

Program Report for the Preparation of Advanced Special Education Professionals

Council for Exceptional Children (CEC)

2012 Standards - Option A

NCATE approved the CEC Standards in 2012. Beginning in Spring 2015, programs submitting reports must use the 2012 standards.

Note: CEC Standards for the advanced preparation of special educators should only be used for programs designed to prepare special educators for advanced roles in the profession (i.e. Special Education Administrators, Educational Diagnosticians, Transition Specialists, and Technology Specialists). Programs designed to prepare certified teachers for an initial license in special education must write to the CEC standards for initial preparation. Programs that are designed for the advanced preparation of special educators (e.g. a professional license in the field), but do not prepare candidates for a new professional role in special education, are not required to write to the CEC standards at either level.

COVER SHEET

1. Institution Name

2. State

3. Date submitted

MM DD YYYY
□ / □ / □

4. Report Preparer's Information:

Name of Preparer:	
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Phone:	Ext.
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E-mail:	
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5. CAEP Coordinator's Information:

Name:	
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Phone:	Ext.
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E-mail:	
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6. Name of institution's program

7. CAEP Category

8. **Grade levels⁽¹⁾ and Exceptionalities/Severity Levels for which candidates are being prepared**

(1) e.g. Birth - K, K-6, K-12, 7 - 12

9. **Program Type**

- Advanced Teaching
- First teaching license
- Other School Personnel
- Non-licensure/non-certification degree
- Unspecified

10. **Degree or award level**

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. **Is this program offered at more than one site?**

- Yes
- No

12. **If your answer is "yes" to above question, list the sites at which the program is offered**

13. **Title of the state license for which candidates are prepared**

14. **Program report status:**

- Initial Review
- Response to One of the Following Decisions: Further Development Required or Recognition with Probation
- Response to National Recognition With Conditions

15. **Is your Educator Preparation Provider (EPP) seeking**

- CAEP accreditation for the first time (initial accreditation)
- Continuing CAEP accreditation

16. **State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores: CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?**

- Yes
- No

SECTION I - CONTEXT

1. **Description of any state or institutional policies that may influence the application of CEC standards. (Response limited to 4,000 characters)**

2. **Description of the field and clinical experiences required for the program, including the number of hours for early**

field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

4. CEC initial or advanced Preparation Standards and Specialty Sets used

5. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

A [LINK](#) to upload or manage your uploaded file(s)

6. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

A [LINK](#) to upload or manage your uploaded file(s)

7. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾

(2) CAEP uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

8. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program. (Please refer to the footnotes for clarification)

Faculty Member Name	
Highest Degree, Field, & University ⁽³⁾	
Assignment: Indicate the role of the faculty member ⁽⁴⁾	
Faculty Rank ⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.

(4) For example, faculty, clinical supervisor, department chair, administrator

(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as a systematic inquiry into the areas related to teaching, learning, and the education of

teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) For example, officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

1. In this section, list the 6-8 assessments that are being submitted as evidence for meeting the CEC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program. (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment, or other content-based assessment (required)			
Assessment #2: Assessment of content knowledge in special education (required)			
Assessment #3: Assessment of candidate ability to plan. (required)			
Assessment #4: Assessment of clinical experience (required)			
Assessment #5: Assessment of candidate ability to provide a supportive learning environment (required)			
Assessment #6: Additional assessment that addresses CEC standards (required)			
Assessment #7: Additional assessment that addresses CEC standards (optional)			
Assessment #8: Additional assessment that addresses CEC standards (optional)			

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

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

1. Standard 1: Assessment

	#1	#2	#3	#4	#5	#6	#7	#8
Special education specialists use valid and reliable assessment practices to minimize bias.								
(1.1) Special education specialists minimize bias in assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(1.2) Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Standard 2: Curricular Content

	#1	#2	#3	#4	#5	#6	#7	#8
Special education specialists use their knowledge of general⁽¹³⁾ and specialized⁽¹⁴⁾ curricula to improve programs, supports, and services at classroom, school, community, and system levels.								
(2.1) Special education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(13) As used, "general curricula", means the academic content of the general curriculum including math, reading, English/language arts, science, social studies, and the arts.

(14) 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.

3. Standard 3: Programs, Services, and Outcomes

	#1	#2	#3	#4	#5	#6	#7	#8
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.								
(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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(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.								

4. Standard 4: Research & Inquiry

	#1	#2	#3	#4	#5	#6	#7	#8
Special education specialists conduct, evaluate, and use inquiry to guide professional practice.								
(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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(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.								

5. Standard 5: Leadership and Policy

	#1	#2	#3	#4	#5	#6	#7	#8
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.								
(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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(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.								

6. Standard 6: Professional and Ethical Practice

	#1	#2	#3	#4	#5	#6	#7	#8
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.								
(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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(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								

7. Standard 7: Collaboration

	#1	#2	#3	#4	#5	#6	#7	#8
Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.								
(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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7.3) Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.								

DIRECTIONS: For each program assessment listed in Section II, use one file to provide a description of the assessment of not more than two pages along with the program assessment, scoring rubric, and data tables.

Taken as a whole, the program assessments must demonstrate candidate mastery of the CEC Preparation Standards. The program assessments used must be required of all candidates. Assessments, scoring guides/rubrics, and data should be aligned with the CEC Preparation Standards. This means that the concepts in the CEC Preparation Standards should be apparent in the program assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the CEC Preparation Standards. Data should also be aligned with the CEC Preparation Standards. The data should be presented at the same level it is collected. For example, if a rubric is used to collect data on several elements each relating to specific CEC Preparation Standard, then the data should report the data on each of the elements rather than reporting a single cumulative score.

While faculty may align state credentialing assessment (Program Assessment 1) to numerous CEC Preparation Standards, it may not be cited as the sole assessment for any other CEC Preparation Standard.

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

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

(1) Two-page narrative including:

- A brief description of the program assessment and its use in the program;
- A description of how this program assessment specifically aligns with the standards for which it is cited in Section III. Cite CEC Preparation Standards by number, title, and/or standard wording.
- A brief analysis of the data findings;
- An interpretation of how that data provides evidence for meeting standards, indicating the specific CEC Preparation Standards by number, title, and/or standard wording;

(2) Program assessment documentation including:

- The program assessment tool itself or a rich description of the program assessment (often the directions given to candidates);
- The scoring guide or rubric for the program assessment; and
- Candidate performance data derived from the program assessment in tables that display the scores in alignment with the CEC Standards.
- The responses for e, f, and g (above) routinely should be limited to the equivalent of five text pages each. Exceptionally, some program assessment instruments or scoring guides may go beyond five pages.

1. CONTENT KNOWLEDGE

Data from required state licensure tests or professional examinations of content knowledge CEC standards addressed in this program assessment could include Standards 1 through 7. If the state does not require a credentialing test(s) or professional examinations in the content area, another program assessment must be presented to document candidate attainment of content knowledge.

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

A [LINK](#) to upload or manage your uploaded file(s)

2. CONTENT KNOWLEDGE

CEC standards addressed in this program assessment could include Standards 1 through 7. Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks⁽¹⁵⁾.

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

A [LINK](#) to upload or manage your uploaded file(s)

(15) A portfolio is a collection of candidate work. The information to be reported here requires an assessment of candidates' content knowledge as revealed in the work product contained in a portfolio. If the portfolio contains pieces that are interdependent and the portfolio is evaluated by faculty as one assessment using a scoring guide, then the portfolio could be counted as one assessment. Often the assessment addresses an independent product within the portfolio rather than the complete portfolio. In the latter case, the assessment and scoring guide for the independent product should be presented.

3. PLANNING: PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

Assessment that demonstrates candidates can effectively plan instruction as individualized for a single individual. CEC standards that typically could be addressed in this assessment include but are not limited to Standards 1, 2, 3, 4, 5. Examples of program assessments include the evaluation of candidates' abilities to develop individualized lesson or unit plans, individualized educational plans, needs assessments, or intervention plans.

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

A [LINK](#) to upload or manage your uploaded file(s)

4. **TEACHING: PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS**

Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. CEC standards that typically could be addressed in this program assessment include but are not limited to Standards 1, 2, 3, 4, 5 and 7. The program assessment instrument used in student teaching or the internship should be submitted.

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

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5. **EFFECTS ON STUDENT LEARNING OR SKILLS IN PROVIDING A SUPPORTIVE LEARNING ENVIRONMENT**

CEC Preparation Standards that typically could be addressed in this program assessment include CEC Preparation Standards 1 through 7. Examples of program assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

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

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6. **ADDITIONAL PROGRAM ASSESSMENT**

Examples of program assessments include evaluations of field experiences, case studies, portfolio tasks, and licensure tests not reported in 1.

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

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7. **ADDITIONAL PROGRAM ASSESSMENT**

Examples of program assessments include evaluations of field experiences, case studies, portfolio tasks, and licensure tests not reported in 1.

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

A [LINK](#) to upload or manage your uploaded file(s)

8. **ADDITIONAL PROGRAM ASSESSMENT**

Examples of program assessments include evaluations of field experiences, case studies, portfolio tasks, and licensure tests not reported in 1.

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

A [LINK](#) to upload or manage your uploaded file(s)

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

- 1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

(Response limited to 12,000 characters)

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

- 1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedure>**

For Response to Conditions Reports: Describe what changes or additions have been made to address the

conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

(Response limited to 24,000 characters.)

Please click "Next"

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