

NATIONAL RECOGNITION REPORT

Preparation of Special Educators (2001 Standards)

NCATE recognition of this program is dependent on the review of the program by representatives of the Council for Exceptional Children (CEC).

COVER PAGE

Name of Institution

Lock Haven University, PA

Date of Review

MM DD YYYY

02 / 01 / 2015

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

Special Education N-12 Cognitive, Behavioral, Physical Health Disabilities

Grade Level⁽¹⁾

Special Education N-12

(1) e.g. Early Childhood, Elementary K-6

Program Type

First Teaching License

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

PART A - RECOGNITION DECISION

SPA Decision on NCATE recognition of the program(s):

- Nationally recognized
- Nationally recognized with conditions
- Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

- Yes
- No
- Not applicable
- Not able to determine

Comments, if necessary, concerning Test Results:

Summary of Strengths:

The use of an electronic assessment management system appears to be assisting the program in the assessment process.

PART B - STATUS OF MEETING SPA STANDARDS

Field Experiences and Clinical Practice Standard. Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.

Met Met with Conditions Not Met

Comment:

The Field Experience and Clinical Practice Standard was met in the previous submission.

Standard 1. Foundations. Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based **principles and theories**, relevant **laws and policies**, diverse and **historical** points of view, and **human issues** that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these **influence professional practice**, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how **issues of human diversity** can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the **relationships of organizations of special education** to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

Met



Met with Conditions



Not Met



Comment:

CEC Content Standard 1 was met in the previous submission.

Standard 2. Development and Characteristics of Learners. Special educators know and **demonstrate respect** for their students first as unique human beings. Special educators understand the **similarities and differences in human development** and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how **exceptional conditions** can **interact** with the domains of human development and they **use this knowledge to respond to the varying abilities and behaviors of individual's** with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Met



Met with Conditions



Not Met



Comment:

CEC Content Standard 2 was met in the previous submission.

3. Individual Learning Differences. Special educators understand the **effects that an exceptional condition** can have **on an individual's learning** in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are **active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition** to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions **provides the foundation** upon which **special educators individualize instruction** to provide meaningful and challenging learning for individuals with ELN.

Met



Met with Conditions



Not Met



Comment:

The program identifies Assessment 1: Praxis II (0353) and (0354), Assessment 3: Senior Lesson Plan, Assessment 4: Student Teaching Competency Form (STCF), Assessment 5: Teacher Work Sample, Assessment 6: Major GPA and Course Grades, and Assessment 8: IEP with Transition Plan as providing evidence that CEC Content Standard 3: Individual Learning Differences is met.

One data cycle is reported for each assessment as part of this response to conditions report. Assessment 3: Senior Lesson Plan revisions include an addendum that provides some evidence that this standard is met. Assessment 4: Student Teaching Competency Form (STCF) revisions include an addendum that together with the original rubric provides additional evidence that this standard is met. An addendum has also been added to Assessment 5: Teacher Work Sample to better align that assessment with this standard. Assessment 6 and Assessment 8 are also aligned to elements of CEC Standard 3. Candidate performance across all assessments is strong. Based on the preponderance of evidence provided, CEC

Standard 3 is met.

As the program moves forward to address the 2012 Standards rubrics for the lesson plan (3), TWS (5), and IEP (8) need to be further refined. Anchor language needs to focus across rubric components on candidate performance. Current rubric anchor language tends to be focused on the product and parts of the product but need to focus on what it is the candidate demonstrates they know and are able to do.

4. Instructional Strategies. Special educators possess a repertoire of evidence-based **instructional strategies to individualize instruction** for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote **positive learning results in general and special curricula** and to appropriately modify learning environments for individuals with ELN. They enhance the **learning of critical thinking, problem solving, and performance skills** of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the **development, maintenance, and generalization** of knowledge and skills across environments, settings, and the lifespan.

Met

Met with Conditions

Not Met



Comment:

The program identifies Assessment 1: Praxis II (0353) and (0354), Assessment 3: Senior Lesson Plan, Assessment 4: Student Teaching Competency Form (STCF), Assessment 5: Teacher Work Sample, and Assessment 6: Major GPA and Course Grades as providing evidence that CEC Standard 4: Instructional Strategies is met. One data cycle is reported for each assessment as part of this response to conditions report. Rubrics and data charts have been aligned to the appropriate CEC Content Standards. Assessments 1 and 6 provide evidence that candidates have knowledge of evidence based instructional practices. Addendums have been developed and directly aligned to appropriate standards so that Assessments 3, 4 and 5 provide additional evidence that candidates have the skills and dispositions to implement these instructional strategies.

Based on the preponderance of evidence provided, CEC Standard 4 is met.

As the program moves forward to address the 2012 Standards rubrics for the lesson plan (3) and TWS (5) need to be further refined. Anchor language needs to focus across rubric components on candidate performance. Current rubric anchor language tends to be focused on the product and parts of the product but need to focus on what it is the candidate demonstrates they know and are able to do.

5. Learning Environments and Social Interactions. Special educators actively **create learning environments** for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and **active engagement** of individuals with ELN. In addition, special educators **foster environments in which diversity is valued** and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape **environments to encourage the independence**, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators **help their general education colleagues integrate individuals** with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use **direct motivational and instructional interventions** with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely **intervene with individuals with ELN in crisis**. Special educators coordinate all these efforts and **provide guidance and direction to paraeducators and others**, such as classroom volunteers and tutors.

Met

Met with Conditions

Not Met



The program identifies Assessment 1: Praxis II (0353) and (0354), Assessment 2: Senior Portfolio, Assessment 3: Senior Lesson Plan, Assessment 4: Student Teaching Competency Form (STCF), Assessment 5: Teacher Work Sample, and Assessment 6: Major GPA and Course Grades as providing evidence that CEC Standard 5: Learning Environments and Social Interactions is met. One data cycle is reported for each assessment as part of this response to conditions report. Rubrics and data charts have been aligned to the appropriate CEC Content Standards.

Based on the preponderance of evidence provided, CEC Standard 5 is met.

As the program moves forward to address the 2012 Standards rubrics for the lesson plan (3) and TWS (5) need to be further refined. Anchor language needs to focus across rubric components on candidate performance. Current rubric anchor language tends to be focused on the product and parts of the product but need to focus on what it is the candidate demonstrates they know and are able to do.

6. Language. Special educators understand **typical and atypical language development** and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to **enhance language development and teach communication skills** to individuals with ELN. Special educators are familiar with **augmentative, alternative, and assistive technologies** to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide **effective language models** and they use communication strategies and resources to **facilitate understanding of subject matter for individuals with ELN whose primary language is not English.**

Met

Met with Conditions

Not Met



Comment:

The program identifies Assessment 1: Praxis II (0353) and (0354), Assessment 2: Senior Portfolio, Assessment 3: Senior Lesson Plan, Assessment 6: Major GPA and Course Grades, and Assessment 7: Assistive Technology Projects as providing evidence that CEC Content Standard 6: Language is met. One data cycle is reported for each assessment as part of this response to conditions report. Rubrics and data charts have been aligned to the appropriate CEC Content Standards. Assessment 7 provides specific evidence that candidates identify specific communication needs of individuals with ELN, use strategies to enhance language development and are able to teach communication skills and identify specific assistive technology devices used to support individuals with language needs.

Based on the preponderance of evidence provided, CEC Standard 6 is met.

As the program moves forward to address the 2012 Standards rubrics for the portfolio (2), lesson plan (3), TWS (5) and Assistive Technology project (7) need to be further refined. Anchor language needs to focus across rubric components on candidate performance. Current rubric anchor language tends to be focused on the product and parts of the product but need to focus on what it is the candidate demonstrates they know and are able to do.

7. Instructional Planning. Individualized decision-making and instruction is at the center of special education practice. Special educators develop **long-range individualized instructional plans** anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected **shorter-range goals and objectives** taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize **explicit modeling** and **efficient guided practice** to

assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are **modified based on ongoing analysis of the individual's learning progress**. Moreover, special educators facilitate this instructional planning in a **collaborative context** including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of **individualized transition plans**, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using **appropriate technologies** to support instructional planning and individualized instruction.

Met

Met with Conditions

Not Met



Comment:

The program identifies Assessment 1: Praxis II (0353) and (0354), Assessment 2: Senior Portfolio, Assessment 3: Senior Lesson Plan, Assessment 4: Student Teaching Competency Form (STCF), Assessment 5: Teacher Work Sample, Assessment 6: Major GPA and Course Grades, and Assessment 8: IEP with Transition Plan as providing evidence that CEC Standard 7: Instructional Practices is met. One data cycle is reported for each assessment as part of this response to conditions report. Rubrics and data charts have been aligned to the appropriate CEC Content Standards. See previous comments regarding Assessment 2, 3, 4 and 5.

Based on the preponderance of evidence provided, CEC Standard 7 is met.

As the program moves forward to address the 2012 Standards rubrics for the portfolio (2), lesson plan (3), TWS (5) and IEP(8) need to be further refined. Anchor language needs to focus across rubric components on candidate performance. Current rubric anchor language tends to be focused on the product and parts of the product but need to focus on what it is the candidate demonstrates they know and are able to do.

8. Assessment. Assessment is integral to the decision-making and teaching of special educators and special educators use **multiple types of assessment** information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the **legal policies and ethical principles of measurement and assessment** related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand **measurement theory and practices** for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the **appropriate use and limitations** of various types of assessments. Special educators collaborate with families and other colleagues to assure **non-biased, meaningful assessments and decision-making**. Special educators conduct **formal and informal assessments** of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to **identify supports and adaptations** required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators **regularly monitor the progress** of individuals with ELN in general and special curricula. Special educators **use appropriate technologies** to support their assessments.

Met

Met with Conditions

Not Met



The program identifies Assessment 1: Praxis II (0353) and (0354), Assessment 2: Senior Portfolio, Assessment 3: Senior Lesson Plan, Assessment 4: Student Teaching Competency Form (STCF), Assessment 5: Teacher Work Sample, Assessment 6: Major GPA and Course Grades, and Assessment 8: IEP with Transition Plan as providing evidence that CEC Standard 8: Assessment is met. One data cycle is reported for each assessment as part of this response to conditions report. Rubrics and data charts have been aligned to the appropriate CEC Content Standards. See previous comments regarding Assessment 2, 3, 4 and 5.

Based on the preponderance of evidence provided, CEC Standard 8 is met.

As the program moves forward to address the 2012 Standards rubrics for the portfolio (2), lesson plan (3), TWS (5) and IEP(8) need to be further refined. Anchor language needs to focus across rubric components on candidate performance. Current rubric anchor language tends to be focused on the product and parts of the product but need to focus on what it is the candidate demonstrates they know and are able to do.

9. Professional and Ethical Practice. Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to **legal matters** along with serious professional and **ethical considerations**. Special educators engage in **professional activities** and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as **lifelong learners** and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are **sensitive to the many aspects of diversity** of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them **current with evidence-based best practices**. Special educators know their own limits of practice and practice within them.

Met

Met with Conditions

Not Met



Comment:

The program identifies Assessment 2: Senior Portfolio, Assessment 3: Senior Lesson Plan, Assessment 4: Student Teaching Competency Form (STCF), and Assessment 5: Teacher Work Sample as providing evidence that CEC Standard 9: Professional and Ethical Practice is met. One data cycle is reported for each assessment as part of this response to conditions report. Rubrics and data charts have been aligned to the appropriate CEC Content Standards.

Based on the preponderance of evidence provided, CEC Standard 9 is met.

As the program moves forward to address the 2012 Standards rubrics for the portfolio (2), lesson plan (3), and TWS (5) need to be further refined. Anchor language needs to focus across rubric components on candidate performance. Current rubric anchor language tends to be focused on the product and parts of the product but need to focus on what it is the candidate demonstrates they know and are able to do.

10. Collaboration. Special educators routinely and effectively **collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways**. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals

with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a **resource to their colleagues** in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to **facilitate the successful transitions** of individuals with ELN across settings and services.

Met

Met with Conditions

Not Met



Comment:

The program identifies Assessment 2: Senior Portfolio, Assessment 3: Senior Lesson Plan, Assessment 4: Student Teaching Competency Form (STCF), Assessment 6: Major GPA and Course Grades, and Assessment 8: IEP with Transition Plan as providing evidence that CEC Standard 10: Collaboration is met. One data cycle is reported for each assessment as part of this response to conditions report. Rubrics and data charts have been aligned to the appropriate CEC Content Standards. Candidate performance on these revised assessments and the new Assessment 8 indicate that their performance is consistent with the depth and breadth of this standard.

Based on the preponderance of evidence provided, CEC Standard 10 is met.

As the program moves forward to address the 2012 Standards rubrics for the portfolio (2), lesson plan (3), and IEP (8) need to be further refined. Anchor language needs to focus across rubric components on candidate performance. Current rubric anchor language tends to be focused on the product and parts of the product but need to focus on what it is the candidate demonstrates they know and are able to do.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Evidence reflects that candidates have content knowledge in special education.

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

Candidates have opportunities to demonstrate their understanding and application of pedagogical and professional content knowledge and skills.

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

The Teacher Work Sample requires candidates to measure their impact on P-12 student learning.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

The program has provided evidence that assessment is conducted regularly and results are evaluated and applied to the improvement of candidate performance and strengthening the program.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

While national "recognition" is being granted the institution and program faculties may want to understand that further refinement of the assessment system is essential. Without refinement of assessments the program will not be able to sustain national recognition in its next submission in the next review cycle. The comments across this review, including these comments in "Areas of Consideration," will need to be fully addressed.

As the program moves forward and addresses the CEC 2012 7 Content Standards and the field experience standard it is important that the assessments and rubrics continue to be refined. Rubric anchor language may want to be clearly focused on describing what the candidates are demonstrating as they are observed or in completion of a given aspect of the product. Revision of anchor language to focus on the elements of the new standards candidates are demonstrating in the various parts of the product or in the process of teaching will be essential as the program moves forward. The field experience standard has been further delineated in the new standards and the nuances of the CEC expectations will need to be considered and addressed.

As the faculties revise assessments, rubrics, and data sets to address the 2012 CEC Standards revisions need to focus on the essence of the new standards and the 28 elements of these standards. In doing revisions using standard and element language in the rubrics will strengthen the assessments and resulting data sets and will result in clear and consistent alignment of assessments and data to the standards. The refinement of assessments and rubrics should continue to be informed by the appropriate knowledge and skill set. While the faculty may decide to site discrete knowledge and skills this is not required or expected. Clearly and consistently addressing the 2012 standards and elements of the standards in observable ways in the assessments, rubrics, and data sets will be essential in the programs' next required submission specific to the new standards.

PART F - ADDITIONAL COMMENTS

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

None.

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

None.

PART G -DECISIONS

Please select final decision:

- National Recognition.** The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. **To retain recognition, another program report must be submitted mid-cycle (2 years in advance for a 5-year cycle and 3 years in advance for a 7-year cycle) before the next scheduled accreditation visit.** The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.*

Please click "Next"

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