Program Report | Initial Practice-Based Professional Preparation Standards for Special Educators

Program Information and Background

Program Chair/Lead Administrator *

First Name

Last Name

The program chair and/or lead administrator is the individual with the authority and responsibility for the development and administration of the program.

Program Chair/Lead Administrator Title *

Program Chair/Lead Administrator Roles and Responsibilities

Please provide a narrative summary describing full scope of roles and responsibilities for program leaders dedicated to the program such as non-leadership responsibilities; teaching load; advising load; research/grant requirements for program leader; other.

Report Submitted by

First Name

Last Name

If different from program chair/lead administrator

Submitter Title

Institution/Parent Organization Name *

Address *

Country

Select...

Address

Address Line 2 (optional)

City

State, Province, or Region

Zip or Postal Code

Program Name *

A program is defined as a sequence of coursework and experiences leading to a degree and/or credential (e.g., state licensure) that entitles the holder to perform professional special educator services.
Each program must submit a separate report.

Please upload proof of current institutional regional accreditation *

Choose File

Upload a file. No files have been attached yet.

Acceptable file types: .csv, .doc, .docx, .odt, .pdf, .rtf, .txt, .wpd, .wpf, .gif, .jpg, .jpeg, .png, .svg, .tif, .tiff

Regional Accreditation at the institutional level is required for CEC Accreditation.

Program Data *

Choose File

Upload a file. No files have been attached yet.

Acceptable file types: .csv, .doc, .docx, .odt, .pdf, .rtf, .txt, .wpd, .wpf, .gif, .jpg, .jpeg, .png, .svg, .tif, .tiff, .epub, .key, .mobi, .mus, .musx, .ppt, .pptx, .sib, .xls, .xlsx, .zip, .adoc, .ai, .bbl, .dae, .dwg, .eps, .fbx, .fdx, .heif, .hevc, .iba, .ibooks, .ltx, .mpp, .mpx, .psd, .step, .stl, .stp, .tex, .vdx, .vsd, .vss, .vst, .vsx, .vtx

Please upload program data that includes the number of candidates enrolled in the program for the last three academic years as well as the number of program completers for the last three academic years. Please also include a narrative that describes any trends in enrollment or completion and include a description of the program's recruitment and retention efforts

Program of Study

Choose File

Upload a file. No files have been attached yet.

Acceptable file types: .csv, .doc, .docx, .odt, .pdf, .rtf, .txt, .wpd, .wpf, .gif, .jpg, .jpeg, .png, .svg, .tif, .tiff

Please upload file(s) that outline the program of study and experiences required for program completion. (e.g. excerpt from college catalog).

Faculty qualifications and recruitment

Please describe faculty qualifications and experience as well as faculty recruitment efforts for ensuring a diverse and equitable learning environment.

Program Organizational Chart *

Choose File

Upload a file. No files have been attached yet.

Acceptable file types: .csv, .doc, .docx, .odt, .pdf, .rtf, .txt, .wpd, .wpf, .gif, .jpg, .jpeg, .png, .svg, .tif, .tiff

Please upload an organizational chart of program faculty and staff

Faculty Data *

	1	2	3	4	5	6	7	8
Name								
Status (FT/PT/Adjunct)								
Role/Title								
Highest Degree Obtained								
Degree Subject Area								
Years Experience in current role								
Gender Identity								
Race								
Hispanic/Latino?								
Self-Identified Disability?								

Please note faculty demographic data is for contextual information. If information is unknown of if faculty choose not to disclose specific items, please indicate this within the chart.

Are there any state and/or institutional policies that influenced the program's ability to apply CEC Standards? *

○ Yes
○ No

Program Mission and Conceptual Framework

Program Background and Role in Preparing Special Educators *

Limit: 300 words

Please provide a brief introduction and historical background on the program, including any unique features that influence the program's role in preparing special educators.

Program Mission *

How does the program's mission statement support the local and community context? *

Conceptual Framework

- **Definition for conceptual framework?**

How does the program's conceptual framework support the local and community context? *

Explain how the program mission statement and conceptual framework includes stakeholder perspectives and are regularly evaluated. *

Explain how the program mission and conceptual framework reflects a commitment to diversity, equity, and inclusion. *

Please provide any supporting documentation/evidence for the programs mission and conceptual framework.

Choose File

Upload a file. No files have been attached yet.

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Program Key Assessment Alignment to Standards *

	Assessment Name	When is assessment administered	Standard 1: Standard 1: Engaging in Professional Learning and	Standard 2: Understanding and Addressing	Standard 3: Demonstrating Subject Matter	Standard 4: Using Assessment to Understand	Standard 5: Supporting Learning Using Effective
Assessment 1							
Assessment 2							
Assessment 3							
Assessment 4							

Assessment 5							
Assessment 6							
Assessment 7							
Assessment 8							

Using the chart, please list the key assessments with names, when assessment is administered, and indicate which standard(s) the assessment aligns to.
CEC Standards can be found on the website.

Please upload the key assessments, instructions for candidates, and evaluation rubrics *

> **Choose File**

Select up to 16 files to attach. No files have been attached yet. You may add 16 more files.

Acceptable file types: .csv, .doc, .docx, .odt, .pdf, .rtf, .txt, .wpd, .wpf, .gif, .jpg, .jpeg, .png, .svg, .tif, .tiff

Please ensure that files are clearly named and match the names and information provided in the alignment chart

Performance Standards

For each standard and/or component below, please upload evidence and provide narrative describing how the program meets each standard/component. Only evidence uploaded to this report will be considered. Links to external webpages will not be reviewed as evidence.

Field and Clinical Experience Standard

Special education candidates progress through a series of developmentally sequenced field and clinical 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.

Field and Clinical Experience Standard *

Include a description of field and clinical experiences required for the program, including the length of time for student teaching or internships.

Please upload any additional evidence related to the Field and Clinical Experience Standard

> **Choose File**

Select up to 5 files to attach. No files have been attached yet. You may add 5 more files.

Acceptable file types: .csv, .doc, .docx, .odt, .pdf, .rtf, .txt, .wpd, .wpf, .gif, .jpg, .jpeg, .png, .svg, .tif, .tiff

Please upload any supporting documents or evidence in addition to the key assessments that demonstrate how the program addresses the Field and Clinical Experience Standard.

Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines

Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

Component 1.1: Candidates practice within ethical guidelines and legal policies and procedures.

Component 1.2: Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.

Component 1.3: Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.

Narrative Description for Addressing Standard 1 *

Please use this space to provide a narrative description of how the program addresses Standard 1. Please be sure to draw specific references to each of the components in the Standard as well as any conclusions from the data and continuous improvement efforts.

Please upload any additional documents or evidence that supports the Standard 1 narrative.

Choose File

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Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs

Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.

Component 2.1: Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.

Component 2.2: Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.

Component 2.3: Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Narrative Description for Addressing Standard 2 *

Please use this space to provide a narrative description of how the program addresses Standard 2. Please be sure to draw specific references to each of the components in the Standard as well as any conclusions from the data and continuous improvement efforts.

Please upload any additional documents or evidence that supports the Standard 2 narrative.

Choose File

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Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge

Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

Component 3.1: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.

Component 3.2: Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.

Narrative Description for Addressing Standard 3 *

Please use this space to provide a narrative description of how the program addresses Standard 3. Please be sure to draw specific references to each of the components in the Standard as well as any conclusions from the data and continuous improvement efforts.

Please upload any additional documents or evidence that supports the Standard 3 narrative.

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Select up to 5 files to attach. No files have been attached yet. You may add 5 more files.

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Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making

Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

Component 4.1: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.

Component 4.2: Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.

Component 4.3: Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

Narrative Description for Addressing Standard 4 *

Please use this space to provide a narrative description of how the program addresses Standard 4. Please be sure to draw specific references to each of the components in the Standard as well as any conclusions from the data and continuous improvement efforts.

Please upload any additional documents or evidence that supports the Standard 4 narrative.

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Standard 5: Supporting Learning Using Effective Instruction

Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

Component 5.1: Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.

Component 5.2: Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.

Component 5.3: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.

Component 5.4: Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.

Component 5.5: Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.

Component 5.6: Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

Narrative Description for Addressing Standard 5 *

Please use this space to provide a narrative description of how the program addresses Standard 5. Please be sure to draw specific references to each of the components in the Standard as well as any conclusions from the data and continuous improvement efforts.

Please upload any additional documents or evidence that supports the Standard 5 narrative.

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Acceptable file types: .csv, .doc, .docx, .odt, .pdf, .rtf, .txt, .wpd, .wpf, .gif, .jpg, .jpeg, .png, .svg, .tif, .tiff

Standard 6: Supporting Social, Emotional, and Behavioral Growth

Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

Component 6.1: Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.

Component 6.2: Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.

Component 6.3: Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

Narrative Description for Addressing Standard 6 *

Please use this space to provide a narrative description of how the program addresses Standard 6. Please be sure to draw specific references to each of the components in the Standard as well as any conclusions from the data and continuous improvement efforts.

Please upload any additional documents or evidence that supports the Standard 6 narrative.

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Standard 7: Collaborating with Team Members

Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

Component 7.1: Candidates utilize communication, group facilitation, and problem–solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.

Component 7.2: Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.

Component 7.3: Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.

Component 7.4: Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.

Narrative Description for Addressing Standard 7 *

Please use this space to provide a narrative description of how the program addresses Standard 7. Please be sure to draw specific references to each of the components in the Standard as well as any conclusions from the data and continuous improvement efforts.

Please upload any additional documents or evidence that supports the Standard 7 narrative.

Choose File

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Please provide a narrative description of detailing available student supports and resources for candidates in the program. *

Narrative should explain how candidates have equitable access to academic and non-academic supports and resources designed around the needs and characteristics of the candidate population. The narrative should also address the parity of available candidate resources with other programs at the institution.

Evidence of candidate resources and support *

Choose File

Select up to 5 files to attach. No files have been attached yet. You may add 5 more files.

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Include photos of physical space resources for all sites where the program operates. If applicable, please include screen shots of online/virtual resources.

How does the program routinely review the performance of and advise candidates regarding their progress and potential in the program? *

Detail of program milestones with associated actions/consequences prompted by individual candidate level of performance, e.g., candidate moves to field experience, candidate moves to student teaching, candidate is counseled out of program

Please upload any evidence related to review and advisement of candidate performance.

Choose File

Upload a file. No files have been attached yet.

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Assuring Public Accountability

The program is transparent with the public about its effectiveness in preparing special educators, publishing evidence to that effect on its website in a place easily accessible to current and prospective candidates and the public.

Program objectives and evidence of meeting these objectives *

Choose File

Upload a file. No files have been attached yet.

Acceptable file types: .csv, .doc, .docx, .odt, .pdf, .rtf, .txt, .wpd, .wpf, .gif, .jpg, .jpeg, .png, .svg, .tif, .tiff

Please upload a PDF/image of the program's website displaying the program's objectives as well as the evidence of meeting those objectives

Program reflection and commitment to ongoing improvement *

An important part of CEC Accreditation is for program self-reflection in preparation for, throughout, and following the accreditation process. Please provide narrative below on what opportunities and successes have been discovered during this process. How does the program plan to realize these opportunities in the future?

How does the program review and analyze data to improve teaching and learning? *

Please include a narrative describing the process for reviewing and analyzing all program data and a description of changes faculty are making to teaching and learning based on their analysis of data for continuous improvement.

Please upload evidence for reviewing and analyzing data to improve teaching and learning.

Choose File

Upload a file. No files have been attached yet.

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Evidence indicating linkage or relationship between data and program improvement efforts

Effectiveness data is publicly posted *

Choose File

Select up to 3 files to attach. No files have been attached yet. You may add 3 more files.

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Please upload a PDF/image of the program's website displaying evidence of candidate success that includes the number of program completers by academic year, rate of completion, within program's published timeframe, and other institutionally designed measures that speak to program effectiveness.

Save Draft   **Submit Form**