCATE SASB
November 2012	SASB approves CEC Preparation Standards
2012 – 2014	Transition: program faculty may use existing or revised Preparation Standards
2014	CEC revised Preparation Standards must be used





CEC Initial and Advanced Preparation Standards

Foci:

- Well-prepared
- Career-oriented
- Professional Leaders



Special Note: This presentation uses the draft reorganization of the CEC Initial and Advanced Preparation Standards to preview the changes. The new standards are not yet official. The organization of the CEC Preparation Standards is in effect until official approval.

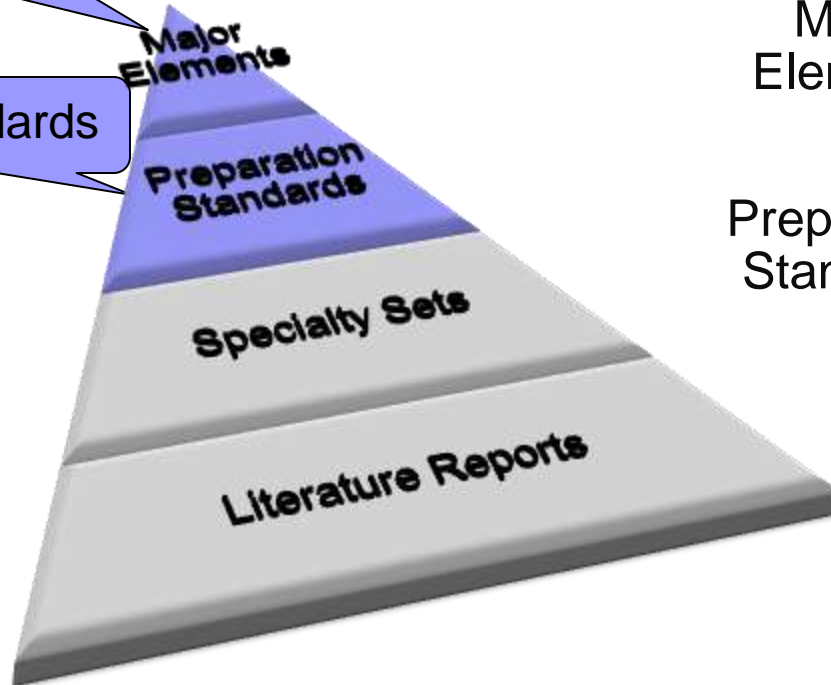
"Existing" Initial CEC Content Standards:

1. Foundations
2. Development & Characteristics of Learners
3. Individual Learning Differences
4. Instructional Strategies
5. Learning Environments & Social Interactions
6. Language
7. Instructional Planning
8. Assessment
9. Professional & Ethical Practice
10. Collaboration

CEC Standards: Structure

28 major
elements

7 Standards



Major
Elements

- Align to
 - Assessment,
 - Scoring Guide and
 - Data Tables

Preparation
Standards

- Broad standards for all special educators
- Informed by the appropriate specialty set(s)

CEC Initial Preparation Standards

- Seven standards with elements describing the specialized knowledge and skill needed by all special educators for initial safe and effective special education professional practice related to 4 foci:
 - Learners and Learning
 - Content Knowledge and Professional Foundations
 - Instructional Pedagogy
 - Professionalism and Collaboration

Initial Level CEC Preparation Standards

A. Learners and Learning

1. Learner Development and Individual Learning Differences
2. Learning Environments

B. Preparation and Foundations

3. Curricular Content

C. Instructional Pedagogy

4. Assessment
5. Instructional Planning and Strategies

D. Professionalism and Collaboration

6. Professional Learning and Ethical Practice
7. Collaboration

CEC & InTASC Organizations

CEC Preparation Standards	InTASC Teacher Standards
A. Learners and Learning	A. Learner and Learning
<ol style="list-style-type: none"> 1. Learner Development and Individual Learning Differences 2. Learning Environments 	<ol style="list-style-type: none"> 1. Learner Development 2. Learning Differences 3. Learning Environments
B. Content	B. Content
<ol style="list-style-type: none"> 3. Curricular Content Knowledge 	<ol style="list-style-type: none"> 4. Content Knowledge 5. Applications of Content
C. Instructional Pedagogy	C. Instructional Practice
<ol style="list-style-type: none"> 4. Assessment 5. Instructional Planning and Strategies 	<ol style="list-style-type: none"> 6. Assessment 7. Planning for Instruction 8. Instructional Strategies
D. Professionalism and Collaboration	D. Professional Responsibility
<ol style="list-style-type: none"> 6. Professional Learning and Ethical Practice 7. Collaboration 	<ol style="list-style-type: none"> 9. Professional Learning and Ethical Practice 10. Leadership and Collaboration

Learner Development and Individual Learning Differences

1.0 Beginning special education professionals understand how exceptionalities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Key Elements

1.1 Beginning special education professionals understand how language, culture, and family background can influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Learning Environments

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Key Elements

- 2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
- 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
- 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Curricular Content

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Key Elements

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

^[1] As used “general curricula,” means the academic content of the general curricula including math, reading, English/language arts, science, social studies, and the arts.

^[2] As used, “specialized curricula” means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.

Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

Key Elements

- 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
- 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
- 4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
- 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Instructional Planning and Strategies

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Key Elements

- | | |
|-----|--|
| 5.1 | Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. |
| 5.2 | Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. |
| 5.3 | Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. |
| 5.4 | Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities |
| 5.5 | Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. |
| 5.6 | Beginning special education professionals teach to mastery and promote generalization of learning. |
| 5.7 | Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. |

^[1] Instructional strategies, as used throughout this document include intervention used in academic and specialized curricula.

Professional Learning and Ethical Practice

6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Key Elements

- 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
- 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
- 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
- 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring
- 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Collaboration

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Key Elements

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

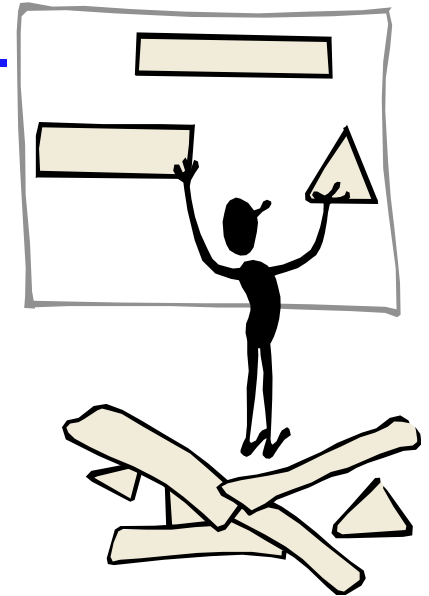
7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

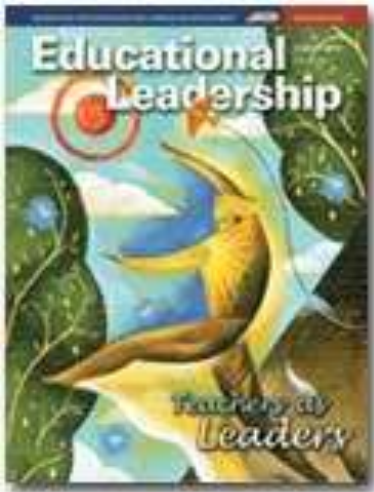
7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

CEC Advanced Standards

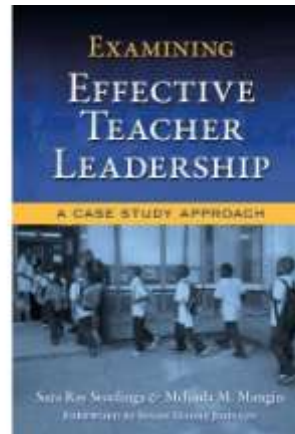
For safe and effective practice at accomplished levels of special education and in advanced special education roles.

- Deepening expertise
- Classroom and Non-classroom roles
- Teacher leaders
- Addresses need for specialists
- Special education career ladders





Teachers Leaders

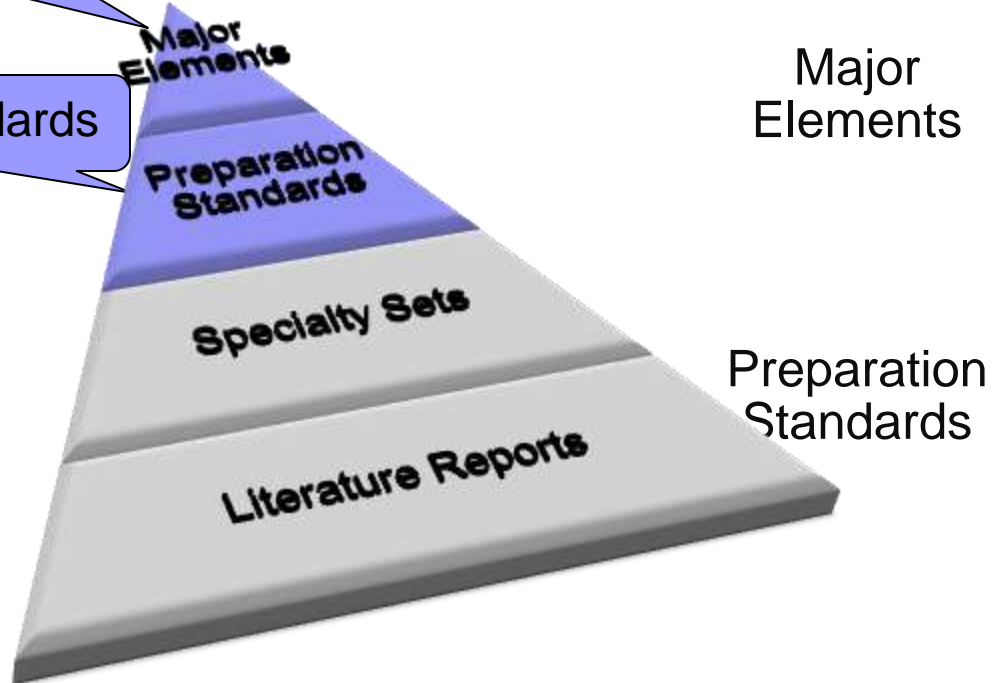


"No reform is as important as creating the climate in which authentic grassroots leadership can blossom."
-- Marian Wright Edelman

CEC Standards: Structure

28 major
elements

7 Standards



- Align to
 - Assessment,
 - Scoring Guide and
 - Data Tables

- Broad standards for all special educators
- Informed by the appropriate specialty set(s)

Advanced CEC Preparation Standards

Revised	Existing
Learners and Learning	
1. Assessment	4. Individual and Program Evaluation
Content Knowledge and Professional Foundations	
2. Curricular Content Knowledge	
Instructional Pedagogy	
3. Programs, Services, and Outcomes 4. Research and Inquiry	2. Program Development & Organization 3. Research and Inquiry
Professionalism and Collaboration	
5. Leadership and Policy 6. Professional Practice and Development 7. Collaboration	1. Leadership and Policy 5. Professional Practice and Development 6. Collaboration

Advanced CEC Preparation Standards

Learners and Learning

1. Assessment

Content Knowledge

2. Curricular Content Knowledge

Instructional Pedagogy

3. Programs, Services, and Outcomes

4. Research and Inquiry

Professionalism and Collaboration

5. Leadership and Policy

6. Professional and Ethical Practice

7. Collaboration

Assessment

1.0 Special education specialists use valid and reliable assessment practices to minimize bias.

Key Elements

1.1 Special education specialists minimize bias in assessment.

1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.

Curricular Content Knowledge

2.0 Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

Key Elements

2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities.

2.2 Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

^[1]As used, “general curricula”, means the academic content of the general curriculum including math, reading, English/language arts, science, social studies, and the arts.

^[2]As used, “specialized curricula” means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.

Programs, Services, and Outcomes

3.0 *Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.*

Key Elements

3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.

3.2 Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.

3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.

3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.

3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

Research & Inquiry

4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

Key Elements

- 4.1 Special education specialists evaluate research and inquiry to identify effective practices.
- 4.2 Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families
- 4.3 Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Leadership and Policy

5.0 Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

Key Elements

5.1 Special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.

5.2 Special education specialists support and use linguistically and culturally responsive practices.

5.3 Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.

5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.

5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

Professional and Ethical Practice

6.0 Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

Key Elements

6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.

6.2 Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.

6.3 Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.

6.4 Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.

6.5 Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.

6.6 Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators.

6.7 Special education specialists actively promote the advancement of the profession.

Collaboration

7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

Key Elements

7.1 Special education specialists use culturally responsive practices to enhance collaboration.

7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities

7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.



CEC Specialty Sets

What are the specialty sets?

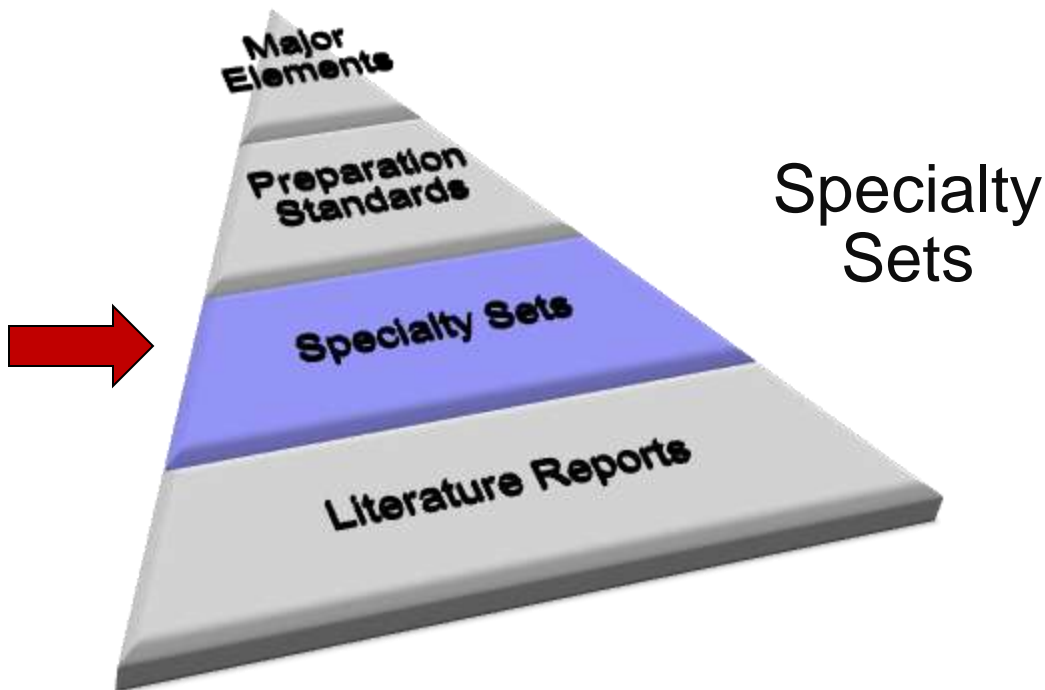
What is their purpose?

How are they validated?

How do we use them?



CEC Standards: Structure



- Specialty specific Knowledge and Skill
- Use for Curriculum Development & Professional Development

CEC Specialties

As in other professional disciplines, there is a basic set of specialized knowledge and skills that all individuals who are members of the profession possess. Specialized skills are a basic characteristic of a profession.

In special education these specialized knowledge and skills are delineated in the CEC Preparation Standards. The CEC Preparation Standards are synthesized from consensually validated lists of knowledge and skills that are common across all specialties within the field of special education.

Similar to other professional areas, the field of special education has specialty areas to provide practicing professionals with deeper levels of knowledge and more proficiency within the specialty domains.

The special education specialties can first be divided into domains in which practicing professionals enter the field of special education practice and initially practice as special educators (Initial Specialties) and domains in which already credentialed and practicing special educators acquire advanced special education skills and knowledge.

Initial Level Validated Specialty Sets

1. Special Education Individualized General Curriculum
2. Special Education Individualized Independence Curriculum
3. Special Education Early Childhood
4. Special Education Blind & Visual Impairments
5. Special Education Deaf & Hard of Hearing
6. Special Education Emotional & Behavior Disorders
7. Special Education Gifts & Talents
8. Special Education Developmental Disabilities & Autism
9. Special Education Learning Disabilities
10. Special Education Physical and Health Disabilities
11. Special Education Deafblindness



Advanced-Level Validated Specialty Sets

1. Special Education **Early Childhood** Specialist
2. Special Education **Learning Disabilities** Specialist
3. Special Education **Gifted & Talented** Specialist
4. Special Education **Developmental Disabilities & Autism** Specialist
5. Special Education **Deaf/Hard of Hearing** Specialist
6. Special Education **Administrators**
7. Special Education **Technology** Specialist
8. Special Education **Transition** Specialist
9. Special Education **Diagnostic** Specialist
10. Special Education **Inclusion** Specialist
11. Special Education **Academic Intervention** Specialist
12. Special Education **Behavior Intervention** Specialist



TEACHER LEADERS

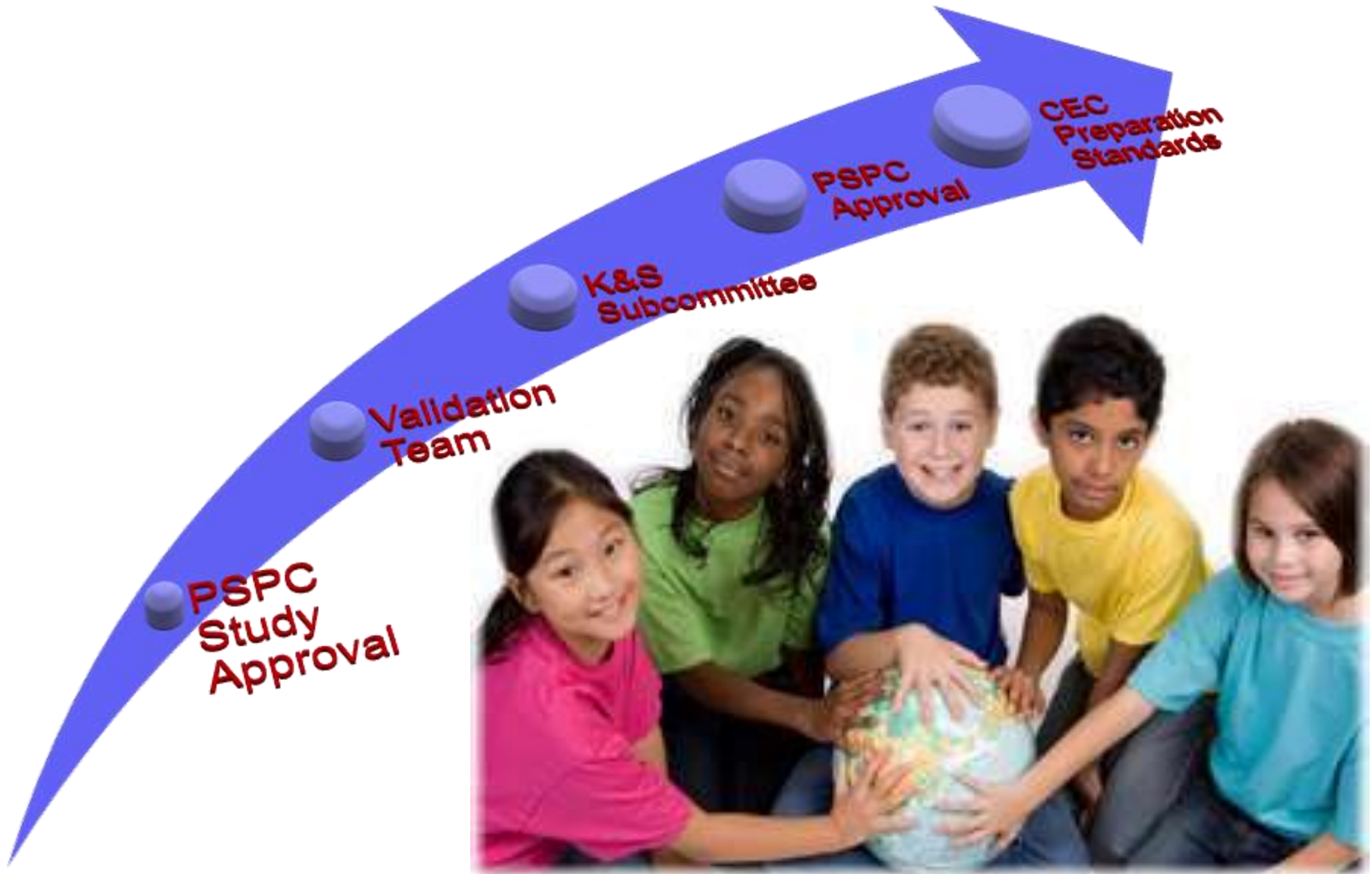
Specialty Sets Purpose: Inform the Preparation Standards

Program Assessments reflect the major elements of the CEC Preparation (Content) Standards as **informed by the appropriate specialty set(s)** in the program's assessments, rubrics, and data.

Programs must demonstrate alignment to the major elements of the CEC Preparation (Content) Standard **as informed by the appropriate specialty set(s).**

Without being informed by the appropriate specialty knowledge and skills set, every special education preparation program would look the same.

Specialty Set Validation Process



Knowledge	
PH8 K1	Valid and reliable assessment instruments for individuals who have poor motor skills and/or are non-verbal.
Skills	
PH8 S1	Teach response modes to establish accuracy in the assessment of individuals with physical and health disabilities.
PH8 S2	Select, adapt, and use assessment information when tests are not validated on individuals with physical and health disabilities.
PH8 S3	Modify and adapt tools and procedures within the confines of the standardization process.

Using Specialty Sets

- Programs can assure that the assessments, rubrics, and data are informed by the appropriate specialty area in a variety of ways. The most meaningful way is to assure that content, populations, vocabulary, concepts, settings, and issues of the specialty set are clearly addressed in the assessments, rubrics, and data
- **There is no requirement or expectation for explicit or complete correspondence between the items in a specialty set with assessment items, and reviewers do not look for this level of correspondence.** Likewise, reviewers do not expect that programs use the exact wording of the knowledge and skills within the rubrics.

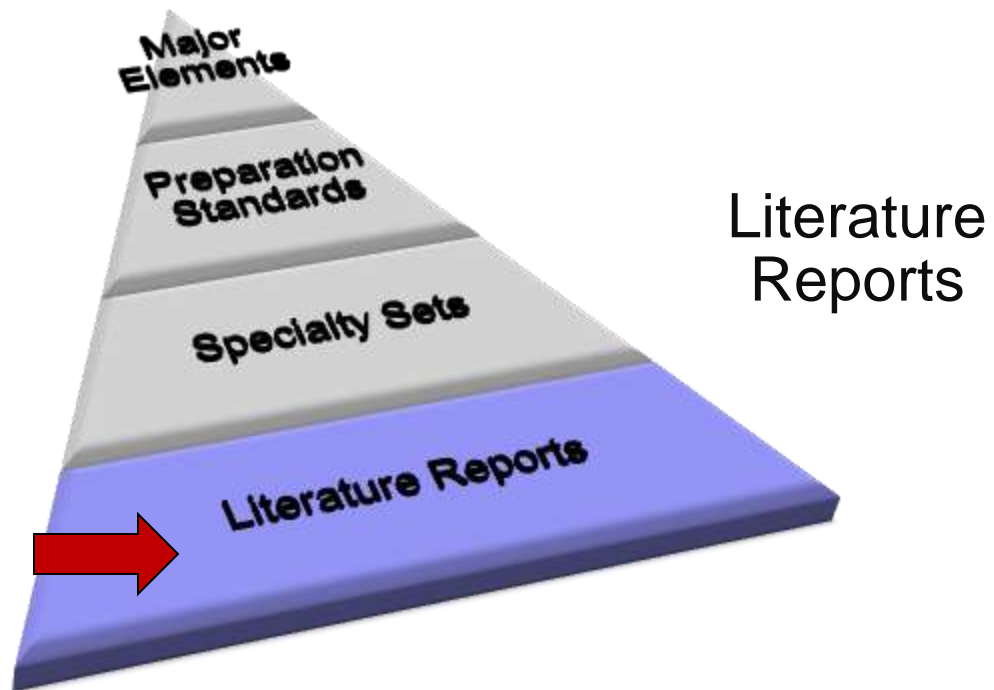
Sample Rubric Line

Content	1	2	3	Standards
<p>Engaging in <i>assessment partnerships</i> with <i>families</i> and professional <i>colleagues</i></p> <p>NAEYC : Std 3 CEC: Std 7 & 10</p>	<p>Missing or Incomplete</p>	<p>Accurate Information included. Missing contact information for parents or teachers. Limited involvement and partnership with others.</p>	<p>Documented contacts with parents, caregivers and/or teachers to ensure involvement of the families and community partnerships, <i>documenting roles of individuals providing information</i>, accurate information provided</p>	<p>NAEYC 3d CEC CC7K2 EC10S5</p>

Evidence of “informed by”

Question	Where does the program report provide evidence that the specialty set informs the major elements of the CEC Preparation Standards?	
Response	<p>CEC does not require or promote that program reports to cite specific specialty set items. However, CEC expects program reviewers to assure clear and convincing evidence that the content of the appropriate specialty set(s) is used in the assessments, rubrics and scoring guides, and Section 1 narratives.</p>	
	Assessment	<p>Program faculty should assure that the content, populations, vocabulary, concepts, settings, and issues from the specialty set are used throughout the assessment items and components.</p>
	Rubrics & Scoring Guides	<p>Program faculty should assure that the content, populations, vocabulary, concepts, settings, and issues from the specialty set are used throughout.</p>
	Section I Narrative	<p>Program faculty should describe how the assessment addresses the specialty set specific content, populations, vocabulary, concepts, settings, and issues.</p>

CEC Standards: Structure



- Classified Literature for each specialty set knowledge and skill

Literature Reports

- **Research-based:** Research-based knowledge or skills are based on **peer-reviewed studies that use appropriate research methodologies to address questions of cause and effect**, and that researchers have independently replicated and found to be effective
- **Literature/theory-based:** Literature/theory-based knowledge or skills are based on **theories or philosophical reasoning**. They include knowledge and skills derived from sources such as position papers, policy analyses, and descriptive reviews of the literature.
- **Practice-based:** Practice-based knowledge or skills are derived from a number of sources. Practices based on a small number of studies or **nomination procedures, such as promising practices** are usually practice-based. Practice-based knowledge or skills also include those derived primarily from **model and lighthouse programs**. Practice based knowledge and skills include **professional wisdom**. These practices have been used so widely with practical evidence of effectiveness that there is an implicit professional assumption that the practice is effective. Practice base knowledge and skills also include **“emerging practice,”** practices that arise from teachers’ classroom experiences validated through some degree of action research.

PH8 K2

Valid and reliable assessment instruments useable with non-motor and/or non-verbal children with physical and health disabilities.

Research-based

Coop, R. H., Eckel, E., & Stuck, G. B. (1975). An assessment of the Pictorial Test of Intelligence for use with cerebral-palsied children. *Developmental Medicine and Child Neurology*, 17, 287-292.

Literature/theory-based

Johnson, M. R., Wilhelm, C., Eisert, D., & Halperin-Phillips, L. (2001). Assessment of children with motor impairments. In R. J. Simeonsson & S. L. Rosenthal (Eds.), *Psychological and developmental assessment: Children with disabilities and chronic conditions* (pp. 205-224). : .

Taylor, R. L. (2003). *Assessment of exceptional students: Educational and psychological procedures* (6th ed.). : Allyn & Bacon.

Time to work!

- Where are the major elements that need to be addressed in the CEC Preparation Standards?
- How are Specialty Sets used?



CEC Program Recognition FAQ

Program Report Developer Resources

In addition to an array of [technical support options](#), CEC provides the following resources:

- [Initial Level CEC Content Standards & Assessments Alignment Example](#)
- [Language Analysis Project](#)
- [Language Analysis Scoring Rubric](#)
- [Section II: Program-based Performance Assessments](#)
- [CEC Program Recognition FAQ](#)
- [CEC Program Reviewer Application](#)
- [Evidence for Meeting Standards: Assessment 2 - Assistive Technology Project](#)
- [Section III Assessment to Standards Alignment](#)
- [Guidelines for Preparing Recognition with Conditions Reports](#)
- [Assessment II: Content Knowledge - Comprehensive Examination](#)
- [Evidence for Meeting Standards: Assessment 5 - Behavior Change Project](#)
- [Assessment 6 -Portfolio Artifact - IEP/IFSP](#)
- [Assessment VIII Special Education Assessment Work Sample Folio](#)
- [Developing Performance-based Special Education Preparation Program Reports \(PowerPoint\)](#)
- [Guidelines for Course Grades as an Assessment of Candidate Knowledge](#)
- [CEC Content Standards and Program Assessments Alignment Table](#)
- [NCATE Unit Standards](#)

Council for Exceptional Children (CEC)
Program Report
for the
Preparation of Special Education Professionals¹

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 for which candidates are prepared _____

Program report status:

Initial Submission (for 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

¹ This word document is provided as a model to help you prepare your report offline. You will actually submit your report in the on-line AMS/PRS system at the NCATE website. 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 AMS.

Performance-Based Program Report Options

Types of Reports

- Initial
- Revised
- Response to Conditions

Option A: Standard Program Report

Option B: Program Faculty Selected Assessments

Option C: Continuing Recognition

Option D: Validity & Reliability Studies

NCATE Terminology

Unit	School, College, or Department plus other entities on campus
Program	Specific Discipline Area
Candidate	Preservice teachers
Students	K-12 students
Program Report	What the program submits
Recognition Report	What the reviewer completes

NCATE Unit Standard 1:

Candidates preparing to work in schools as teachers or other school personnel

- know the content of their fields,
- demonstrate professional and pedagogical knowledge, skills, and dispositions and
- apply them so that students learn.

Assessments indicate that candidates meet professional, state, and institutional standards.

Types of Option A Program Reports

■ Initial Program Report

- A program report initially submitted by the program faculty for review by the CEC.

■ “Revised Program” Report

- A program report submitted when the decision on the previous report was negative.

■ “Response to Conditions” Program Report

- A program Report that addresses specific conditions identified in a previous program review report with a “Recognized with Conditions” decision

Option A Program Reports

- Program Reports must include at least 6 program assessments that collectively align to the major elements of the CEC Preparation Standards
- **All candidates must participate in all 6 assessments!!**
- Institution may submit 2 additional assessments
- A maximum of 20 attachments

What is a Program Assessment?

- Assessments that all candidates complete
- What assignments are already in your courses? Do they align to the CEC Preparation Standards? Do they have a focus of one of the required program assessments?
- Do they have a consistent scoring guide/rubric?
- Can you collect data?

Start with those assessments!

Six Required Program Assessments

1. State licensure exam

2. Content knowledge

3. Instruction planning

4. Student teaching/ clinical internship

5. Candidate impact on student learning

6. Program faculty choice

Assessment 1: Content Knowledge

- State Special Education Licensure Test,
 - e.g. Special Education PRAXIS II, state specific special education test
- Must provide evidence that 80% of candidates pass total test
- Disaggregate subtests scores where possible
- Cannot be the sole source for alignment to a CEC Preparation Standard!

CEC Praxis II Confirmed Alignments

- 0280 Teaching Students with Visual Impairments
- 0353 Core Content Knowledge
- 0371 Behavior Disorders/Emotional Disturbances
- 0382 Learning Disabilities
- 0542 Mild to Moderate Disabilities
- 0544 Severe to Profound Disabilities
- 0690 Special Education: Preschool/Early Childhood

Assessment 2: Content Knowledge

Documents knowledge of special education content?

- Case study
- Comprehensive exam
- Action research
- Case law review and analysis
- “Grades” – see NCATE/CEC website for specific guidance

Assessment 3 Instruction Planning

- Assessment that demonstrates program candidates' ability to plan individualized instruction aligned to CEC Preparation Standards as informed by specialty set(s)
- Example: Individualized unit or multiple lesson plan assignment that describes the individualized needs of a student(s)

Assessment 4: Student Teaching/Clinical Internship

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.**

Assessment 4: Student Teaching/Clinical Internship

- Student Teaching/Clinical Internship assessment must be aligned to the CEC Preparation Standards.
- It can also be aligned to state or unit criteria, but a “general” student teaching form used by all programs is not sufficiently specific usually to document CEC knowledge and skills
- This assessment does not have to address all Preparation Standards and elements.

Assessment 5: Candidate Impact on Student Learning

- This assessment should include a pre-measure, plan for instruction, post-measure, and reflection.
 - Unit/lesson plan,
 - behavior change project,
 - action research of student learning
 - Single Subject Project

Assessment 6

Assessment of Choice

- Sixth assessment is a required program assessment designed by program faculty to address major elements of any CEC Preparation Standard not yet addressed, or that program faculty use to strengthen its program.
- Examples: Assistive Technology project, Standardized assessment project, language analysis, case study, etc.

Assessments 7 and 8

Optional Assessments

Assessments 7 and 8 are optional providing program faculty opportunity to submit program assessments to strengthen the coverage of the major elements of the CEC Preparation Standards

Portfolios

- A word about portfolios:

If a portfolio is used as a program assessment, a composite scoring guide/rubric needs to be provided and scored for the whole portfolio.

CEC Preparation Standards & Assessments Alignment Example

Initial Level CEC Content Standards Major Elements	Program Report Assessments							
	1 State Test.	2 Content	3 Instruction Planning	4 Instruction Strategies	5 Student Learning	6 Required	7 Optional	8 Optional
<ul style="list-style-type: none"> Know of similarities and differences in human development, and how exceptional learning conditions can interact with the domains of human development, family beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community, as well as an individual's ability to learn, interact socially, and live as fulfilled contributing members of the community. 								
<ul style="list-style-type: none"> Use this knowledge of learning differences to individualize instruction to provide meaningful, culturally responsive, and challenging learning for individuals with exceptionalities 								
<ul style="list-style-type: none"> Actively create learning environments for individuals with exceptionalities that foster safety and emotional well-being, positive social interactions and cultural understanding, and active engagement and independence. 								

^[1] Each of the elements should be informed by the appropriate specialty knowledge and skill set(s)

Questions to Ask

Do the Program Assessments:

- Align to the major elements of the Preparation Standards?
- Use a consistent scoring guide/rubric that aligns to the major elements of the Preparation Standards
- Yield data that can be disaggregated to reflect candidate mastery of the major elements of the Preparation Standards?

More Questions to Ask...

- Do the program assessments align to a **preponderance of the major elements of the CEC Preparation Standards** covered by the program assessments?
- Are the program assessments, scoring rubric, and data each aligned to each other and to the major elements in the CEC Preparation Standards
- Are the alignments sufficiently direct and specific to provide clear and convincing evidence?
- Should program faculty use optional program assessments 7 and 8?

Types of Option A Program Reports

■ Initial Program Report

- A program report initially submitted by the program faculty for review by the CEC.

■ “Revised Program” Report

- A program report submitted when the decision on the previous report was negative.

■ “Response to Conditions” Program Report

- A program Report that addresses specific conditions identified in a previous program review report with a “Recognized with Conditions” decision

Initial Program Report: Option B

Provides program faculty greater flexibility to choose their own assessments and with the following constraints:

- Faculty can select from 2 up to 8 assessments
- One assessment must be the state licensure test if there is a state licensure test in the discipline area
- One assessment must focus on candidate impact on student learning, or,
 - for non-teaching programs, an assessment of candidate impact on providing a supportive learning environment
- Assessments collectively must
 - align to the major elements of the CEC Preparation standards as informed by the specialty area set(s) along with
 - candidate mastery of the major elements of the CEC Preparation standards as informed by the specialty area set(s)
- Assessments must address the following key elements of NCATE Unit Standard 1:
 - content,
 - pedagogical content knowledge and skills, and
 - impact on student learning

Continuing Recognition Program Report Option C

- Available to programs that were recognized using the 6 to 8 key assessment model during their previous review cycle.
- This model was first available for programs submitted in Fall 2004 and required for all programs submitted in Spring 2005 and thereafter.
- Increased focus on how programs have used data to improve their program (Section V)

For programs that meet these criteria, the documentation required for the current review could be significantly reduced:

- Program faculty must submit data on all assessments.
- Program faculty submit assessments and scoring guides/rubrics only for those assessments that are new or substantially changed since the previous submission
- Programs respond only to those items in Section I for which there has been substantial change since the pervious submission.

Determining “Substantial” Change”:

- Is the data table for the current assessment inconsistent with the scoring guide submitted in previous review, i.e. if reviewers look at the current data table alongside the scoring guide from the previous review, will the data make sense?
- Do the changes in the assessment and scoring guide result in changes to at least 30% of the CEC Preparation Standards selected for this assessment in Section III?

Submit for Option C

- Section I
 - Respond to questions 1 – 3 only if there have been substantial changes in this information since the previous submission
- Section II
 - Should be consistent with previous submission
- Section III
 - Should be consistent with previous submission
- Section IV
 - For each assessment that is new or substantially changed, attach one document that includes the assessment, scoring guide/criteria, data tables and a 2-page maximum narrative.
 - Submit data tables for all assessments.
- Section V
 - 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.
 - For each assessment listed in Section II, delineate why changes have or have not been made to the assessment and/or scoring guide since the previous submission.

Program Report Option D: Validity and Reliability Studies

- Permits an institution to conduct validity and reliability studies of its assessments in lieu of other program report evidence requirements.
- The validity and reliability of assessments (Preparation in relation to standards, consistency with other evidence, success in subsequent employment, etc.) is so integral to a standards and performance-based national recognition review that systematic examination of validity is essential. It would, by definition, directly address CEC standards.
- It would permit program faculty with appropriately prepared faculty to formulate a task as part of accreditation that is meaningful for them, while, not unimportantly, helping to advance the research base for educator preparation.
- It is an option that might lend itself to joint participation across several institutions, or at least across programs within an institution.
- It is probably not an option that every institution has the capacity to execute; moreover, it would require a different kind of selection and/or training of reviewers.
- **Program Faculty must have prior approval from BCATE to choose this option.**



Developing and Reviewing Option A Program Reports

Cover sheet	(online)
Section I	Contextual information
Section II	Assessment Chart
Section III	CEC Preparation Standards Chart
Section IV	Evidence of Meeting Standards
Section V	Use of Assessment Results to Improve Performance

Section I – Contextual information

- Describing and explaining your program context
 - State policies, including applicable state licensure
 - Field experiences
 - Criteria for admission/retention/exit
- Attachments
 - Program of studies
 - Candidate information
 - Faculty

Field Experiences

PART B - STATUS OF MEETING SPA STANDARDS

Field Experiences and Clinical Practice Standard

Met

The evidence in the program report establishes that 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, and that these field and clinical experiences are supervised by qualified professionals.

Field Experiences and Clinical Practice Standard

Met with Conditions

The evidence in the program report establishes that 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.

THERE IS INSUFFICIENT EVIDENCE that these field and clinical experiences are supervised by qualified professionals.

Field Experiences and Clinical Practice Standard

NOT Met

THERE IS INSUFFICIENT EVIDENCE in the program report to establish that 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, and that these field and clinical experiences are supervised by qualified professionals.

CEC Clinical Preparation Scoring Guide

ELEMENT		NOT MET	MET WITH CONDITIONS	MET
Site-based Clinical Educators	<p>Clinical special educators are credentialed in the special education areas for which the candidate is being prepared, AND Selected for their expertise and experience with the individuals and special education services for which the candidate is preparing.</p>	RANDOMLY OR OCCASIONALLY	NOT CLEARLY OR NOT CONSISTENTLY	CLEARLY AND CONSISTENTLY
Coordinating University Faculty Members	<p>Coordinating special education faculty supervisors are qualified in the special education areas for which the candidates are being prepared, AND Selected for their expertise and experience with the individuals and special education services for which the candidate is preparing.</p>	RANDOMLY OR OCCASIONALLY	NOT CLEARLY OR NOT CONSISTENTLY	CLEARLY AND CONSISTENTLY

CEC Clinical Preparation Scoring Guide

ELEMENT		NOT MET	MET WITH CONDITIONS	MET
Placements Sequenced	Clinical experiences are developmentally sequenced throughout the program to support candidate learning.	RANDOMLY OR OCCASIONALLY	NOT CLEARLY OR NOT CONSISTENTLY	CLEARLY AND CONSISTENTLY
Placements Maximize Experiences	Clinical experiences are structured to maximize the experience of each candidate with individuals with the exceptionalities across the age, grade, and severity range(s) for which the candidate is being prepared.	RANDOMLY OR OCCASIONALLY	NOT CLEARLY OR NOT CONSISTENTLY	CLEARLY AND CONSISTENTLY
Performance Assessment	Clinical practice includes ongoing evaluation and feedback of candidate performance from both the clinical special educator and the coordinating faculty member.	RANDOMLY OR OCCASIONALLY	NOT CLEARLY OR NOT CONSISTENTLY	CLEARLY AND CONSISTENTLY
Length of Clinical Preparation	Clinical experiences are sufficiently extensive and intensive for special education candidates to develop and demonstrate the knowledge and skills in the professional roles for which they are preparing.	RANDOMLY OR OCCASIONALLY	NOT CLEARLY OR NOT CONSISTENTLY	CLEARLY AND CONSISTENTLY

Aligning Program Assessments to Elements of the CEC Preparation Standards

<p>Question</p>	<p>Must program reports provide evidence that program candidates master the major elements of the CEC Preparation Standards?</p>
<p>Response</p>	<p>CEC requires that a preponderance of the evidence establish that the assessments <u>align with elements of the CEC Preparation Standards</u> as informed by the content of the appropriate specialty set(s) and that program candidates <u>master the elements in CEC Preparation Standards</u> as informed by the appropriate specialty set(s).</p>

Preponderance of Evidence

<p>Question</p>	<p>What does CEC mean by “a preponderance of the evidence” for the major elements of the CEC Preparation Standards?</p>
<p>Response</p>	<p>“Preponderance of evidence” is a standard of proof indicating that the evidence is clear and convincing, as opposed to the more rigorous “beyond a reasonable doubt” standard. CEC program reviewers use the “preponderance of the evidence” standard with each of the CEC Preparation Standards. Using a preponderance of the evidence standard, the reviewer judges whether the evidence in the report is clear and convincing. A preponderance of evidence cannot be reduced to a simple quantity, i.e. 75%. It is a reasoned judgment by a set of collegial reviewers and auditors based on the evidence presented.</p> <p>In order to determine that a program meets a CEC Preparation Standard, the reviewers judge whether the pieces of evidence presented in the program report are clear and convincing that the program assessment aligns with the major elements of the respective CEC Preparation Standard and that the program data demonstrate that the program candidates are mastering the major elements of the CEC Preparation Standard.</p> <p><u>For a program report to receive a “Met” decision overall, the reviewer must find that every CEC Preparation Standard is “Met”.</u></p>



Section II Assessment Chart

- List 6-8 program assessments that are **aligned with the major elements of the CEC Preparation Standards** and address required assessment foci
- Indicate name, type, and administration point in the program
- **DO NOT** change order or make substitutions
- Give assessments brief specific descriptive names – not course numbers
- “OR’s” are not permitted – everyone does same assessment

Section III Standards Assessment Chart

- Identify which program assessments provide the evidence of alignment with the major elements of each CEC Preparation Standard.
- One assessment may provide evidence for meeting multiple CEC Preparation Standards.
- **DO NOT** cite every assessment as covering all CEC Preparation Standards
- **MAKE SURE YOU ALIGN THIS SECTION WITH ITEMS IN SECTION IV**

One Possible Activity

CEC Standards	Assessment 1 (state test)	2 content	3 planning	4 clinical practice	5 impact on student learning
1.					
2.					
3.					
4.					
5.					
6.					
7.					

Section IV Assessments and Findings

The heart of the program report



Assessments Must Have:

The narrative (2 pages maximum) INCLUDE:

- (1) brief description (paragraph),
- (2) alignment with major elements of the CEC Preparation Standards,
- (3) brief analysis of data findings,
- (4) how data provides evidence of meeting CEC Preparation Standards

Attachments (but attach all together so the narrative and attachments are one long running document)

- Assessment instrument
- Scoring guide
- Data table

Attachments

- **Assessment (assignment given to candidates)**
 - Directly aligned with major elements of the CEC Preparation Standard(s)
 - Requirements of candidates are evident
 - Instructions are clear, explicit, and worded properly
- **Scoring Guide (Rubric)**
 - Objectives are observable and measurable
 - Indicators of performance are consistent
 - Number of rating levels are kept to a minimum
 - Directly aligned with major elements of the CEC Preparation standards

What is a scoring guide?

- Does not have to be a rubric!
- Needs explicit statements of proficiencies candidates are expected to demonstrate in their responses. (minimal subjectivity)
- Constructed so that different levels of candidate proficiency are clearly distinguished
- Should be specific to the discipline and **aligned with the major elements of the CEC Preparation Standards.**

Rubrics

Question	Our program faculty use a 3-tier rank i.e. "Unacceptable", "Acceptable", or "Proficient". With a range of points assigned to each of these categories.
Response	<p>Routinely, reviewers look for whether the performances at "Unacceptable", "Acceptable", or "Proficient" are clearly described on each scale.</p> <p>Assigning each of the three tiers with a range of scores is only acceptable as long as the ranges are sufficiently described and differentiated to make a reasonable level of inter-rater reliability possible.</p>

Sample Rubric Template

Related CEC Preparation Standard & Element		Unacceptable 1	Acceptable 2	Target 3	Score
	Objective or Performance	Description of identifiable performance characteristics reflecting an unacceptable level of performance.	Description of identifiable performance characteristics reflecting an acceptable level of performance.	Description of identifiable performance characteristics reflecting a target level of performance.	
	Objective or Performance				
	Objective or Performance				

DATA Requirements

- Two applications or cycles of the assessments (Spring 10)
- Resubmissions – one application of new assessments

SASB November, 2009

DATA on What Candidates?

- All candidates who have completed the assessments for Assessments 2-8.
- For Assessment 1 (State Test) results should be provided for **ALL PROGRAM COMPLETERS** only.

80% Rule

- This rule only applies to Assessment 1 State Test (80% pass rate of candidates)
- This rule DOES NOT apply to the other assessments

State- Assessments

- Faculty may use State Assessments as supplementary evidence for meeting CEC Preparation Standards,
- But faculty may not use State Assessments as a sole source of evidence for meeting any CEC Preparation Standard.

Presenting/Reporting Data

- Data tables should be self-explanatory— reviewers must understand the display
- Show the parts of the sum, not just the sum of the parts (component scores in addition to total score) and align to the major elements of the CEC Preparation Standards
- Give “N” – numbers &/or percents
- Data should be presented by categories used in the scoring guide as aligned to the major elements of the CEC Preparation Standards
- Titles should match assessments

Disaggregate Data for

- Different levels of a program (baccalaureate and Initial Master's)
- Different sites at which a complete program is offered
- Different cohorts or grading periods
- Different “programs”

Section V

Use of Assessment Results to Improve Program

- Provide a summary of the analysis of the findings
- Discuss how findings have been or will be used for program improvement
- Organize discussion around:
 - Content knowledge
 - Professional/pedagogical knowledge, skills, & dispositions
 - Impact on student learning

(Use of data to improve the program should be evident in your narratives – don't repeat but address the three areas above)

CEC Preparation Standard Review Rubric

Program Assessment	NOT MET	MET WITH CONDITIONS	MET
<p>Section 4 Assessment Components</p>	<p>The components of the program assessment(s) cited for this standard are missing, incomplete, or not coordinated with each other</p>	<p>The narrative descriptions and scoring guides for the program assessment(s) are present, but incomplete or not coordinated with other components, OR The narrative descriptions and scoring guides for the program assessment(s) are present, but complete and coordinated with other components, but the data for the program assessment(s) is missing or incomplete.</p>	<p>The components of the program assessment(s) are present, complete, and coordinated with each other.</p>
<p>Assessment Content</p>	<p>The content of the program assessment(s) content does not align with or does not appropriately assess the depth and breadth of a preponderance of the elements of the CEC Standard as informed by the specialty set for the area(s) of preparation.</p>	<p>The content of the program assessment(s) content aligns inconsistently or incompletely with or it inconsistently assesses the depth and breadth of the elements of the CEC Standard as informed by the specialty set for the area(s) of preparation.</p>	<p>Program assessment content consistently aligns with and assesses the depth and breadth of the elements of the cited CEC Standard as informed by the specialty set for the area(s) of preparation.</p>

Scoring Guides/ Rubrics	The scoring rubric or guide does not clearly describe performance expectations for each distinct level of candidate mastery in relation to the elements of the cited standard. OR	The rubric or scoring guide describes the performance expectations for each distinct level of candidate mastery in relation to the elements of the standard too broadly or subjectively. OR	The rubric or scoring guide clearly and consistently describes performance expectations for each distinct level of candidate mastery in relation to the elements of the Standard, allowing objective and unbiased judgments. AND
	The scoring guide/rubric does not align with the elements of the cited Standard as informed by the specialty set	The scoring guide/rubric inconsistently or incompletely aligns with the elements of the cited Standard as informed by the specialty set	The scoring guide/rubric consistently and consistently aligns with the elements of the cited Standard as informed by the specialty set
Candidate Performance Data	The data are not disaggregated by program, application, and, if appropriate by program location OR	The data are only partially disaggregated by program, application, and, if appropriate by program location OR	The data are consistently disaggregated by program, application, and, if appropriate by program location AND
	The data are not aggregated to align to the elements of the cited CEC Preparation Standard as informed by the specialty set OR The data are not displayed at the same level as collected OR	The data are only partially aggregated to align to the elements of the cited CEC Preparation Standard as informed by the specialty set OR The data are only partially displayed at the same level as collected OR	The data are consistently aggregated to align to the elements of the cited CEC Preparation Standard as informed by the specialty set AND The data are consistently displayed at the same level as collected AND
	Program assessment(s) performance data do not demonstrate that candidates master a preponderance of the elements for the cited CEC Preparation Standard as informed by the specialty set.	Program assessment(s) performance data is not sufficient to demonstrate candidates master a preponderance of the elements for the cited CEC Preparation Standard as informed by the specialty set.	Program assessment(s) performance data clearly and consistently demonstrate candidates master a preponderance of the elements for the cited CEC Preparation Standard as informed by the specialty set.

Helpful Hints

Write the report to help the reviewers

- Focus the Program assessments on the appropriate CEC Preparation Standard
- Do **NOT** cite **EVERY** assessment as addressing **EVERY** standard!!
- Do NOT abbreviate or use acronyms unless they have been explained
- Do NOT put “see section...”

More Hints

- Use the appropriate specialty sets to inform the CEC Preparation Standards(e.g. Visual Impairment, Emotional/Behavior Disorders, Individualized Independence Curriculum)
- Use BRIEF BUT RELEVANT descriptions of faculty
 - Terminal degree, area of the terminal degree, & area of experience
- Less is more
- Use consistent organization throughout

Road to Perdition

- Submitting MORE than eight assessments
- NOT identifying which assessments align to the major elements of which CEC Preparation Standards.
- NOT providing assessment descriptions
- NOT differentiating assessments between programs
- Not providing the scoring rubrics for each assessment
- NOT submitting the appropriate report

Program Report Decision Guide

Program Report Decision	Criteria for Existing "Content Standards"	Criteria for Revised Preparation Standards
Recognized	<p>All CEC Preparation Standards and the CEC Clinical Experience Standard are "met" AND The program report clearly and convincingly supports a finding that the program meets the elements of the CEC Clinical Experience Standard.</p>	<p>All CEC Preparation Standards and the CEC Clinical Experience Standard are "met" AND The program report clearly and convincingly supports a finding that the program meets the elements of the CEC Clinical Experience Standard.</p>
Recognized with Conditions	<p>Up to eight CEC Content Standards including Clinical Experience Standard are "met with conditions." AND Fewer than four CEC Content Standards and the Clinical Experience Standard are "not met."</p>	<p>Up to six CEC Preparation Standards including Clinical Experience Standard are "met with conditions." AND Fewer than four CEC Preparation Standards and the Clinical Experience Standard are "not met."</p>
Not Recognized	<p>Four or more CEC Content Standards including the Clinical Experience Standard are "not met."</p>	<p>Four or more CEC Preparation Standards including the Clinical Experience Standard are "not met."</p>

CEC Preparation Standard Rubric Reviewer Worksheet

CEC Preparation Standards										
Cited Program Assessment(S)	1	2	3	4	5	6	7	8	9	10
Section 4 Assessment Components										
Assessment Content										
Scoring Guides/Rubrics										
Candidate Performance Data										
Overall Standard Rating										



Terms
&
Conditions

Developing “Recognized with Conditions” Reports

RECOGNIZED WITH CONDITIONS

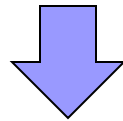
Well-written “Recognized with Conditions” decisions are:

- BASED ON THE EVIDENCE
- CLEAR
- PRECISE
- OBJECTIVE (Unbiased)
- CONSISTENT with all narrative in the Review Report
- COMPLETE, i.e. state everything to be included in the next report

RECOGNIZED WITH CONDITIONS

CEC program reviewers need sufficient information to review “Recognition with conditions” reports.

So program report developers know specifically what parts of the report to address and resubmit, use the following italicized language in Part A.
Recognition Decisions of program review reports.



Recognition with conditions language

Question	Is there specific language to include in writing a “Recognition with conditions decision”?
Response	<p>The following language should be included in Part A. Recognition Decisions of program review reports.</p> <p><i>CEC Preparation Standards x, y, z were found to be either “not met” or “met with conditions”. For each CEC Preparation Standard or CEC Field Experience Standard judged either “not met” or “met with conditions”. the program resubmission report must provide:</i></p> <ol style="list-style-type: none"><i>1. The Section II and Section III tables that document the alignment of each program assessment to the major elements of the CEC Preparation Standard as informed by the appropriate specialty set(s);</i><i>2. The assessment descriptions, scoring guide/rubric, and data for each of the program assessments that provide the evidence that they are aligned to the major elements of each of CEC Preparation Standard as informed by the specialty area knowledge and skills set(s); and</i><i>3. Sufficient performance data for reviewers to determine that the preponderance of the performance data for each of the CEC Preparation Standard as informed by the appropriate specialty set(s) demonstrate that the program candidates master the major elements of the CEC Preparation Standards as informed by the appropriate CEC knowledge and skill set(s).</i>

RECOGNIZED WITH CONDITIONS

- Whenever a “conditions” program report has additional conditions, add these specific conditions to the review report.
- The assessment description, scoring guide/rubric, and data form a vital chain and as the metaphor points out, the chain is only as strong as the weakest link. It is helpful to program faculty if the program review report specifically identifies weak link(s). For example, “*While all the materials described above are required in the resubmission, the scoring rubrics were particularly problematic and will require extensive modifications.*”

Resubmitted Conditions Reports

- All previously “not met” conditions need to be “met”.
- CEC PREPARATION STANDARDS THAT WERE MET PREVIOUSLY WILL NOT BE RE-REVIEWED.
- No new conditions will be cited.
- If third conditions review and **clear progress toward meeting conditions has not been made**, the decision will likely be “not recognized.”



Reviewing Performance-Based Program Reports

Review Timelines

Semester	Begin Reviews	Complete Reviews
Spring	April 15	March 15
Fall	October 15	November 15

Note that the Spring submission date has been moved to March 15th. There is no longer a February 1st submission).

Differentiated Team Member Responsibilities

- **Lead Reviewers**
 - Contact all reviewers for your assigned team
 - Set timelines
 - Respond to team members' questions
 - Facilitate decision making for consensus on program review decisions
 - Synthesize team comments into a final report
 - Keep abreast of changes
- **Reviewers**
 - Collaborate with lead reviewer concerning questions and issues
 - Participate in the decision making process
 - Write and submit a reviewer report according to the agreed upon timelines
 - Keep abreast of changes
- **Auditors**
 - Keep abreast of changes
 - Assure that the team decisions are valid and are supported by the evidence presented

CEC Reviewer Responsibilities

Based on the program report evidence presented:

- Decide whether program assessments and candidate data align with the major elements of the CEC Preparation Standards as informed by the specialty area knowledge and skills set(s).
- Clearly describe the program's strengths and weaknesses in relation to the major elements of the CEC Preparation Standards
- Maintain confidentiality of identifiable program information
- Collaborate with other team reviewers and CEC coordinators in communicating tentative program decisions or questions
- Honor timelines

Types of Program Reports

■ Initial Program Report

- A program report initially submitted by the program faculty for review by the CEC.

■ “Revised Program” Report

- A program report submitted when the decision on the previous report was negative.

■ “Response to Conditions” Program Report

- A program Report that addresses specific conditions identified in a previous program review report with a “Recognized with Conditions” decision

Initial Program Report: Option A

Requires program faculty to use 6 to 8 key program assessments required of all candidates. Of the 6 to 8 assessments, five are mandatory.

- State licensure test(if a state test is not required then a content assessment selected by the program is to be used
- Content Area Assessment
- Planning Assessment
- Student teaching evaluation or internship
- Impact on P-12 learning assessment

Initial Program Report: Option B

Provides program faculty greater flexibility to choose their own assessments and with the following constraints:

- Faculty can select from 2 up to 8 assessments
- One assessment must be the state licensure test if there is a state licensure test in the discipline area
- One assessment must focus on candidate impact on student learning, or,
 - for non-teaching programs, an assessment of candidate impact on providing a supportive learning environment
- Assessments collectively must
 - align to the major elements of the CEC Preparation standards as informed by the specialty area set(s) along with
 - candidate mastery of the major elements of the CEC Preparation standards as informed by the specialty area set(s)
- Assessments must address the following key elements of NCATE Unit Standard 1:
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- Available to programs that, were recognized using the 6 to 8 key assessment model during their previous review cycle.
- This model was first available for programs submitted in Fall 2004 and required for all programs submitted in Spring 2005 and thereafter.
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Validity and Reliability Studies

Program Report Option D

- Permits an institution to conduct validity and reliability studies of its assessments in lieu of other program report evidence requirements.
- The validity and reliability of assessments (content in relation to standards, consistency with other evidence, success in subsequent employment, etc.) is so integral to a standards and performance-based national recognition review that systematic examination of validity is essential. It would, by definition, directly address CEC standards.
- It would permit program faculty with appropriately prepared faculty to formulate a task as part of accreditation that is meaningful for them, while, not unimportantly, helping to advance the research base for educator preparation.
- It is an option that might lend itself to joint participation across several institutions, or at least across programs within an institution.
- It is probably not an option that every institution has the capacity to execute; moreover, it would require a different kind of selection and/or training of reviewers.
- Before a program could choose this option, it must receive approval from NCATE.

Council for Exceptional Children (CEC)
Program Report
for the
Preparation of Special Education Professionals¹

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 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

¹ This word document is provided as a model to help you prepare your report off-site. You will actually submit your report in the on-line AMSPRS system on the NCATE website. 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 AMS.

Program Review Process

Program Report Cover Sheet

- Provides information about the program
 - Type of program – beware as programs can only select one option when more than one option applies
 - Initial vs. advanced
 - **Initial changes** - In Spring 2010 and Fall 2010, NCATE will defer review of all low-enrollment programs (defined as 5 or fewer completers in the last 3 years). Over the next year, NCATE staff will work with states, SPAs, and institutions to develop a new strategy for review of these programs. It is essential to maintain the integrity of the SPA process to ensure that SPA standards and national recognition decision are consistently applied. It is also imperative to reduce the burden on both programs and SPAs.
 - **Advanced Teaching programs**—those programs designed as further preparation in the same discipline submission is optional for NCATE (NOT FOR CEC). Does NOT apply to programs to prepare other school personnel

Initial and Advanced Programs and Standards

<p>Initial Program Initial Standards</p>	<p>Initial Program Advanced Standards</p>
<p>Advanced Program Initial Standards</p>	<p>Advanced Program Advanced Standards</p>

Program Report: Section I

- Section I provides the background information you need.
- Reviewers are seeking **CONTEXT**
 - Institution and state context (can help a reviewer understand the type of program)
 - Field Experiences (developmental, sequential, and supervised)
 - Candidate admission, retention, and completion criteria (CEC will keep this requirement)
 - Program alignment (**THIS WILL BE REMOVED FROM THE TEMPLATE**)
 - Conceptual framework
 - Unit Assessment
- Candidates and Completers table
- Faculty chart
- Program of Study

CEC Clinical Preparation Scoring Guide

ELEMENT		NOT MET	MET WITH CONDITIONS	MET
Site-based Clinical Educators	<p>Clinical special educators are credentialed in the special education areas for which the candidate is being prepared, AND Selected for their expertise and experience with the individuals and special education services for which the candidate is preparing.</p>	RANDOMLY OR OCCASIONALLY	NOT CLEARLY OR NOT CONSISTENTLY	CLEARLY AND CONSISTENTLY
Coordinating University Faculty Members	<p>Coordinating special education faculty supervisors are qualified in the special education areas for which the candidates are being prepared, AND Selected for their expertise and experience with the individuals and special education services for which the candidate is preparing.</p>	RANDOMLY OR OCCASIONALLY	NOT CLEARLY OR NOT CONSISTENTLY	CLEARLY AND CONSISTENTLY

CEC Clinical Preparation Scoring Guide

	ELEMENT	NOT MET	MET WITH CONDITIONS	MET
Placements Sequenced	Clinical experiences are developmentally sequenced throughout the program to support candidate learning.	RANDOMLY OR OCCASIONALLY	NOT CLEARLY OR NOT CONSISTENTLY	CLEARLY AND CONSISTENTLY
Placements Maximize Experiences	Clinical experiences are structured to maximize the experience of each candidate with individuals with the exceptionalities across the age, grade, and severity range(s) for which the candidate is being prepared.	RANDOMLY OR OCCASIONALLY	NOT CLEARLY OR NOT CONSISTENTLY	CLEARLY AND CONSISTENTLY
Performance Assessment	Clinical practice includes ongoing evaluation and feedback of candidate performance from both the clinical special educator and the coordinating faculty member.	RANDOMLY OR OCCASIONALLY	NOT CLEARLY OR NOT CONSISTENTLY	CLEARLY AND CONSISTENTLY
Length of Clinical Preparation	Clinical experiences are sufficiently extensive and intensive for special education candidates to develop and demonstrate the knowledge and skills in the professional roles for which they are preparing.	RANDOMLY OR OCCASIONALLY	NOT CLEARLY OR NOT CONSISTENTLY	CLEARLY AND CONSISTENTLY

Section II

- The **Section II** Table identifies the program assessments submitted, and where in the program the assessments are administered.
- Reviewers can use the Section II table as one of the key tools to determine whether the program has the 6-8 assessments as required by NCATE/CEC.
- Section II table can also be used to determine whether the mandatory assessments. The mandatory assessments vary dependent on the program report option that is chosen.

Number and Focus		Name	Type or Form	Administration
1	Licensure			
2	Content			
3	Planning			
4	Clinical Practice			
5	Learning Effects			
6	Additional			
7	Additional			
8	Additional			

Section III

- The Section III table:
 - Provides which program assessments the faculty cites as providing evidence that candidates have mastered the major elements of the respective CEC Preparation Standard as informed by the appropriate specialty set(s).
 - Provides an overview of the program's alignment of the assessments to the CEC Preparation Standards.
 - Does not show that the assessments are informed by the appropriate specialty set(s).

CEC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p>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. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8

Part A. Recognition Report

- A.1. CEC Decision
 - Specify any conditions, if applicable.
- A. 2. Test Results
 - Take this information from the Cover Sheet of the Program Report
 - 80% of completers in at least the previous year must have passed the state test
 - This rule is waived if less than 10 completers in the last 3 years
- A. 3. Program Strengths
 - “emphasis on reflective practitioner throughout education coursework”
 - “use of an action research project that focuses candidates on their effect on student learning”
 - “beginnings of a comprehensive program assessment system that when refined should provide useful, current information on candidate success for improving the program and tracking candidate progress”

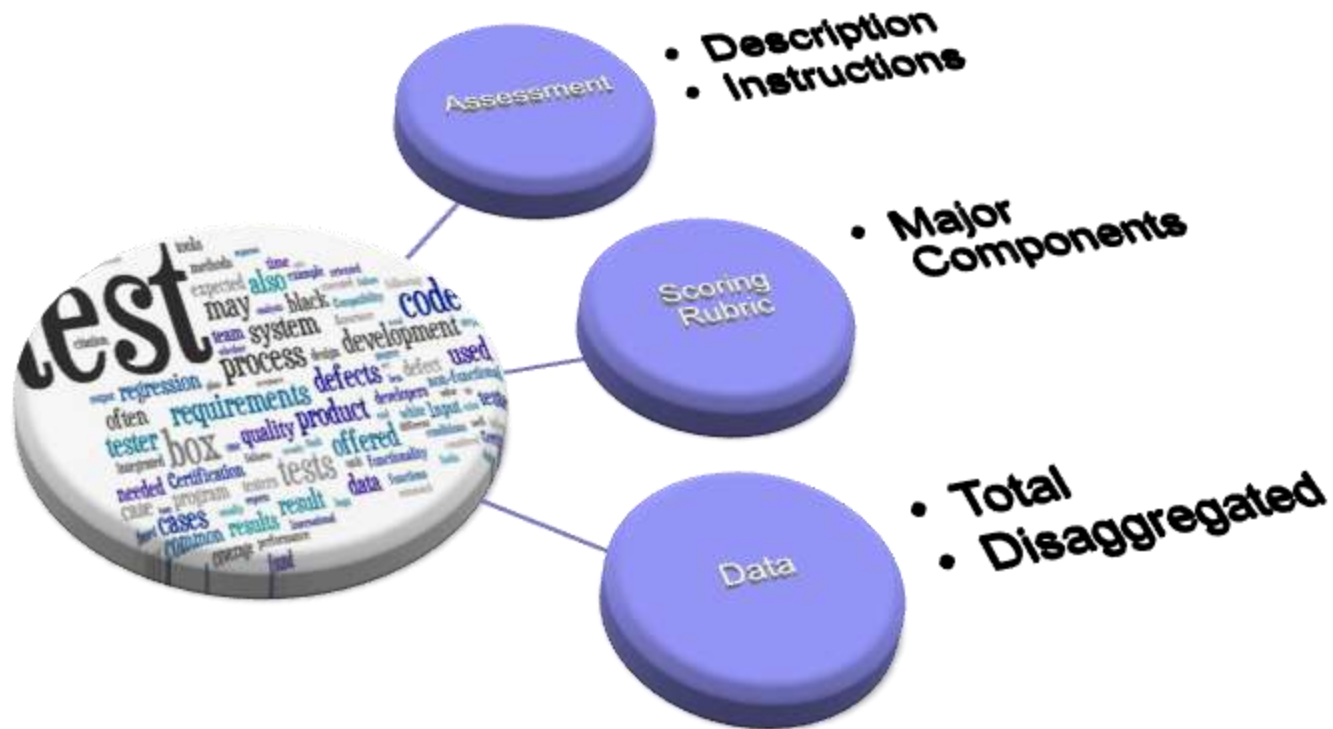
***This section is one of the last to be done.

Section IV

For each of the program assessments submitted, the program must provide:

- A narrative including
 - a description of the assessment,
 - the alignment of the assessment to major elements of the CEC Preparation Standards,
 - an analysis of the data from the assessment, and
 - an explanation of how the assessment provides evidence of meeting standards; and
- Documentation for the assessment, i.e.
 - the assessment instrument,
 - rubric/scoring guide,
 - Candidate data

Assessment Evidence Alignments



Section IV

■ Review:

- Clarity of the assessment description (e.g. directions for candidate completion of the assessment)
- Alignment to the major elements of the CEC Preparation Standards Informed by the Specialty Area Set(s)

Section IV The Rubric/Scoring Guide

- Align to the major elements of the CEC Preparation Standards as informed by the appropriate specialty area set(s)
- Contain well-defined performance indicators informed by the appropriate specialty set(s)
 - This does not mean that the program assessment must have exact language found in the major elements of the CEC Preparation Standards as informed by the specialty set(s), but the concepts of the major elements of the CEC Preparation Standards should be evident.
- Should be based on candidates' performance to standards as opposed to the grade earned on the assessment

Section IV Data Report Format

- Data should be aggregated and aligned to major elements of the CEC Preparation Standards as informed by the appropriate specialty area set(s) (direct relationship of data report format and the rubric)
- Data should not contain identifying candidate information
- Use of grades (caution)
- Minimum data required will be data resulting from
 - two applications of the assessments
 - For resubmission reports, one application of new assessments

-As of Spring 2010

<p>Question</p>	<p>What does CEC mean by “a preponderance of the evidence” for the major elements of the CEC Preparation Standards?</p>
<p>Response</p>	<p>“Preponderance of evidence” is a standard of proof indicating that the evidence is clear and convincing, as opposed to the more rigorous “beyond a reasonable doubt” standard. CEC program reviewers use the “preponderance of the evidence” standard with each of the CEC Preparation Standards. Using a preponderance of the evidence standard, the reviewer judges whether the evidence in the report is clear and convincing. A preponderance of evidence cannot be reduced to a simple quantity, i.e. 75%. It is a reasoned judgment by a set of collegial reviewers and auditors based on the evidence presented.</p> <p>In order to determine that a program meets a CEC Preparation Standard, the reviewers judge whether the pieces of evidence presented in the program report are clear and convincing that the program assessment aligns with the major elements of the respective CEC Preparation Standard and that the program data demonstrate that the program candidates are mastering the major elements of the CEC Preparation Standard.</p> <p>For a program report to receive a “Met” decision overall, the reviewer must find that every CEC Preparation Standard is “Met”. The reason for this last criteria is based on the NCATE Option C.</p>

Individual CEC Preparation Standard Decisions

A CEC Preparation Standard is considered “met” when the preponderance of the evidence in the assessments cited for the standard.....

- Viable and aligned with the CEC Standards as informed by the appropriate specialty set(s)
- Rubrics/Scoring guides are aligned with the CEC Standards as informed by the appropriate specialty area set(s) and contain well-defined performance levels.
- Data are aggregated and reported in a format that has a direct relationship to the rubric.

A CEC Preparation Standard can be “met with conditions” when the preponderance of the assessments cited for the standard.....

- Viable but rubrics and/or data report format need development (ex. data are not useable or missing)
- Alignment of rubrics/scoring guides and/or data do not appear to be informed by the appropriate specialty area knowledge and skills (The bolded words in the CEC Preparation Standards IS NOT enough)
- Alignment of rubrics and data is lacking or disconnected to what the program reports in Section III and in the Section IV alignment description

Individual CEC Preparation Standard Decisions

A CEC Preparation Standard is “not met” when the preponderance of the evidence from the program assessments cited for the standard.....

- Lack clear alignment to the major elements of the CEC Preparation Standards as informed by the appropriate specialty area knowledge and skills set(s)
- Rubrics/Scoring Guides lack defined performance levels and/or do not measure candidate as aligned to the major elements of the CEC Preparation Standards as cited by the program
- Data are not aggregated in alignment with major elements of the CEC Preparation Standards.
 - Data report should not be in “grades”.
 - Data format lacks a direct relationship to the elements of the rubric.

CEC Preparation Standard Review Rubric

Program Assessment	NOT MET	MET WITH CONDITIONS	MET
<p>Section 4 Assessment Components</p>	<p>The components of the program assessment(s) cited for this standard are missing, incomplete, or not coordinated with each other</p>	<p>The narrative descriptions and scoring guides for the program assessment(s) are present, but incomplete or not coordinated with other components, OR The narrative descriptions and scoring guides for the program assessment(s) are present, but complete and coordinated with other components, but the data for the program assessment(s) is missing or incomplete.</p>	<p>The components of the program assessment(s) are present, complete, and coordinated with each other.</p>
<p>Assessment Content</p>	<p>The content of the program assessment(s) content does not align with or does not appropriately assess the depth and breadth of a preponderance of the elements of the CEC Standard as informed by the specialty set for the area(s) of preparation.</p>	<p>The content of the program assessment(s) content aligns inconsistently or incompletely with or it inconsistently assesses the depth and breadth of the elements of the CEC Standard as informed by the specialty set for the area(s) of preparation.</p>	<p>Program assessment content consistently aligns with and assesses the depth and breadth of the elements of the cited CEC Standard as informed by the specialty set for the area(s) of preparation.</p>

[1]

Program assessment components required in Section 4 of the program report include the narrative description, the scoring guide, and the candidate performance.

Scoring Guides/ Rubrics	The scoring rubric/guide does not clearly describe performance expectations for each distinct level of candidate mastery in relation to the elements of the cited CEC Standard as informed by the specialty set. OR	The rubric/ scoring guide describes the performance expectations for each distinct level of candidate mastery in relation to the elements of the CEC Standard as informed by the specialty set too broadly or subjectively. OR	The rubric/scoring guide clearly and consistently describes performance expectations for each distinct level of candidate mastery in relation to the elements of the CEC Standard as informed by the specialty set allowing objective and unbiased judgments. AND
	The scoring guide/rubric does not align with the elements of the cited Standard as informed by the specialty set	The scoring guide/rubric inconsistently or incompletely aligns with the elements of the cited Standard as informed by the specialty set	The scoring guide/rubric consistently and completely aligns with the elements of the cited Standard as informed by the specialty set
Candidate Performance Data	The data are not disaggregated by program, application, and, if appropriate by program location OR	The data are only partially disaggregated by program, application, and, if appropriate by program location OR	The data are consistently disaggregated by program, application, and, if appropriate by program location AND
	The data are not aggregated to align to the elements of the cited CEC Preparation Standard as informed by the specialty set OR The data are not displayed at the same level as collected OR	The data are only partially aggregated to align to the elements of the cited CEC Preparation Standard as informed by the specialty set OR The data are only partially displayed at the same level as collected OR	The data are consistently aggregated to align to the elements of the cited CEC Preparation Standard as informed by the specialty set AND The data are consistently displayed at the same level as collected AND
	Program assessment(s) performance data do not demonstrate that candidates master a preponderance of the elements for the cited CEC Preparation Standard as informed by the specialty set.	Program assessment(s) performance data is not sufficient to demonstrate candidates master a preponderance of the elements for the cited CEC Preparation Standard as informed by the specialty set.	Program assessment(s) performance data clearly and consistently demonstrate candidates master a preponderance of the elements for the cited CEC Preparation Standard as informed by the specialty set.

Status of Meeting CEC Preparation Standards

- Identify each CEC Preparation Standard as
 - Met,
 - Met with Condition, or
 - Not Met
- For every CEC Preparation Standard that is “met”, “met with condition” or “not met”, include an explanatory comment
 - The comment should provide information to the program for faculty to understand the issue; or in the case where the CEC Preparation Standard is met provide sufficient detail for the program to know why the CEC Preparation Standard was deemed met.

“met” and “met with condition” comments

Finding	The program report cites assessment 3 (unit plan), assessment 4 (student teaching evaluation), and 6 (language project) as evidence in meeting CEC Preparation Standard 6.
Finding	The preponderance of evidence for the assessments and rubrics are aligned to CEC Preparation Standard 6 as informed by the specialty set.
Finding	Two applications of data aligned to CEC Preparation Standard 6 as informed by the specialty set demonstrate candidate mastery.
Conclusion	Based on a preponderance of evidence, CEC Preparation Standard 6 is met.

Finding	The program report cites assessment 3 (unit plan) and assessment 4 (student teaching evaluation) as evidence in meeting CEC Preparation Standard 6.
Finding	Both assessments were aligned to CEC Preparation Standard 6.
Finding	However, the performance indicators within each of the rubrics did not appear to be aligned to CEC Preparation Standard 6 specifically as informed by the specialty set.
Finding	In addition, two applications of data were not present to demonstrate candidates’ mastery of CEC Preparation Standard 6
Conclusion	Based on the evidence, CEC Preparation Standard 6 is met with condition.

“not met” comment

Finding	The program report cites assessment 3 (unit plan) and assessment 4 (student teaching evaluation) as evidence in meeting CEC Preparation Standard 6.
Finding	The rubric and data for each of the assessments focus on the language patterns of the candidate rather than the learner.
Finding	No evidence in the assessments or rubrics was present specific to enhancing the language and communication skills of learners with exceptional learning needs and for the use of assistive technology as required in CEC Preparation Standard 6.
Conclusion	Based on the evidence, CEC Preparation Standard 6 is not met.

Part C. Evaluation of Program Evidence

- C.1: Candidates' knowledge of content of SPA standards (CEC Preparation Standards 1-3)
- C.2 Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and disposition. (CEC Preparation Standards 4-10)
- C.3: Candidate effects on student learning and creation of environments that promote student learning (CEC Preparation Standard 5)

Example comment for C.1

The program report cites assessment 1 (Praxis II), assessment 2 (unit plan), assessment 3 (IEP), assessment 5 (behavior change project), assessment 6 (assistive technology project), assessment 7 (behavior intervention project), and assessment 8 (collaboration case study) as evidence of candidates' content knowledge.

The preponderance of the cited assessments and rubrics were aligned with the CEC Preparation Standards as informed by the specialty set. In addition, data were aligned to CEC Preparation Standards. Based on the documentation, the program presented sufficient evidence to demonstrate candidates' mastery of content knowledge.

Example comment for C.2

The program cited assessment 1 (Praxis II), assessment 2 (unit plan), assessment 3 (IEP), 4 (student teaching evaluation), assessment 5 (behavior change project), assessment 6 (assistive technology project), assessment 7 (behavior intervention project), and assessment 8 (collaboration case study) as evidence of candidates' ability to understand and apply pedagogical content knowledge, skills, and dispositions.

The preponderance of the cited assessments and rubrics were aligned with the CEC Preparation Standards as informed by the specialty set. However, data were only provided for 3 of the 8 assessments.

Due to the lack of data, there is insufficient evidence to determine candidates' ability to understand and apply pedagogical content knowledge, skills, and dispositions.

Example comment for C.3

The program cited assessment 5 (behavior change project) as the impact on P-12 learner assessment.

While it is apparent that candidates are required to plan and implement instruction, no evidence is found to indicate that candidates are required to collect pre and post test data on learner performance. Nor is there evidence of candidates reflection and revision of instruction.

Consequently, there is insufficient evidence to determine candidates' ability to impact student learning.

Program Report: Section V

In Section V the program report must describe how program faculty has used the data from the program assessments to evaluate and make appropriate changes to the program.

For example, the sub-scores on a state test may show that candidates score lower in a particular domain or skill. This should have prompted the program to analyze whether it needs to increase attention to that area or just monitor that area carefully in future data reports.

Part D. Evaluation of Use of Assessment Results

- Is it clear that assessment data is used by the institution in evaluating the program, counseling candidates, and revising courses or other elements of the program?
- Has the institution made program changes based on assessment evidence?
- Do you find the faculty interpretations consistent with the evidence provided in the program report?
- Are the implications for programs that appear in this section of the program report derived from the interpretations?

Example comment Part D

Supportive evidence is clear for all assessments and there is a procedure in place for the evaluation and application of that evidence for the improvement of candidate performance and strengthening of the program.

Parts E and F

- Part E: Areas for Consideration
- Part F: Additional Comments

Use only for suggestions **NOT REQUIRED**
AS A CONDITION

Program Report Decision Guide

Program Report Decision	Criteria for Existing "Content Standards"	Criteria for Revised Preparation Standards
Recognized	<p>All CEC Preparation Standards and the CEC Clinical Experience Standard are "met" AND The program report clearly and convincingly supports a finding that the program meets the elements of the CEC Clinical Experience Standard.</p>	<p>All CEC Preparation Standards and the CEC Clinical Experience Standard are "met" AND The program report clearly and convincingly supports a finding that the program meets the elements of the CEC Clinical Experience Standard.</p>
Recognized with Conditions	<p>Up to eight CEC Content Standards including Clinical Experience Standard are "met with conditions." AND Fewer than four CEC Content Standards and the Clinical Experience Standard are "not met."</p>	<p>Up to six CEC Preparation Standards including Clinical Experience Standard are "met with conditions." AND Fewer than four CEC Preparation Standards and the Clinical Experience Standard are "not met."</p>
Not Recognized	<p>Four or more CEC Content Standards including the Clinical Experience Standard are "not met."</p>	<p>Four or more CEC Preparation Standards including the Clinical Experience Standard are "not met."</p>

Final Decisions

- The program is nationally recognized. (Please note: ALL CEC STANDARDS MUST BE MET)
- The program is nationally recognized with conditions.
 - Insufficient data
 - Insufficient alignment
 - Poor assessment, scoring guides, etc
 - 80% rule
- Further development required/recognized with probation/not recognized
 - Program really significantly the mark, little or no alignment of the assessments and or data to the CEC Preparation Standards as informed by the specialty set.
 - NCATE staff will determine which of the above applied

REMEMBER TO DOCUMENT YOUR DECISION IN SECTION A OF THE REPORT

If final decision is “nationally recognized with conditions”

Conditions are not written unless the overall decision is “nationally recognized with conditions”

Question	Is there specific language to include in writing a “response to conditions program report”,
Response	<p>The following language should be included in decisions of program review reports with conditions.</p> <p><i>For each CEC Preparation Standard or CEC Field Experience Standard judged either “not met” or “met with conditions”. the program resubmission report must provide:</i></p> <ol style="list-style-type: none"> 1. <i>The Section II and Section III tables that document the alignment of each program assessment to the major elements of the CEC Preparation Standards;</i> 2. <i>The assessment descriptions, scoring guide/rubric, and data for each of the program assessments that provide the evidence that they are aligned to the major elements of each of CEC Preparation Standard as informed by the specialty area knowledge and skills set(s); and</i> 3. <i>Sufficient performance data for reviewers to determine that the preponderance of the performance data for each of the CEC Preparation Standards demonstrate that the program candidates master the major elements of the CEC Preparation Standards as informed by the appropriate CEC knowledge and skill set(s).</i> <hr/> <p>Whenever a “recognized with conditions” program report has additional conditions, these should be added to the review report.</p>



Terms
&
Conditions

Reviewing “Recognized with Conditions” Decisions

RECOGNIZED WITH CONDITIONS

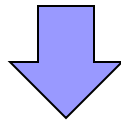
Well-written “Recognized with Conditions” decisions are:

- BASED ON THE EVIDENCE
- CLEAR
- PRECISE
- OBJECTIVE (Unbiased)
- CONSISTENT with all narrative in the Review Report
- COMPLETE, i.e. state everything to be included in the next report

RECOGNIZED WITH CONDITIONS

CEC program reviewers need sufficient information to review “Recognition with conditions” reports.

So program report developers know specifically what parts of the report to address and resubmit, use the following italicized language in Part A.
Recognition Decisions of program review reports.



Recognition with conditions language

<p>Question</p>	<p>Is there specific language to include in writing a “Recognition with conditions program report”,</p>
<p>Response</p>	<p>The following language should be included in Section VI. When writing a response to conditions decision.</p> <p><i>CEC Preparation Standards x, y, z were found to be either “not met” or “met with conditions”. For each CEC Preparation Standard or CEC Field Experience Standard judged either “not met” or “met with conditions”. the program resubmission report must provide:</i></p> <ol style="list-style-type: none"> <i>1. The Section II and Section III tables that document the alignment of each program assessment to the major elements of the CEC Preparation Standard as informed by the appropriate specialty set(s);</i> <i>2. The assessment descriptions, scoring guide/rubric, and data for each of the program assessments that provide the evidence that they are aligned to the major elements of each of CEC Preparation Standard as informed by the specialty area knowledge and skills set(s); and</i> <i>3. Sufficient performance data for reviewers to determine that the preponderance of the performance data for each of the CEC Preparation Standard as informed by the appropriate specialty set(s) demonstrate that the program candidates master the major elements of the CEC Preparation Standards as informed by the appropriate CEC knowledge and skill set(s).</i>

RECOGNIZED WITH CONDITIONS

- Whenever a “conditions” program report has additional conditions, add these specific conditions to the review report.
- The assessment description, scoring guide/rubric, and data form a vital chain and as the metaphor points out, the chain is only as strong as the weakest link. It is helpful to program faculty if the program review report specifically identifies weak link(s). For example, “*While all the materials described above are required in the resubmission, the scoring rubrics were particularly problematic and will require extensive modifications.*”

Reviewing Resubmitted Conditions Reports

- All previously “not met” conditions need to be “met”.
- DO NOT RE-REVIEW CEC PREPARATION STANDARDS THAT WERE MET PREVIOUSLY.
- No new conditions may be cited.
- If third review and **clear progress toward meeting conditions has not been made**, bite the bullet and give a “not recognized.”

Reviewing Revised or Response to Conditions Reports

- If possible, the report will be assigned to at least one reviewer from the original review team.
- If Revised, reviewers will only evaluate CEC Preparation Standards that were previously not met or met with conditions.
- If Response to Conditions reviewers only address the specified conditions.

The Program Report – Section VI

Required only in Revised or Response to Conditions reports.

This section should tell the reviewer what the program has done to address the concerns or conditions to recognition specified in the previous report, as well as provide a summary of what has been submitted in the current report. Reviewers have access to the previous program report and to the previous recognition report.

Resources

- CEC Website

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/default.htm>

- NCATE website

<http://www.ncate.org/programreview/resources.asp>

- NCATE staff, Review team, and CEC Coordinators

- Everyone says the first review can be tough. Don't be reluctant to consult with your fellow reviewers and with CEC Coordinators.



Question & Answer

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