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

Angelo State University TX

Date of Review

MM   DD   YYYY

08 / 01 / 2012

This report is in response to a(n):

jn   Initial Review

jn   Revised Report

jn   Response to Conditions Report

Program(s) Covered by this Review

Special Education

Grade Level[1]

EC-12

_____

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

Program Type

First Teaching License

Award or Degree Level(s)

jn   Baccalaureate

jn   Post Baccalaureate

jn   Master's

jn   Post Master's

jn   Specialist or C.A.S.

jn   Doctorate

jn   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:

Met previously.

Summary of Strengths:

The program has made significant efforts to align the CEC Initial Content standards with the Texas and University standards.

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:

Met previously.

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:

Met previously

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:

met previously

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:

Met previously

4. Instructional Strategies. Special educators posses 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:

Met previously

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

j⊓　　　　　j⊓　　　　　　　　　　　　　　　　　　　　j⊓

Comment:

Met previously

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

j⊓　　　　　j⊓　　　　　　　　　　　　　　　　　　　　j⊓

Comment:

Assessment 6 is met.
The program identified Assessments #2 (Reflective Student Profile) and #6 (Behavior Assignment) as evidence that candidates meet Standard 6. Sufficient data were submitted.

Assessment 2 requires candidates to consider the following language issues in writing their case study: typical and atypical language development; strategies for improving communication skills; vocabulary development; ways in which exceptional conditions can interact with an individual's experience with and use of language; cultural and linguistic backgrounds of students; impact of differences in values, languages, and customs that exist between the home and school; selecting instructional content, resources, and strategies that respond to cultural and linguistic differences; and use of augmentative, alternative, and assistive technologies to support and enhance communication of individuals with

exceptional needs.

Assessment 6 requires the candidate to consider language issues in developing behavioral interventions. Candidates demonstrate that they understand how language and exceptional conditions can interact with the domains of human development. They are assessed on: typical and atypical language development and its relation to behavior; strategies to enhance language development and teach communication skills to individuals with ELN; consider uses of augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs and discuss their potential for students with behavior concerns; evaluate communication methods in relation to an individual's language proficiency and cultural and linguistic differences; and provide language models to facilitate understanding of subject matter for students whose primary language is not English.

In addition Assessment 1 (State test) provides general evidence of uses of assistive technology (Domain II), strategies for promoting students' performance in English language arts and reading; communicating information in different formats and for diverse audiences (Domain III), and use of effective communication skills in a variety of professional settings (Domain IV).

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
jn	jn	jn

Comment:

Standard 7 is met.
The program identified Assessments 3 (Lessons Plans) and 4 (Student Teaching) as evidence that candidates meet Standard 7. Sufficient data was submitted.

In Assessment 3, candidates collaboratively prepare a lesson for an inclusion classroom in a secondary school, including attention to appropriate state and IEP objectives, and measures to collect and utilize data on student performance within the lesson. Plans address the specific responsibilities of the general and special educators during the lesson. Planning includes attention to learning outcomes and IEP objectives, description of the learners, resources to be used, timing issues, elements of instruction (model, guided and independent practice, advance organizers, closure, and evaluation of learning). The lesson plan addresses planning for accommodations and use of technology to support learner achievement.

Assessment 4 is the clinical evaluation form, addressing many factors related to planning and instruction including: Identifying/prioritizing areas of the general curriculum and accommodations for individuals with ELN; developing/implementing comprehensive, longitudinal individualized programs in collaboration with team members; designing/implementing instructional programs that address independent living and career education needs; designing/implementing curriculum and instructional strategies for medical self-management procedures; using functional assessments to develop intervention plans; sequencing, implementing, and evaluating individualized learning objectives (IEPs); integrating academic instruction, and behavior management for individuals and groups with ELN; and modeling career, vocational, and transition programs for individuals with exceptional learning needs.

In addition, although not cited by the program, Assessment 1 (TExES test) provides general evidence of candidate skills with respect to the following:
Domain II: applying knowledge of transition issues and procedures across the life span
Domain III: using Individual Educational Plan (IEP) objectives to plan educational settings and instruction; preparing lesson plans that are developmentally and age appropriate; preparing and organizing materials for the lesson; using instructional time effectively; planning instruction for all students that incorporates the effective use of current technology for teaching into the curriculum; understanding the role of assistive technology, devices, and services in facilitating access to the general curriculum and active participation in educational activities and routines;
Domain IV: working collaboratively with parents, students, and school/community personnel to develop clear, measurable Individual Educational Plans and transition plans.

Assessment 2 (Case Study) evaluates candidates with respect to their ability to develop instructional plans and explore the impact of that plan on learning.

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
ʝn	ʝn		ʝn

Comment:

Met previously

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:

Standard 9 is now met.
The program identified Assessments 2 (Reflected Student Profile), 4 (Student Teaching), and 5 (Impact on Student Learning), as evidence for this standard. Sufficient data was submitted.

All of these assessments address knowledge and skills associated with Standard 9. Assessment 2 addresses the following: acting ethically in accordance with CEC's Code of Ethics and other professional standards; demonstrating commitment to developing the highest education and quality-of-life potential of individuals with ELN; reflecting on own practice and how experiences have influenced own professional practice, including assessment, instructional planning, implementation, and program evaluation; writing using professional writing standards; understands appropriate roles and responsibilities of paraeducators related to instruction/intervention; uses data and evidence-based practices validated for specific learners.
Assessment 4 assesses the following: reflection on teaching; contributing to the school program; commitment to professional growth, participation in school projects and professional relationships with colleagues and administrators, and communicating correctly and professionally.

Although not cited by the program, Domain IV of Assessment 1 (TExES test) addresses elements of Standard 9, including understanding/applying knowledge of the philosophical, historical, and legal foundations of special education; and applying knowledge of professional roles/responsibilities and adhering to legal and ethical requirements of the profession.

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:

Standard 10 is now met.

The program identified Assessments 4 (Student Teaching), 5 (Impact on Student Learning) and #8 (Collaboration & Co-teaching) as evidence for this standard. Sufficient data was submitted, including data for Assessment 8.

Assessment 4 addresses the following knowledge and skills associated with Standard 10: communicating with families/caregivers; initiating engagement of families/ caregivers in the instructional program and documenting family responses. Assessment 8 presents major support for Standard 10, requiring candidates to work on a collaborative instructional team, demonstrating the ability to collaborate with peers, general education teachers and paraprofessionals. These collaborative teams design a co-teaching plan, and develop individualized transition plans as well as the appropriate use of technologies to support instructional planning and individualized instruction. Candidates document and reflect on their group problem-solving skills used to develop, implement, and evaluate collaborative activities; use of collaboration to assure that the needs of all individuals are addressed and to promote and advocate for the learning and well being of individuals with ELN across a wide range of settings and different learning experiences. They also reflect on relationships with families and/or other professionals. They understand co-teaching models and the role of the special educator as a specialist who collaborates effectively with others, serving as resource to their colleagues and as a facilitator of successful transitions for individuals with special needs across settings and services. Candidates are assessed on their understanding of a broad variety of collaborative skills including listening, giving and receiving feedback, and effective problem-solving.

It is not apparent how Assessment 5 contributed evidence with respect to Standard 10.

However, Assessment 1 (TExES test) addresses general aspects of Standard 10 in Domains III and IV (e.g., communicate information in different formats and for diverse audiences; collaborate with students, families, and school and community personnel to ensure successful transitions for individuals with disabilities; use collaborative strategies in working with individuals with disabilities, parents/guardians, and school/community personnel; serve as a resource person for parents/guardians, general education teachers, administrators, paraprofessionals, related service providers, and other school/community personnel; foster respectful and beneficial relationships between parents/guardians and school and community personnel.)

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Content knowledge is assessed through Assessment 1 and 2, as well as in elements of the other assessments.

The program has made a good faith effort to document alignment of their assessments with the CEC Initial Content Standards, although the system could be simpler and clearer if the focus was on the key bolded elements of the Content Standards. (See Areas for Consideration below.)

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

Pedagogical and professional knowledge is addressed throughout all 8 assessments.

The program has made a good faith effort to document alignment of their assessments with the CEC Initial Content Standards, although the system could be simpler and clearer if the focus was on the key

bolded elements of the Content Standards. (See Areas for Consideration below.)

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

Assessment 5 was submitted as an assessment of candidate impact on student learning. While this assessment addresses planning, implementation and assessment of learning, it does not appear to ask the candidate to assess the outcome of a particular lesson or instructional event to determine the effectiveness of that instruction and then to reflect on the relationship of the instruction to the outcomes. The program is encouraged to continue refinement of this assessment to better address the purpose of Assessment 5 in the future.

(Note:Aspects of Assessment 4, 6, 7, and 8 also provide evidence of candidate effect on P-12 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)

previously submitted

PART E - AREAS FOR CONSIDERATION

Areas for consideration

Going forward, the program may want to consider ways to streamline the alignment of their assessment system with respect to the CEC Initial Content Standards with their Texas standards and university frameworks. Basing congruence on the key (bolded) elements of each Content Standard rather than on the more specific elements of the Knowledge and Skills indicators (IGC, IIC, ICC) will simplify the system and make the alignment of assessment structure, rubrics, and data reports clearer to candidates, faculty and others.

While the current Assessment 5 addresses planning, implementation and assessment of learning, it does not appear to document the candidates' awareness of the impact of their own instruction. It does not appear to ask the candidate to assess the outcome of a particular lesson or instructional event to determine the effectiveness of that instruction and then to reflect on the relationship of their own instruction and the outcomes achieved. The program is encouraged to continue refinement of this assessment to better address the purpose of Assessment 5 in future accreditation cycles.

Increased attention could be given to issues related to instruction in English as an additional language and supports for English language learners.

PART F - ADDITIONAL COMMENTS

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

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

PART G -DECISIONS

Please select final decision:

  jℹ **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.