

NATIONAL RECOGNITION REPORT

Preparation of Special Educators

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

COVER PAGE

Name of Institution

University of Louisiana at Monroe

Date of Review

MM DD YYYY

02 / 01 / 2009

This report is in response to a(n):

- ☐ Initial Review
- ☐ Revised Report
- ☐ Response to Conditions Report

Program(s) Covered by this Review

MEd Curriculum and Instruction Special Education Educational Diagnostician

Program Type

Other School Personnel

Award or Degree Level(s)

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

PART A - RECOGNITION DECISION

SPA Decision on NCATE recognition of the program(s):

- ☐ Nationally recognized
- ☐ Nationally recognized with conditions
- ☐ Further development required **OR** Nationally recognized with probation [See Part G]

jm Not nationally recognized

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

jm Yes

jm No

jm Not applicable

jm Not able to determine

Comment:

No data provided in this report.

Summary of Strengths:

PART B - STATUS OF MEETING SPA STANDARDS

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.

Met

Met with Conditions

Not Met

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Comment:

The field experience description for the university's Special Education Educational Diagnostician program indicates that candidates are interacting with students in diverse learning environments, but there is no descriptive evidence of the types of diverse experiences. Evidence of candidate placements to ensure balanced and broad experiences was not provided in the program report.

The report does indicate that the experiences provide opportunities for candidates to apply the theoretical knowledge for effective instruction for students with exceptional learning needs. The program appears to have integrated the field experiences into the candidates' course which concludes with a practicum. The candidates are expected to complete a minimum hours of 335 field experiences including a minimum of 50 field based hours in classrooms in each of the three major settings.

No evidence was provided to indicate how candidates are supervised throughout their field experiences. And no indication was provided to demonstrate how candidates are supported in their placements to ensure successful experiences.

Standard 1. Foundations. Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice,

including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Met	Met with Conditions	Not Met
		

Comment:

Assessment 1 is Praxis II Exams for special education. The two Praxis Exams in special education are Education of Exceptional Students: Core Content Knowledge (0353), and Education of Exceptional Students: Mild to Moderate Disabilities (0542). The program has not demonstrated alignment of these exams to the CEC Standards as informed by the advanced knowledge and skill set for the educational diagnostician.
Assessment 2 is a comprehensive exam that the candidates take during their practicum experience. The description indicated that it is designed to assess general knowledge of special education as well as the more specific educational diagnostics assessment and programming knowledge base. There are 142 multiple-choice and True/False questions and the candidates must earn a passing score of 80% on the exam. The program must align the content to the various elements of the Standards - such as with a Table of Specifications.
No data are available for Assessments 1 and 2.

Standard 2. Development and Characteristics of Learners. Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs. 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.

Met	Met with Conditions	Not Met
		

Comment:

See comments under Standard 1.

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

Met	Met with Conditions	Not Met
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Comment:

The Praxis Exams (Assessment 1) are content knowledge assessments and as such cannot measure the pedagogical skills to the specificity, breadth, and depth of CEC Standard 3 as informed by the knowledge and skill set for Educational Diagnosticians.

Assessment 2 is a comprehensive exam that the candidates take during their practicum experience. As a content knowledge assessment, Assessment 2 cannot address the specificity, breadth, or depth of CEC Standard 3 as informed by the knowledge and skill set for Educational Diagnosticians.

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

Met	Met with Conditions	Not Met
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Comment:

Assessment 3 is a Planning Portfolio that includes two teacher work samples that focus on the planning process. According to the description the TWS should encompass seven criteria: (a) complete context and diversity information, (b) a detailed description of the work sample with identified individual differences and specific accommodations, (c) clear, consistent description of assessment plan and all assignments/activities have clear directions and scoring guides, (d) the student learning gains are clearly shown, (e) a concise summary of data and a detailed description of efforts helping students who did not meet the objectives, (f) a detailed description of feedback methods prior to, during, and after instruction to all groups, and (g) detailed lesson plan(s) for unit of instruction with well-planned assessment and student activities. Data from this assessment will likely provide evidence for candidate proficiency in Standard 4.

Assessment 5 is another rubric for the same assignment that was used in Assessment 3. This additional rubric incorporates a measurement of the candidates abilities to impact student learning. There are also additional measures of candidates' analysis of data and related interventions. Therefore, data from this assessment will likely provide evidence of candidate proficiency relative to CEC Standard 4.

Assessment 6 is a Diagnostic Assessment Portfolio that involves case studies that address candidates' knowledge and skills in the administration and interpretation of both formal and informal assessments. According to the description the case studies are to include the following elements: (a) background information, (b) screening assessment procedures including CBM and RTI results (SPED 501), (c) formal battery of assessment procedures, (d) interpretation of results, (e) identification of relative strengths and weaknesses, (f) instructional implications, and (g) instructional recommendations. No data is provided for this assessment.

For Assessments 3, 5, and 6 no data are provided.

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

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Met with Conditions

Not Met

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Comment:

Assessment 4 is an Assessment Practicum Portfolio which is compiled by candidates during the final course in their program. According to the description, the portfolio is representative of every phase of the assessment/intervention process from pre-referral through full evaluation, including diagnosis and parent consultation. In reviewing the rubric and the description it appears that candidates are making recommendations only. This assessment as described does not address the specificity, breadth, or depth of CEC Standard 5 as informed by the knowledge and skill set for Educational Diagnosticians.

Assessment 5 is an additional rubric for the same assignment that was used in Assessment 3. This additional rubric incorporates a measure of candidates' ability to impact student learning. Also provided are measures of candidates' analysis of data and interventions. However, no measurement of candidates abilities to foster cultural understanding, positive social interactions or shaping environments was found. Therefore this assessment will not provide sufficient evidence to meet CEC Standard 5.

Assessment 7 is a Collaboration Portfolio which appears to assess the implementation of skills necessary for effective collaboration. In CEC Standard 5 candidates are expected to demonstrate pedagogical skills in creating, shaping, and maintaining safe and effective learning environments for students that foster cultural understanding and positive social interaction. This assessment as described does not address the specificity, breadth, or depth of CEC Standard 5 as informed by the knowledge and skill set for Educational Diagnosticians. Therefore, Assessment 7, will not provide sufficient evidence for meeting Standard 5.

Assessment 8 is a Technology to Enhance Student Learning Portfolio. According to the information provided candidates create a learning tool using technology. However, the rubric does not appear to contain items which directly measure candidates' abilities relative to Learning Environments and Social Interactions. Therefore it will not provide sufficient evident to adequately measure this standard.

No data were provided for assessments.

Standard 6. Language. Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with

exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

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Met with Conditions

Not Met

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Comment:

Assessment 4 is an Assessment Practicum Portfolio which is compiled by candidates during the final course in their program. According to the description, the portfolio is representative of every phase of the assessment/intervention process from pre-referral through full evaluation, diagnosis, and parent consultation. In reviewing the assessment's description and rubric it is unclear how candidates are using individual strategies to enhance language development and teach communication skills to students. The rubric does measure candidates use of technology in assessment and in their recommendations for the students. However, the description and rubric are unclear regarding required recommendations. As described this assessment does not address the specificity, breadth, or depth of CEC Standard 6 as informed by the knowledge and skill set for Educational Diagnosticians.

Assessment 6 is a Diagnostic Assessment Portfolio that involves case studies that address candidates' knowledge and skills in the administration and interpretation of both formal and informal assessments. According to the description the case studies are to include the following elements: (a) background information, (b) screening assessment procedures including CBM and RTI results (SPED 501), (c) formal battery of assessment procedures, (d) interpretation of results, (e) identification of relative strengths and weaknesses, (f) instructional implications, and (g) instructional recommendations. The assessment description and rubric do not include direct measures relative to Language and as such, this assessment will not provided sufficient evidence of candidates' proficiency relative to the specificity, breadth, and depth of Standard 6.

Assessment 8 is an Technology to Enhance Student Learning Portfolio. According to the assessment description and rubric candidates create a learning tool using technology. The rubric does not directly measure candidates' abilities relative to Language. Assessment 8 as currently designed will not provide sufficient evidence relative to Standard 6.

No data were provided for assessments.

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

instructional planning and individualized instruction.

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Met with Conditions

Not Met

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Comment:

Assessment 3 is a Planning Portfolio consisting of two teacher work samples that focus on the planning process. According to the description the TWS should encompass seven criteria: (a) complete context and diversity information, (b) a detailed description of the work sample with identified individual differences and specific accommodations, (c) clear, consistent description of assessment plan and all assignments/activities have clear directions and scoring guides, (d) the student learning gains are clearly shown, (e) a concise summary of data and a detailed description of efforts helping students who did not meet the objectives, (f) a detailed description of feedback methods prior to, during, and after instruction to all groups, and (g) detailed lesson plan(s) for unit of instruction with well-planned assessment and student activities. Assessment 3 as described appears to be aligned to Standard 7.

Assessment 4 is an Assessment Practicum Portfolio which is compiled by candidates during the final course in their program. According to the description, the portfolio is representative of every phase of the assessment/intervention process from pre-referral through full evaluation, diagnosis and parent consultation. This assessment as described does not address the specificity, breadth, or depth of CEC Standard 7 as informed by the knowledge and skill set for Educational Diagnosticians.

Assessment 8 is a Technology to Enhance Student Learning Portfolio. According to the information provided candidates create a learning tool using technology. The rubric does not provide for direct measurement of candidates' performance relative to CEC Standard 7. Therefore it is not likely to provide sufficient evidence for candidates' proficiencies related to Instructional Planning.

No data were provided for assessments.

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

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Met with Conditions

Not Met

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Comment:

Assessment 2 is a comprehensive exam that the candidates take during their practicum experience. The description indicated that it is designed to assess general knowledge of a special education as well as the more specific educational diagnostics assessment and programming knowledge base. There are 142 multiple-choice and True/False questions and the candidates must earn a passing score of 80% on the exam. This assessment does not appear to meet CEC Standard 8 requirements. Candidates are required by this standard to demonstrate pedagogical knowledge and skills.

Assessment 4 is an Assessment Practicum Portfolio which is compiled by candidates during the final course in their program. According to the description, the portfolio is representative of every phase of the assessment/intervention process from pre-referral through full evaluation, diagnosis and parent consultation. In reviewing the rubric and assessment description, the assessment is only loosely aligned to the Standard. No evidence will be provided from this assessment relative to candidates' understanding of legal policies and ethical principles of measurement and assessment, measurement theory, issues related to validity, reliability, norms, bias, interpretation, etc. In addition, no evidence will be provided from this assessment relative to the limitations of various assessments, collaboration to assure non-biased and meaningful assessments, and the necessary supports and adaptations which may be required to do so. As described the assessment will provide limited evidence of candidate proficiency relative to Standard 8.

Assessment 5 is an additional rubric for the same assignment that was used in Assessment 3. This additional rubric does incorporate a measurement of candidates' abilities to impact student learning. There are also measures of candidates' analysis of data and interventions based on assessment data. This assessment as described does not address the specificity, breadth, or depth of CEC Standard 8 as informed by the knowledge and skill set for Educational Diagnosticians.

Assessment 6 is a Diagnostic Assessment Portfolio that involves case studies that address candidates' knowledge and skills in the administration and interpretation of both formal and informal assessments. According to the description the case study are to include the following elements: (a) background information, (b) screening assessment procedures including CBM and RTI results (SPED 501), (c) formal battery of assessment procedures, (d) interpretation but no data was provided for this assessment.

No data were provided for assessments.

Standard 9. Professional and Ethical Practice. Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

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Met with Conditions

Not Met

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Comment:

Assessment 1 is Praxis II Exams for special education. As a content-knowledge assessment it can provide only evidence related to professional knowledge; it will provide no evidence relative to the candidates' demonstration of professional and ethical practice.

Assessment 2 is a comprehensive exam that the candidates take during their practicum experience. This assessment does not assess candidate actual performance and demonstration of skills, therefore will provide limited evidence of Standard 9.

Assessment 4 is an Assessment Practicum Portfolio which is compiled by candidates during the final course in their program. According to the description, the portfolio is representative of every phase of the assessment/intervention process from pre-referral through full evaluation, diagnosis and parent consultation. In reviewing the assessment's description and rubric candidates are being measured on their reflective log which includes evidence of all practicum activities. They are expected to include: (a) one or more CEC Educational Diagnostician Standard(s) addressed by activity, (b) detailed descriptions of the activity and context, and (c) Evaluation of the value of the activity in supporting personal/professional growth. Although observing and critiquing the assessment of several students, the assessment provides no direct assessment of candidates' demonstration of professional and ethical practice.

Assessment 7 is a Collaboration Portfolio which addresses the implementation of skills necessary for effective collaboration. In this assessment candidates are engaged in developing their own professional growth, and engage in professional activities that are researched and planned. Therefore as described this assessment seems more appropriate as a measure of Standard 10.

No data were provided for assessments.

Standard 10. Collaboration. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

Met

Met with Conditions

Not Met

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Comment:

Assessment 4 is an Assessment Practicum Portfolio which is compiled by candidates during the final course in their program. According to the description, the portfolio is representative of every phase of the assessment/intervention process from pre-referral through full evaluation, diagnosis and parent consultation. This assessment as described does not address the specificity, breadth, or depth of CEC Standard 10 as informed by the knowledge and skill set for Educational Diagnosticians.

Assessment 7 is a Collaboration Portfolio which addresses the implementation of skills necessary for effective collaboration. In this assessment candidates are engaged in professional activities that foster collaboration between colleagues and parents. Assessment 7 aligns well with Standard 10.

Assessment 8 is a Technology to Enhance Student Learning Portfolio. According to the information provided candidates create a learning tool using technology. The rubric does not directly measure candidates' performance. As described, this assessment does not assess candidate performance to the specificity, breadth, or depth of CEC Standard 10 as informed by the knowledge and skill set for Educational Diagnosticians.

No data were provided for assessments.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

The program provides various assessments relative to candidate knowledge of content, especially Assessments 1 and 2. However, alignment to the standards for both assessments were not provided and data were not included in the program report.

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

The candidates' abilities to understand and apply pedagogical and professional content knowledge, skills and dispositions appear to be measured in several assessments throughout the program. Candidates appear to have experiences in using their knowledge in authentic settings but no data were provided for the assessments.

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

The candidates effect on P-12 student learning was not directly assessed in the proposed assessments. In some of the assessments' rubrics and descriptions candidates appeared to be only making recommendations. Based on the fact that this program is designed for education diagnosticians, Assessment 5 does not appear to be an appropriate assessment and the program may want to seek guidance as to how to appropriately address this lack of appropriateness from CEC.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

This report indicates that there is a Assessment Review Committee which meets once each semester with the program faculty to review data and to discuss changes that need to be addressed in the assessments, rubrics or program. Since this is a newly re-designed program with only two candidates currently enrolled, the changes the committee has completed focused upon refining rubrics to make the data more meaningful for the future.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

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PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

The information in Section I provided an understanding of progress of the current program.

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

PART G -DECISIONS

Please select final decision:

- j ☐ Program is nationally recognized with conditions. The program will be listed as nationally recognized on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the time period specified below, in its published materials. National recognition is dependent upon NCATE accreditation.

NATIONAL RECOGNITION WITH CONDITIONS

The program is recognized through:

MM DD YYYY
 / /

Subsequent action by the institution: To retain national recognition, a report addressing the conditions to recognition must be submitted on or before the date cited below.

The program has **up to two opportunities** to address conditions within an 18 month period.

If the program is submitting a Response to Conditions Report **for the first time**, the range of possible deadlines for submitting that report are 4/15/09, 9/15/09, 2/1/10, or 9/15/10. *Note that the opportunity to submit a second Response to Conditions report (if needed), is only possible if the first Response to Conditions report is submitted on or before the 9/15/09 submission date noted above. However, the program should NOT submit its Response to Conditions until it is confident that it has addressed all the conditions in Part G of this recognition report.*

If the program is currently Recognized with Conditions and is submitting a **second** Response to Conditions Report, the report must be submitted by the date below.

Failure to submit a report by the date below will result in loss of national recognition.

MM DD YYYY
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The following conditions must be addressed within 18 months (or within the time period specified above if the program's recognition with conditions has been continued). See above for specific date.

1. Data for all assessments must be provided.
2. Each key assessment must be presented as one distinct assessment, and not spread across two or more of the 6-8 assessments required by the report.

3. The scores for the Praxis II licensure exams in special education content must be provided for all program completers. The alignment of the Praxis II exams to the CEC standards, as informed by the knowledge and skill set for "Educational Diagnostician," should also be provided.
4. Evidence of alignment of program assessments and data should be submitted with alignment being apparent to the specificity, breadth, and depth of each of the CEC Content Standards as informed by the knowledge and skill set for "Educational Diagnosticians."
5. Sufficient evidence to determine the preponderance of the CEC Standards are fully met should be provided.
6. Evidence of diverse placements for every candidate should be provided. A description of the level of supervision provided by special education faculty for all field experiences should also be included in the next report.
7. Examples of data-driven decisions should be included in the revised report (Section V).

Please click "Next"

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