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

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

University of Louisiana at Monroe

2. State

Louisiana

3. Date submitted

MM	DD	YYYY
09	15	2008

4. Report Preparer's Information:

Name of Preparer:

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6. Name of institution's program

MEd Curriculum and Instruction, Special Education, Early Intervention

7. NCATE Category

Special Education-Early Childhood

8. Grade levels[1] for which candidates are being prepared

Birth - 5

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(1) e.g. Early Childhood; Elementary K-6

9. Program Type

- ◌ Advanced Teaching
- ◌ First teaching license
- ◌ Other School Personnel
- ◌ 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

Early Interventionist Endorsement

14. Program report status:

- ◌ Initial Review
- ◌ Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- ◌ Response to National Recognition With Conditions

15. 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 III. Does your state require such a test?

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)

The M.Ed. in Curriculum and Instruction (Special Education, Early Intervention) is a new program developed in 2006 in response to the mandate by the state of Louisiana to redesign all teacher education programs statewide. Special education programs were in the final round of redesign submissions in the six-year plan. The Early Intervention program aligns with institutional, state and national standards, CEC professional standards, and it is also designed to address National Board for Professional Teaching Standards. Since many special educators find themselves in leadership positions within their schools and school systems, two educational leadership courses are included in the program to earn candidates the Teacher Leader Endorsement as well.

The rigorous process of redesign program approval included evaluation and feedback by a national panel of special education experts, Louisiana certification specialists, the Louisiana Board of Elementary and Secondary Education, and the Louisiana Board of Regents. The program was not available to candidates until 2007. Since the majority of students seeking certification as Special Education Early Intervention Birth-5 are completing the previously existing program, data for this newly approved and highly specialized program are limited.

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)

See attachment "Field and Clinical Experience, Special Education, Early Intervention"

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)

GENERAL REQUIREMENTS FOR ADMISSION TO THE GRADUATE SCHOOL

All Special Education programs at the University of Louisiana Monroe are at the graduate level, so candidates for this program must seek admission to graduate school.

REGULAR STATUS. Applicants may be admitted to the Graduate School on regular status if they have earned a baccalaureate degree from a regionally accredited institution with a grade point average (GPA) of 2.5 on all undergraduate work pursued based on a 4.0 scale, have met undergraduate prerequisites for their major and minor fields, have met departmental admission requirements, and have submitted satisfactory GRE/ scores. The minimum requirements for regular status are ALL of the following:
minimum GRE (verbal + quantitative) score of 750,
minimum cumulative GPA of 2.5 (based on a 4.0 scale), and minimum formula score of 1875 (GPA * GRE).

CONDITIONAL STATUS. Applicants may be admitted on conditional status if they have undergraduate deficiencies and/or they are not qualified for admission to regular status because of their GPA and/or GRE scores. In the latter case, the minimum requirements for conditional status are ALL of the following: minimum cumulative GPA of 2.2 (based on a 4.0 scale) and

minimum formula score of 1650 (cumulative GPA * GRE). For applicants who are admitted on conditional status because they did not meet GPA and/or GRE/GMAT requirements for regular admission, the conditional status will be removed after the student earns a minimum of 12 semester hours of graduate credit at the University of Louisiana at Monroe with a 3.0 GPA and no grade lower than C. If these applicants fail to meet the requirements for removal of conditional status after earning 12 hours of graduate credit, they will be denied continuance in graduate courses.

PROGRAM ADMISSION FOR M.Ed. in Curriculum and Instruction (Special Education, Early Intervention)
In addition to the University requirements for admission, all applicants must present a combined score of 1875 on a scale which is found by multiplying their total undergraduate grade-point average by the combined Graduate Record Examination General Test score (Verbal plus Quantitative) in order to qualify for "Regular Status.'' Students scoring between 1650 and 1875 (GRE X GPA) may be admitted on "Conditional Status."

RETENTION
To remain eligible for graduate school, a graduate student must maintain a 3.0 graduate GPA and no grade lower than C.

PROGRAM COMPLETION
A candidate for the M.Ed. in Curriculum and Instruction (Special Education, Early Intervention) must hold a valid teacher's certificate in a field complementary to graduate specialization issued by the Louisiana State Department of Education or its equivalent. A total of 36 semester hours must be earned for the degree. Successful candidates in this program also earn their endorsement for Teacher Leader. The requirements include 18 hours of Special Education (SPED 504, 525, 526, 527, 531, and 545), 12 hours of Curriculum and Instruction (CURR 518, 523, 545, and 573), and 6 hours of Educational Leadership (EDLE 500 and 505). To fulfill the course requirements for a master's degree, the candidate shall present an average of not less than B on all graduate work pursued and all work in the major field, with no grade lower than C and not more than six semester hours of credit with a grade of C.

4. **Description of the relationship [2]of the program to the unit's conceptual framework. (Response limited to 4,000 characters)**

The ULM Interactive Learning Model: Learning Facilitators Making a Better World structures unit programs and provides focus and continuity between degree levels within individual programs and across various programs. Both initial and advanced programs within the unit subscribe to the conceptual framework, which is knowledge-based, articulated, shared, coherent, mission-congruent, and continuously evaluated. The central core of the graphic superimposes the letters of our name, ULM, and outlines the interactive process of the conceptual framework undergirding and defining the unit's professional education programs. The process, based upon standards, research findings, and sound professional practice, reflects the professional beliefs of unit members and addresses five program elements: 1) general studies; 2) content studies; 3) professional and pedagogical studies; 4) integrative studies; and 5) sequential, structured clinical and field experiences. Of the five elements, the clinical and field experiences provide the uniting link and offer the most authentic interaction, facilitate knowledge construction, provide a forum in which candidates apply that knowledge, and give concrete meaning to programs. At the graduate level, undergraduate programs serve as the General Studies element, and Content and Professional and Pedagogical Studies are Integrative.

(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. **Indication of whether the program has a unique set of program assessments and their**

relationship of the program's assessments to the unit's assessment system[3]. (Response limited to 4,000 characters)

The program consists of four portals, and candidates must satisfy the requirements of each portal before progressing to the next level. Within each portal are unique program assessments that are aligned to program standards. Program assessments are also aligned to institutional KSDs and so may be used for unit assessment as well as program assessment. Key assessments are stored in TaskStream, which is the information technology system utilized to collect, aggregate, and/or disaggregate data at the candidate, program, and unit levels. Candidates must score at least 2 on a scale of 1-3 on key assessments to pass through the portals.

(3) This response should clarify how the key accessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. 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.)

MEd Curriculum and Instruction, Special Education, Early Intervention Degree Plan

See **Attachments** panel below.

7. 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.

Field and Clinical Experiences MEd Curriculum and Instruction (Special Education, Early Intervention)

See **Attachments** panel below.

8. 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: MEd Curriculum and Instruction, Special Education, Early Intervention		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[4]
2006-2007	0	0
2007-2008	2	0

(4) NCATE 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.

9. Faculty Information
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Ellington-Tidwell, Julia A.
Highest Degree, Field, & University[5]	M. Ed., Educational Leadership-Supervision, University of Louisiana at Monroe
Assignment: Indicate the role of the faculty member[6]	Certification Advisor, Supervise Field Experiences
Faculty Rank[7]	Certification Advisor
Tenure Track	⊜ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	LAAC Secretary, PDK V.P. of Membership, ULM Commencement Committee
Teaching or other professional experience in P-12 schools[11]	18 years teaching experience in P-12 schools

Faculty Member Name	Flowers-Gibson, Beverly
Highest Degree, Field, & University[5]	Ed.D. La Tech
Assignment: Indicate the role of the faculty member[6]	Associate Dean for Undergraduate Programs & Certification
Faculty Rank[7]	Associate Professor
Tenure Track	⊡ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	TEACH Delta Region grant Co-PI Phi Delta Kappa ULM Chapter President & Foundation Rep A+PEL ULM student chapter faculty advisor Educators Showcase Co-Director
Teaching or other professional experience in P-12 schools[11]	18 years teaching experience in P-12 schools

Faculty Member Name	Powell, Sherlyn Ezell
Highest Degree, Field, & University[5]	Ed.D in Special Education , University of Alabama
Assignment: Indicate the role of the faculty member[6]	Faculty, clinical supervisor
Faculty Rank[7]	Associate Professor
Tenure Track	⊡ YES
	Powell, S. (2007). Positive Behavioral Supports, S & S Powell Publishing Co. Powell, S. (2006). Passing Praxis: PLT A Comprehensive Study Guide Complete with Explicit Strategies. S & S Powell Publishing Co. Powell, S. (2006). Continuous Improvement and Focused Monitoring Process (CIFMP) Manual for Division of Educational Improvement and Assistance (DEIA) Louisiana

Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Department of Education (LDE). Stanley, S., Powell, S., Ezell, D., Klein, C. (2004). Improving Self Esteem of Students with Cognitive Disabilities. Research presented at the Council for Exceptional Children (CEC) 11th International Conference of Division on Developmental Disabilities (DDD), Las Vegas, Nevada. Louisiana Department of Education Team Leader for Division of Special Populations Continuous Monitoring (1999-present). Louisiana Board of Examiners (LBOE) for the Louisiana Standards partnership with National Council for the Accreditation of Teacher Education (NCATE) (2000-present). Louisiana Department
Teaching or other professional experience in P-12 schools[11]	Two years Elementary Education (Grades 1-8) Eight years Special Education (Kindergarten through grade 12) Mild/Moderate Generic: Learning Disabilities, Mental Retardation, Behavior Disorders Three years Educational Diagnostician (Pre-School through grade 12)

Faculty Member Name	Schween, Dorothy C.
Highest Degree, Field, & University[5]	Ed.D. Curriculum and Instruction Louisiana Education Consortium
Assignment: Indicate the role of the faculty member[6]	PK-16+ Coordinator
Faculty Rank[7]	Associate Professor
Tenure Track	ʖ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	1. Development of Assessment, a three-part online interactive training module posted on the TeachLousiana website as an opportunity for Louisiana teachers to earn professional development credit. 2. Serving as ULM Faculty Senate President 2006-2007. 3. Three presentations accepted for AACTE 2007, one of which was: Schween, D., Sivakumaran, T., (2007): Digital Dilemma: Faculty Roles in Data Collection. Paper presented at the American Association for Colleges of Teacher Education (AACTE) New York, NY.
Teaching or other professional experience in P-12 schools[11]	18 Years in schools in Dallas, TX and Monroe, LA working with students with disabilities ages 3-16. One year as IEP Monitor for Monroe City Schools Office of Special Education Services

Faculty Member Name	Troxclair, Debra A.
Highest Degree, Field, & University[5]	Ph.D., Special Education, Emphasis Gifted Education, University of Southern Mississippi
Assignment: Indicate the role of the faculty member[6]	faculty
Faculty Rank[7]	Assistant Professor
Tenure Track	ʖ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Scholarship: Author of column in Louisiana Reading Association Journal (2004-2006) Leadership in Professional Associations and Service: Co-Chair of World Council for Gifted & Talented s Biennial Conference New Orleans, LA - August 2005 Service: Invited speaker for Texas Association for Gifted & Talented s Parent Conference February 2007
Teaching or other professional experience in P-12 schools[11]	21 years elementary school classroom teaching experience in New Orleans, LA metropolitan public, parochial and private schools and in Houston Metropolitan public schools/ Louisiana Teaching Certificate Grades 1 8; Academically Gifted K-12; School Library Science/ Texas Certification Grades K-4, Gifted, ESL 3 years experience as supervisor of summer programs for gifted

(6) e.g., faculty, clinical supervisor, department chair, administrator
(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor
(8) Scholarship is defined by NCATE as 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.
(9) 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.
(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice 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

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.

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 (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Praxis II: Early Childhood Education (0020) Elementary Education: Content Knowledge Praxis II: Education of Exceptional Students: Core Content Knowledge (0353)	State licensure tests	Completion of the program
Assessment #2: Assessment of content knowledge in special education (required)	Content Exam	Comprehensive Exam	Before required internship
Assessment #3: Assessment of candidate ability to plan instruction (required)	Development and Implementation of IFSP & IEP Lesson Plan	Project	Required course: SPED 526 Methods and Practicum Early Intervention
Assessment #4: Assessment of student teaching (required)	Internship Portfolio	Portfolio	Required course: SPED 526 Methods and Practicum Early Intervention
			Required course:

Assessment #5: Assessment of candidate effect on student learning (required)	Case Study	Case Study	ELED/SPED 453 Communication and Literacy in Early Intervention
Assessment #6: Additional assessment that addresses CEC standards (required)	Assistive Technology Integration	Portfolio	Required course: CURR518 Technology, Integration, and Portfolio Development
Assessment #7: Additional assessment that addresses CEC standards (optional)	Team & Physical/Medical Management in Early Intervention	Portfolio	Required course: SPED 531 Team & Physical/Medical Management in Early Intervention
Assessment #8: Additional assessment that addresses CEC standards (optional)	Early Childhood Diagnostic Evaluation Portfolio	Portfolio	Required course: SPED 504 Assessment Strategies & Practicum: Early Intervention

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(14) 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. FIELD EXPERIENCES AND CLINICAL PRACTICE STANDARD

Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.

Information should be provided in Section I (Context) to address this standard.

2. CONTENT STANDARDS

	#1	#2	#3	#4	#5	#6	#7	#8
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.

2. Development and Characteristics of Learners. Special educators know and **demonstrate respect** for their students first as unique human beings. Special educators understand the **similarities and differences in human development** and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how **exceptional conditions** can **interact** with the domains of human development and they **use this knowledge to respond to the varying abilities and behaviors of individual's** with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

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 preparation program is preparing candidates.

3. Individual Learning Differences. Special educators understand the **effects that an exceptional condition** can have **on an individual's learning** in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are **active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition** to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions **provides the foundation** upon which **special educators individualize instruction** to provide meaningful and challenging learning for individuals with ELN.

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.

4. Instructional Strategies. Special educators posses a repertoire of evidence-based **instructional strategies to individualize instruction** for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote **positive learning results in general and special curricula** and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

Beginning special educators demonstrate their mastery 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.

b	b	e	b	e	b	e	e

5. Learning Environments and Social Interactions. Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

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 preparation program is preparing candidates.

b	b	e	b	e	e	e	e

6. Language. Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

b	b	e	e	e	b	e	e

Beginning special educators demonstrate their mastery of language for and with individuals with ELN 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 preparation program is preparing candidates.

7. Instructional Planning. Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

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 preparation program is preparing candidates.

8. Assessment. Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and

development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments. 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 preparation program is preparing candidates.								
9. Professional and Ethical Practice. Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them. 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 preparation program is preparing candidates.	b	b	e	b	e	e	e	b
10. Collaboration. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as	b	b	e	b	e	e	b	e

well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE's unit standard 1:
- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
(a) the assessment tool or description of the assignment;
(b) the scoring guide for the assessment; and
(c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be avail

1. State licensure tests or professional examinations of content knowledge. CEC standards addressed in this entry could include all of the standards. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be

presented to document candidate attainment of content knowledge. Provide assessment information (items 1-5) as outlined in the directions for Section IV (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 1

See **Attachments** panel below.

2. Assessment of content knowledge[15] in special education. CEC standards addressed in this assessment could include but are not limited to Standards 1 and 2. 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 [16] . (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 2

See **Attachments** panel below.

3. Assessment that demonstrates candidates can effectively plan classroom-based instruction (e.g., unit plan) or activities for other roles as special educators. CEC standards that could be addressed in this assessment include but are not limited to 7. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans. An example would be a differentiated unit of instruction

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 3

See **Attachments** panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. CEC standards that could be addressed in this assessment include but are not limited to 4, 5, 6, 7, 8, 9, and 10. The assessment instrument used in student teaching and the internship or other clinical experiences should be submitted (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 4

See **Attachments** panel below.

5. Assessment that demonstrates candidate effects on student learning. CEC standards that could be addressed in this assessment include but are not limited to 4, 5, 6, 7, and 8. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 5

See **Attachments** panel below.

6. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 6

See **Attachments** panel below.

7. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 7

See **Attachments** panel below.

8. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 8

See **Attachments** panel below.

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)

Since there is no data to analyze the following comments are speculative of possible considerations for future improvement to the program.

Consideration should be given to the following areas:
1) Provide specific professional development on how to collect data evidence be used to improve ULM's program.

2) Identify any content knowledge on which candidates scored low according to Early Intervention Content Exam.

3) Identify professional and pedagogical knowledge, skills, and dispositions areas of needs based on candidate's ability to demonstrate positive effects on student academic learning according to the Diagnostic Case Study results.

4) Identify professional and pedagogical knowledge, skills, and dispositions areas of needs based on candidate's ability to demonstrate positive effects on student behavioral learning according to the 504 Assessment Strategies & Practicum: Early Intervention

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

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at http://www.ncate.org/institutions/process.asp?ch=4 (Response limited to 24,000 characters.)

Please click "Next"

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