Program Report for Preparation Programs Using the 2020 Initial Practice-Based Standards for Early Interventionists/Early Childhood Special Educators Council for Exceptional Children (CEC) Option 1

The 2020 Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE) represent the first standards to focus specifically on the preparation of professionals who work with young children ages birth through 8 who have or are at-risk for developmental delays and disabilities and their families, across home, classroom and community settings.

COVER SHEET

1. **Institution Name**

2. **State**

3. **Date submitted**

   MM   DD   YYYY
   _____ / _____ / _____

4. **Report Preparer's Information:**

   Name of Preparer:
   _____

   Phone: Ext.
   ( ) -
   E-mail:
   _____

5. **CAEP Coordinator's Information:**

   Name:
   _____

   Phone: Ext.
   ( ) -
   E-mail:
   _____

6. **Name of institution's program**

7. **CAEP Category**

8. **Grade levels[1] and Age/Exceptionalities/Severity Levels for which candidates are being prepared**

9. **Program Type**
   - ○ Advanced Teaching
   - ○ First Teaching License
   - ○ Other School Personnel
   - ○ Non-licensure/non-certification degree
   - ○ Unspecified

10. **Degree or award level**
    - ○ Baccalaureate
    - ○ Post Baccalaureate
    - ○ Master's
    - ○ Post Master's
    - ○ Specialist or C.A.S.
    - ○ Doctorate
    - ○ Endorsement only

11. **Is this program offered at more than one site?**
    - ○ Yes
    - ○ No

12. **If your answer is "yes" to above question, list the sites at which the program is offered**

13. **Title of the state license for which candidates are prepared**

14. **Program report status:**
    - ○ Initial Review
    - ○ Response to One of the Following Decisions: Further Development Required or Recognition with Probation
    - ○ Response to National Recognition With Conditions

15. **Is your Educator Preparation Provider (EPP) seeking**
    - ○ CAEP accreditation for the first time (initial accreditation)
    - ○ Continuing CAEP accreditation

16. **State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores: CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?**

    - ○ Yes
    - ○ No

SECTION I - CONTEXT

1. **Description of any state or institutional policies that may influence the application of CEC Early Interventionist/Early Childhood Special Educator Standards. (Response limited to 4,000 characters)**

2. **Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)**

3. **Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)**

4. **Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)**

A LINK to upload or manage your uploaded file(s)

5. **This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.**

A LINK to upload or manage your uploaded file(s)

6. **Candidate Information**

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[2]

(2) CAEP uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

7. **Faculty Information**

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

Faculty Member Name	
Highest Degree, Field, & University[3]	
Assignment: Indicate the role of the faculty member[4]	
Faculty Rank[5]	
Tenure Track	☐ YES
Scholarship[6], **Leadership in Professional Associations, and Service**[7]**:List up to 3 major contributions in the past 3 years**[8]	
Teaching or other professional experience in P-12 schools[9]	

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.

(4) For example, faculty, clinical supervisor, department chair, administrator

(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as a systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) For example, officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the CEC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. **In this section, list the 6-8 assessments that are being submitted as evidence for meeting the CEC Early Interventionist/Early Childhood Special Educator standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program. (Response limited to 250 characters each field)**

Type and Number of Assessment	Name of Assessment [12]	Type or Form of Assessment [13]	When the Assessment Is Administered [14]
Assessment #1: Licensure assessment, or other content-based assessment (required)			
Assessment #2: Assessment of content knowledge in special education (required)			
Assessment #3: Assessment of candidate ability to plan instruction (required)			
Assessment #4: Assessment of student teaching (required)			
Assessment #5: Assessment of candidate effect on student learning (required)			
Assessment #6: Additional assessment that addresses CEC standards (required)			
Assessment #7: Additional assessment that addresses CEC standards (optional)			
Assessment #8: Additional assessment that addresses CEC standards (optional)			

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each CEC Standard on the chart below, identify the assessment(s) in Section II that address the Standard. One assessment may apply to multiple CEC Standards.

1. **FIELD AND CLINICAL EXPERIENCE STANDARD**
Early Interventionist/Early Childhood Special Education candidates progress through a series of planned and developmentally sequenced field experiences for the early childhood age ranges (birth to age 3, 3 through 5 years, 5 through 8 years), range of abilities, and in the variety of collaborative and inclusive early childhood settings that are appropriate to their license and roles. Clinical experiences should take place in the same age ranges covered by the license. If the license covers all three age ranges, the program must provide clinical experiences in at least two of the three age ranges and a field experience in the third age range. These field and clinical experiences are supervised by qualified professionals.

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

2.

STANDARD 1: CHILD DEVELOPMENT AND EARLY LEARNING
Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.

	#1	#2	#3	#4	#5	#6	#7	#8
Component 1.1: Candidates demonstrate an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instruction decisions.								
Component 1.2: Candidates apply knowledge of normative sequences of early development, individual differences, and families' social, cultural, and linguistic diversity to support each child's development and learning across contexts.								

Component 1.3: Candidates apply knowledge of biological and environmental factors that may support or constrain children's early development and learning as they plan and implement early intervention and instruction.

Component 1.4: Candidates demonstrate an understanding of characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children's early development and learning, and implications for assessment, curriculum, instruction, and intervention.

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3. **STANDARD 2: PARTNERING WITH FAMILIES**
Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They engage families in opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children's development and learning.

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

Component 2.1: Candidates apply their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information.

Component 2.2: Candidates communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments.

Component 2.3: Candidates engage families in identifying their strengths, priorities, and concerns; support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes.

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4. **STANDARD 3: COLLABORATION AND TEAMING**
Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.

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

Component 3.1: Candidates apply teaming models, skills, and processes, including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies.

Component 3.2: Candidates use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach.

Component 3.3: Candidates partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through 8 age span.

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(15) As used, "general curricula", means the academic content of the general curriculum including math, reading, English/language arts, science, social studies, and the arts.
(16) As used, "specialized curricula" means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.

5. **STANDARD 4: ASSESSMENT PROCESSES**
Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Using evidence-based practices, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.

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

Component 4.1: Candidates understand the purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally, culturally and linguistically appropriate, valid, reliable tools and methods that are responsive to the characteristics of the young child, family, and program.

Component 4.2: Candidates develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families and other professionals.

Component 4.3: Candidates analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals.

Component 4.4: Candidates, in collaboration with families and other team members, use assessment

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data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.

6. **STANDARD 5: APPLICATION OF CURRICULUM FRAMEWORKS IN THE PLANNING OF MEANINGFUL LEARNING EXPERIENCE**
Candidates collaborate with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.

	#1	#2	#3	#4	#5	#6	#7	#8
Component 5.1: Candidates collaborate with families and other professionals in identifying an evidence-based curriculum addressing developmental and content domains to design and facilitate meaningful and culturally responsive learning experiences that support the unique abilities and needs of all children and families. Component 5.2: Candidates use their knowledge of early childhood curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure equitable access to universally designed, developmentally appropriate, and challenging learning experiences in natural and inclusive environments.	☐	☐	☐	☐	☐	☐	☐	☐

(17) Instructional strategies, as used throughout this form, include intervention used in academic and specialized curricula.

7. **STANDARD 6: USING RESPONSIVE AND RECIPROCAL INTERACTIONS, INTERVENTIONS, AND INSTRUCTION**
Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

	#1	#2	#3	#4	#5	#6	#7	#8
Component 6.1: Candidates, in partnership with families, identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children's learning and development across all developmental and academic content domains. Component 6.2: Candidates engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development. Component 6.3: Candidates engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family. Component 6.4: Candidates promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors. Component 6.5: Candidates identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts. Component 6.6: Candidates use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings. Component 6.7: Candidates plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of natural environments and inclusive settings.	☐	☐	☐	☐	☐	☐	☐	☐

8. **STANDARD 7: PROFESSIONALISM AND ETHICAL PRACTICE**
Candidates identify and engage with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by candidates.

	#1	#2	#3	#4	#5	#6	#7	#8
Component 7.1: Candidates engage with the profession of EI/ECSE by participating in local, regional, national, and/or international activities and professional organizations. Component 7.2: Candidates engage in ongoing reflective practice and access evidence-based information to improve their own practices. Component 7.3: Candidates exhibit leadership skills in advocating for improved outcomes for young children, families, and the profession, including the promotion of and use of evidence-based practices and decision-making. Component 7.4: Candidates practice within ethical and legal policies and procedures.	☐	☐	☐	☐	☐	☐	☐	☐

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: For each program assessment listed in Section II, use one file to provide a description of the assessment of not more than two pages along with the program assessment, scoring rubric, and data tables.

Taken as a whole, the program assessments must demonstrate candidate mastery of the CEC Early Interventionist/Early Childhood Special Educator Standards. The program assessments used must be required of all candidates. Assessments, scoring guides/rubrics, and data should be aligned with the CEC Early Interventionist/Early Childhood Special Educator Standards. This means that the concepts in the CEC Early Interventionist/Early Childhood Special Educator Standards should be apparent in the program assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the CEC Preparation Standards. Data should also be aligned with the CEC Early Interventionist/Early Childhood Special Educator Standards. The data should be presented at the same level it is collected. For example, if a rubric is used to collects data on several elements each relating to specific CEC Early Interventionist/Early Childhood Special Educator Standard, then the data should report the data on each of the elements rather than reporting a single cumulative score.

In the description of each program assessment below, CEC has identified potential program assessments that would be appropriate. Program assessments have been organized into the following three areas to be aligned with the elements in CAEP Standard 1:
. Content knowledge (Program assessments 1 and 2)
. Pedagogical and professional knowledge, skills and dispositions (Program assessments 3 and 4)
. Focus on student learning (Program assessment 5)

While faculty may align state credentialing assessment (Program Assessment 1) to numerous CEC Early Interventionist/Early Childhood Special Educator Standards, it may not be cited as the sole assessment for any CEC Early Interventionist/Early Childhood Special Educator Standards.

Note that in special education, the primary content knowledge for the professional discipline includes and is inextricable from professional knowledge. Therefore, program assessments that combine content and professional knowledge will be considered "content knowledge" assessments for the purpose of this report.

For each program assessment, the report developer should prepare one document that includes the following items :
(1) Two-page narrative including:
. A brief description of the program assessment and its use in the program;
. A description of how this program assessment specifically aligns with the standards for which it is cited in Section III. Cite CEC Early Interventionist/Early Childhood Special Educator Standards by number, title, and/or standard wording.
. A brief analysis of the data findings;
. An interpretation of how that data provides evidence for meeting standards, indicating the specific CEC Early Interventionist/Early Childhood Special Educator Standards by number, title, and/or standard wording;

(2) Program assessment documentation including:
. The program assessment tool itself or a rich description of the program assessment (often the directions given to candidates);
. The scoring guide or rubric for the program assessment; and
. Candidate performance data derived from the program assessment in tables that display the scores in alignment with the CEC Early Interventionist/Early Childhood Special Educator Standards.
. The responses for e, f, and g (above) routinely should be limited to the equivalent of five text pages each. Exceptionally, some program assessment instruments or scoring guides/rubrics may go beyond five pages.

1. **CONTENT KNOWLEDGE**

    Data from required state licensure tests or professional examinations of content knowledge of CEC Early Interventionist/Early Childhood Special Educator Standards addressed in this program assessment could include Standards 1 through 7. If the state does not require a credentialing test(s) or professional examinations in the content area, another program assessment must be presented to document candidate attainment of content knowledge.

    Provide assessment information as outlined in the directions for Section IV.

    A LINK to upload or manage your uploaded file(s)

2. **CONTENT KNOWLEDGE**

    CEC Early Interventionist/Early Childhood Special Educator Standards addressed in this program assessment could include Standards 1 through 7. Examples of assessments include comprehensive examinations; assessments of content knowledge such as course grades in content or pedagogical courses related to early learning and development; and required capstone projects. [18].

    Provide assessment information as outlined in the directions for Section IV

    A LINK to upload or manage your uploaded file(s)

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    (18) A portfolio is a collection of candidate work. The information to be reported here requires an assessment of candidates' content knowledge as revealed in the work product contained in a portfolio. If the portfolio contains pieces that are interdependent and the portfolio is evaluated by faculty as one assessment using a scoring guide, then the portfolio could be counted as one assessment. Often the assessment addresses an independent product within the portfolio rather than the complete portfolio. In the latter case, the assessment and scoring guide for the independent product should be presented.

3. **PLANNING: PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS**

Assessment that demonstrates candidates can effectively plan instruction as individualized for a single individual. CEC Early Interventionist/Early Childhood Special Educator Standards that typically could be addressed in this assessment include but are not limited to Standards 1, 4, 5, and 6. Examples of program assessments include the evaluation of candidates' abilities to develop individualized lesson or unit plans, individualized educational plans, needs assessments, or intervention plans.

Provide assessment information as outlined in the directions for Section IV.

A <u>LINK</u> to upload or manage your uploaded file(s)

4. **TEACHING: PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS**

Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. CEC Early Interventionist/Early Childhood Special Educator Standards that typically could be addressed in this program assessment include Standards 1 through 7. The program assessment instrument used in student teaching or the internship should be submitted.

Provide program assessment information as outlined in the directions for Section IV.

A <u>LINK</u> to upload or manage your uploaded file(s)

5. **EFFECTS ON STUDENT LEARNING**

CEC Early Interventionist/Early Childhood Special Educator Standards that typically could be addressed in this program assessment include but are not limited to Standards 1, 4, 5, 6, and 7. Examples of program assessments include those based on student work samples, teacher work samples, case studies of elementary classrooms, and classroom action research studies.

Provide program assessment information as outlined in the directions for Section IV.

A <u>LINK</u> to upload or manage your uploaded file(s)

6. **ADDITIONAL PROGRAM ASSESSMENT**

Examples of program assessments include evaluations of field experiences, case studies, portfolio tasks, and licensure tests not reported in 1.

Provide program assessment information as outlined in the directions for Section IV.

A <u>LINK</u> to upload or manage your uploaded file(s)

7. **ADDITIONAL PROGRAM ASSESSMENT**

Examples of program assessments include evaluations of field experiences, case studies, portfolio tasks, and licensure tests not reported in 1.

Provide program assessment information as outlined in the directions for Section IV.

A <u>LINK</u> to upload or manage your uploaded file(s)

8. **ADDITIONAL PROGRAM ASSESSMENT**

Examples of program assessments include evaluations of field experiences, case studies, portfolio tasks, and licensure tests not reported in 1.

Provide program assessment information as outlined in the directions for Section IV.

A <u>LINK</u> to upload or manage your uploaded file(s)

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. **Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

   (Response limited to 12,000 characters)

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

1. **For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process**

   For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process

   (Response limited to 24,000 characters.)

Please click "Next"

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