

# 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

01 / 25 / 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 & Instruction, Specialization in Special Education, Mild/Moderate Disabilities

#### Program Type

Advanced Teaching

#### 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]

☐ 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:

☐ Yes

☐ No

☐ Not applicable

☐ Not able to determine

**Comment:**

Data were not available for program completers as none have yet taken the Praxis tests.

**Summary of Strengths:**

The emphasis on teacher leadership is interesting, particularly for special educators, and the inclusion of two courses on teacher leadership reflects this emphasis. It is also noteworthy that candidates in this program are required to design and implement online lessons and other technological strategies.

## 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:**

Candidates are provided opportunities to observe and interact in lower, middle, and secondary level classroom settings in the program design. No evidence of the provision and documentation of diverse experiences for every candidate was provided.

**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

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**Comment:**

No data are available; however, Assmt 1 requires successful scores on three Praxis exams and Assmt 2 requires successful completion of a 100 question comprehension exam before program completion. No passing score ("cut score") or table of specifications has been provided for program and reviewers (as well as examinees) to determine which standards are assessed by the various questions in Assmt 2. Assmt 7 is a comprehensive assignment in a course emphasizing theory to practice knowledge and activities on the unique needs of behavioral disorders. Although content knowledge is assessed, this assessment covers a very narrow scope related to Standard 1.

**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

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**Comment:**

No data are available for either Assessment 1 or 2. An alignment chart (Table of Specifications) is needed in order to determine the alignment of Assessment 2 to the standard.

**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:**

No data are available. An alignment chart (Table of Specifications) is needed in order to determine the alignment of Assessment 2 to the Standard. No evidence of candidates' ability to use their foundational knowledge "to individualize instruction to provide meaningful and challenging learning for individuals with ELN" was found.

**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
jm	jm	jm

**Comment:**

No data are currently available. Assessments 1 and 2 appear to be designed to provide the knowledge base for utilizing evidence-based instructional strategies, while Assessments 4 and 6 appear to be designed to provide evidence of how well candidates will implement those strategies in field placements. Assessment 6 appears to measure candidates' proficiencies related to the use of technology to enhance student learning; however, it is narrow in scope relative to Standard 4. No performance data from that assessment appear to relate to the modification of learning environments, the enhancement of critical thinking, problem solving, and performance; nor of increasing self-awareness, self-management, self-control, self-reliance, and self-esteem - nor to generalization of knowledge and skills across environments, settings, and the lifespan.

**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.

Met	Met with Conditions	Not Met
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**Comment:**

Assessments 1 and 2 are content knowledge assessments and as such do not measure candidates' proficiencies relative to creating and fostering productive and safe learning environments and social interactions. Assessment 4 is not aligned to Standard 5 with the exception of one line of the rubric indicating acceptable community relationships. It does not specifically address how special educators help general education colleagues in an ELN environment to develop meaningful, interactive, motivational, or instructional intervention strategies.

**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.

Met	Met with Conditions	Not Met
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**Comment:**

Assessments 1 and 2 are content knowledge assessments and as such do not measure candidates' proficiencies relative to language development and individualized strategies to enhance it. Likewise, Assessments 6 and 7 do not indicate alignment in their design to demonstrate that special educators can enhance language development and teach communication skills through augmentative, alternative, and assistive technologies. No design evidence was found to show how candidates handle cultural and linguistic differences for ELN students.

**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.

Met	Met with Conditions	Not Met
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**Comment:**

Assessments 1 and 2 are content knowledge exams and do not measure the pedagogical skills stressed in this standard. Assessments 4 and 7 as designed appear to align with the elements in Standard 7.

**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.

Met	Met with Conditions	Not Met
		

**Comment:**

Assessments 1 and 2 are content knowledge exams and do not measure the pedagogical skills stressed in this standard. Assessments 4 and 5 are designed to demonstrate that candidates can use evidence-based results from actual classroom planning and instruction based on relevant student assessment data and as such align better with Standards 4 and 7. Given the breadth of this standard, however, Assessments 4 and 5 do not align well with Standard 8.

**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.

Met	Met with Conditions	Not Met
		

**Comment:**

Assessments 1 and 2 are content knowledge exams and do not measure the pedagogical skills stressed in this standard. They do not address how candidates engage in professional activities and participate in learning communications. Interactions with culturally and linguistically diverse students and families are not designed to occur on the basis of these two 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
		

**Comment:**

Assessments 1 and 2 are content knowledge exams and do not measure the pedagogical skills stressed in this standard. Assessments 4 and 7 require candidates to interact with students, but only minor references are made to actual collaborative efforts required with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. These assessments are not aligned with this Standard and will not provide sufficient data for meeting this standard.

## **PART C - EVALUATION OF PROGRAM REPORT EVIDENCE**

### **C.1. Candidates' knowledge of content**

Although data are not currently available in these areas, the program has a strong design component requiring a solid base of content knowledge in its assessments. The three Praxis exams in Assessment 1 and the comprehensive exam in Assessment 2 with a table of specifications may provide primary evidence of this knowledge.

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

The program appears to be designed to highlight candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions. Assessments 3, 4, 5, 6, and 7 appear designed to demonstrate evidence of candidates' ability to understand and apply pedagogical and professional knowledge, skills, and dispositions as required by some of the standards. No data are currently available due to the newness of the program.

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

Multiple opportunities and requirements exist in this program to demonstrate P-12 student learning. Lacking, however, is a measure of the candidates' abilities relative to monitoring and revising instruction based on ongoing student assessment. It appears from the rubrics and assessments that the candidates may be able to demonstrate their ability to use assessment data to plan instruction, but equally important is the ability to make revisions and modifications to instruction based on assessment information. No evidence of this element was found.

## **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)**

No data are yet available for this new program. Therefore, no program evaluation based on data has been done.

## **PART E - AREAS FOR CONSIDERATION**

### **Areas for consideration**

Licensure test data are not yet available. More evidence is needed to demonstrate candidates' are implementing effective professional strategies to include families, related service providers, other teachers and community personnel. Data on communication effectiveness is important to include, particularly as those data assess the candidates' abilities to interact successfully in a variety of cultural, ethnic, economic, and linguistic diversities.

This review provides the program with considerations specific to assessments and alignment of



assessments and data to each given CEC Standard to be considered as the program assessment system is refined and further development is addressed.

## PART F - ADDITIONAL COMMENTS

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

Grade levels to be covered by the license under consideration in this report were not provided in the program report.

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

## PART G -DECISIONS

### Please select final decision:

- ☒ 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

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**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. Field experiences need to be more fully described relative to the nature of the experiences; specifically diversity of experiences must be addressed in the resubmitted description of field experience.
2. Rubrics/scoring guides and data need to be submitted for each of the NCATE required assessments and any additional assessments used as part of the program assessment system. Alignment of the assessments and data to the specificity, breadth, and depth of each of the CEC Standards should be apparent, as informed by the Individualized General Curriculum knowledge and skill set.
3. Sufficient evidence should be submitted to support that the preponderance of the 10 CEC Content Standards are fully met.
4. The program should submit a narrative description of how data has been used for purposes of program improvement (Section V).
5. PRAXIS exam data need to be submitted for all program completers in a format that will allow reviewers to determine if the 80 percent pass rate has been met or exceeded by program completers.

**Please click "Next"**

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