CEC Reviewer Scoring Guide and Rubric

**Directions**

1. **CEC Clinical Experience Scoring Guide**  Program reviewers examine the evidence in the program report and make a finding for each of the variables in the CEC Clinical Experience Scoring Guide. Overall, the CEC Clinical Experience Standard is met when all of the variables in the scoring guide are “met”, and the CEC Clinical Experience Standard is not met when any of the variables are “not met”. Any other score is rated “met with conditions”.
2. **CEC Preparation Standard Review Rubric** The CEC Preparation Standard Review Rubric is designed to be used separately with each of the CEC Preparation Standards in conjunction with the CEC Preparation Standard Rubric Worksheet. Program reviewers examine the evidence in the program report for each of the program assessments cited as aligning with the CEC Preparation Standards, and make a finding for each on the variables in the rubric for each of the CEC Preparation Standards. Overall, a CEC Preparation Standard is “met” when the reviewer finds that all four ratings are “met”, and the CEC Preparation Standard is not met when any of the variables are “not met”. Any other score is rated “met with conditions”.
3. **Program Report Decision Criteria Guide**  After rating each of the CEC Preparation Standards and the CEC Clinical Experience Rubric, the reviewer consults the Program Report Decision Criteria Guide to determine the appropriate decision for the program report.

CEC Clinical Preparation Scoring Guide

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

CEC Preparation Standard[[1]](#footnote-1) Review Rubric

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| **Program Assessment** | **NOT MET** | **MET WITH CONDITIONS** | **MET** |
| **Section 4 Assessment Components[[2]](#footnote-2)** | The components of the program assessment(s) cited for this standard are missing, incomplete, or not coordinated with each other | The narrative descriptions and scoring guides for the program assessment(s) are present, but incomplete or not coordinated with other components,  OR  The narrative descriptions and scoring guides for the program assessment(s) are present, but complete and coordinated with other components, but the data for the program assessment(s) is missing or incomplete. | The components of the program assessment(s) are present, complete, and coordinated with each other. |
| **Assessment Content** | The content of the program assessment(s) content does not align with or does not appropriately assess the depth and breadth of a preponderance of the elements of the CEC Standard as informed by the specialty set for the area(s) of preparation. | The content of the program assessment(s) content aligns inconsistently or incompletely with or it inconsistently assesses the depth and breadth of the elements of the CEC Standard as informed by the specialty set for the area(s) of preparation. | Program assessment content consistently aligns with and assesses the depth and breadth of the elements of the cited CEC Standard as informed by the specialty set for the area(s) of preparation. |
| **Scoring Guides/**  **Rubrics** | The scoring rubric/guide does not clearly describe performance expectations for each distinct level of candidate mastery in relation to the elements of the cited CEC Standard as informed by the specialty set.  OR | The rubric/ scoring guide describes the performance expectations for each distinct level of candidate mastery in relation to the elements of the CEC Standard as informed by the specialty set too broadly or subjectively.  OR | The rubric/scoring guide clearly and consistently describes performance expectations for each distinct level of candidate mastery in relation to the elements of the CEC Standard as informed by the specialty set allowing objective and unbiased judgments.  AND |
| The scoring guide/rubric does not align with the elements of the cited Standard as informed by the specialty set | The scoring guide/rubric inconsistently or incompletely aligns with the elements of the cited Standard as informed by the specialty set | The scoring guide/rubric consistently and completely aligns with the elements of the cited Standard as informed by the specialty set |
| **Candidate Performance Data** | The data are not disaggregated by program, application, and, if appropriate by program location  OR | The data are only partially disaggregated by program, application, and, if appropriate by program location  OR | The data are consistently disaggregated by program, application, and, if appropriate by program location  AND |
| The data are not aggregated to align to the elements of the cited CEC Preparation Standard as informed by the specialty set  OR  The data are not displayed at the same level as collected  OR | The data are only partially aggregated to align to the elements of the cited CEC Preparation Standard as informed by the specialty set  OR  The data are only partially displayed at the same level as collected  OR | The data are consistently aggregated to align to the elements of the cited CEC Preparation Standard as informed by the specialty set  AND  The data are consistently displayed at the same level as collected  AND |
| Program assessment(s) performance data do not demonstrate that candidates master a preponderance of the elements for the cited CEC Preparation Standard as informed by the specialty set. | Program assessment(s) performance data is not sufficient to demonstrate candidates master a preponderance of the elements for the cited CEC Preparation Standard as informed by the specialty set. | Program assessment(s) performance data clearly and consistently demonstrate candidates master a preponderance of the elements for the cited CEC Preparation Standard as informed by the specialty set. |

Program Report Decision Guide for Revised CEC Preparation Standards

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| **Program Report Decision** | **Criteria** |
| **Recognized** | All CEC Preparation Standards and the CEC Clinical Experience Standard are “met”  AND  The program report clearly and convincingly supports a finding that the program meets the elements of the CEC Clinical Experience Standard. |
| **Recognized with Conditions** | Up to eight CEC Preparation Standards including Clinical Experience Standard are “met with conditions.”  AND  Fewer than four CEC Preparation Standards and the Clinical Experience Standard are “not met.**”** |
| **Not Recognized** | Four or more CEC Preparation Standards including the Clinical Experience Standard are “not met.” |

CEC Preparation Standard Rubric Reviewer Worksheet

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

Program Report Decision Guide for Existing CEC Preparation Standards

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| **Program Report Decision** | **Criteria** |
| **Recognized** | All CEC Preparation Standards and the CEC Clinical Experience Standard are “met”  AND  The program report clearly and convincingly supports a finding that the program meets the elements of the CEC Clinical Experience Standard. |
| **Recognized with Conditions** | Up to eleven (Seven for advanced level) CEC Preparation Standards including Clinical Experience Standard are “met with conditions.”  AND  Fewer than four CEC Preparation Standards and the Clinical Experience Standard are “not met.**”** |
| **Not Recognized** | Four or more CEC Preparation Standards including the Clinical Experience Standard are “not met.” |

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

1. “Standard” herein mean the seven initial or advanced CEC Preparation Standards with their twenty-eight elements as informed by the appropriate specialty set(s). [↑](#footnote-ref-1)
2. Program assessment components required in Section 4 of the program report include the narrative description, the scoring guide, and the candidate performance data. [↑](#footnote-ref-2)