

# Program Report for the Preparation of Special Educators Using the 2020 Initial K-12 Practice-Based Professional Preparation Standards Council for Exceptional Children (CEC) Option 1

The 2020 Initial K-12 Practice-Based Professional Preparation Standards for Special Educators are a revision to the 2012 Initial Standard and include updated standard and component statements and a narrowed focus on preparing educators who will be working with students in kindergarten through 12th grade.

## COVER SHEET

1. **Institution Name**

2. **State**

3. **Date submitted**

MM DD YYYY

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

Name of Preparer:	
<input type="text"/>	
Phone:	Ext.
( ) -	
E-mail:	
<input type="text"/>	

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

Name:	
<input type="text"/>	
Phone:	Ext.
( ) -	
E-mail:	
<input type="text"/>	

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

7. **CAEP Category**

8. **Grade levels<sup>(1)</sup> and Age/Exceptionalities/Severity Levels for which candidates are being prepared**

(1) e.g. K-6, K-12

**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**

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

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**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 Initial K-12 Practice-Based Professional Preparation Standards. (Response limited to 4,000 characters)**

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**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)**

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**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)**

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 <sup>(2)</sup>

(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.**

<b>Faculty Member Name</b>	
<b>Highest Degree, Field, &amp; University<sup>(3)</sup></b>	
<b>Assignment: Indicate the role of the faculty member<sup>(4)</sup></b>	
<b>Faculty Rank<sup>(5)</sup></b>	
<b>Tenure Track</b>	<input type="checkbox"/> YES
<b>Scholarship<sup>(6)</sup>, Leadership in Professional Associations, and Service<sup>(7)</sup>: List up to 3 major contributions in the past 3 years<sup>(8)</sup></b>	
<b>Teaching or other professional experience in P-12 schools<sup>(9)</sup></b>	

(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.



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.

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**4. 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.**

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

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.

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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: USING ASSESSMENT TO UNDERSTAND THE LEARNERS 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.**

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

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.

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**6. 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.**

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

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.

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

**specialized curricula.**

- 7. 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.**

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

- 8. 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.**

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

## 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 Initial K-12 Practice-Based Professional Preparation Standards. The program assessments used must be required of all candidates. Assessments, scoring guides/rubrics, and data should be aligned with the CEC Initial K-12 Practice-Based Professional Preparation Standards. This means that the concepts in the CEC Initial K-12 Practice-Based Professional Preparation 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 Initial K-12 Practice-Based Professional Preparation Standards. Data should also be aligned with the CEC Initial K-12 Practice-Based Professional Preparation Standards. The data should be presented at the same level it is collected. For example, if a rubric is used to collect data on several elements each relating to specific CEC Initial K-12 Practice-Based Professional Preparation Standards, 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 Initial K-12 Practice-Based Professional Preparation Standards, it may not be cited as the sole assessment for any CEC Initial K-12 Practice-Based Professional Preparation 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 Initial K-12 Practice-Based Professional Preparation 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 Initial K-12 Practice-Based Professional Preparation 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 Initial K-12 Practice-Based Professional Preparation 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 Initial K-12 Practice-Based Professional Preparation Standards addressed in this program assessment could include Standards 2 and 3. 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 Initial K-12 Practice-Based Professional Preparation Standards addressed in this program assessment could include Standards 1 through 3. Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks<sup>(18)</sup>.

Provide assessment information as outlined in the directions for Section IV

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

(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 Initial K-12 Practice-Based Professional Preparation Standards that typically could be addressed in this assessment include but are not limited to Standards 1 through 7. 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 [LINK](#) 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 Initial K-12 Practice-Based Professional Preparation Standards that typically could be addressed in this program assessment include but are not limited to 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 [LINK](#) to upload or manage your uploaded file(s)

## 5. EFFECTS ON STUDENT LEARNING

CEC Initial K-12 Practice-Based Professional Preparation Standards that typically could be addressed in this program assessment include but are not limited to Standards 4 and 5. Examples of program assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

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

A [LINK](#) 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.

**7. ADDITIONAL PROGRAM ASSESSMENT** [A LINK](#) to upload or manage your uploaded file(s)

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 LINK](#) 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 LINK](#) to upload or manage your uploaded file(s)

## SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

- 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)**

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

- 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.)**

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**Please click "Next"**

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