

NATIONAL RECOGNITION REPORT

Preparation of Special Educators (2012 Standards)

National 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

Kutztown University, PA

Date of Review

MM DD YYYY

08 / 01 / 2017

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

Special Education Mild Moderate Disabilities

Grade Level⁽¹⁾

PreK-8

(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 national 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 SPA benchmarked licensure test data requirement, if applicable:

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

Comments, if necessary, concerning Test Results:

Information provided shows that the State License test includes components which relate to all CEC standards. For the three years of data which are provided, for the overall test and subareas, the candidates all passed with scores above the state average. National scores are not available as it is a state only exam.

Summary of Strengths:

Half of the assessments measure only four standards, which assists in a more specific focus. Most standards include a description of the assessment with a rubric which aligns with CEC standards. The required three sets of data are provided.

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 total hours in field experiences is not included and more specific information about the settings in which experiences occur would be useful. Candidates observe in one setting for twenty hours for the first experience. Hours are recorded and reflections are reviewed by the advisor. The cooperating teacher and university teacher requirements are provided. A second experience is a five week experience in a special education room. The capstone experience is two eight week placements. One is at the elementary level and the other with special education. Only three visits occur the eight weeks. Candidates also meet on campus during this clinical internship.

Standard 1: Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

(1.1) Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

(1.2) Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Met



Met with Conditions



Not Met



Comment:

Assessments 1,2,6, and 8 are provided as evidence for this standard. Assessment 1, Pennsylvania Educator Certification Test (PECT), includes three sets of data which show that candidates' scores average about the state average. A chart shows how CEC standards compare to the test components. This assessment is evidence for this standard. Assessment 2, Pennsylvania Educator Certification Test (PECT) Practice Assessment is a practice test. A chart is provided which aligns CEC standards with test item questions and the entire set of questions is included. Three sets of data are provided and information is included which demonstrates how results are utilized. This assessment provides evidence of candidates' content knowledge. Assessment 6, IEP requires candidates to utilize evaluation information. Three sets of data are provided with a description of the assignment and a rubric which aligns with the CEC standards and specialty set. Assessment 8, Case Study requires candidates to use information to plan and utilize three interventions. A brief description is provided and a rubric aligns with CEC standards and a specialty set. Three sets of data are included and most candidates meet or exceed expectations.

The evidence provided for this standard demonstrates that candidates have met the standard.

Standard 2: Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

- (2.1) Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
- (2.2) Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
- (2.3) Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Met



Met with Conditions



Not Met



Comment:

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Standard 3: Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

- (3.1) Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
- (3.2) Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities
- (3.3) Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Met

Met with Conditions

Not Met



Comment:

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Assessment 2, Pennsylvania Educator Certification Test (PECT) Practice Assessment is a practice test. A chart is provided which aligns CEC standards with test item questions and the entire set of questions is included. Three sets of data are provided and information is included which demonstrates how results are utilized. This assessment provides evidence of candidates' content knowledge.

Assessment 3, Lesson Plan Assignment High Incidence Lesson Plan Assignment Low Incidence, includes a description of the plan components, three sets of data and a rubric which aligns with CEC standards. Not all candidates met all cell requirements. This assessment does provide evidence for this standard.

Assessment 4, PDE 430 Professional Development Addendum is an assessment of the candidate during a field experience. Three sets of data are provided and the rubric aligns with the CEC standards. A clear description of the actual assessment is needed. Some candidates (fewer than 5%) did not meet some cell components.

The evidence provided for this standard demonstrates that candidates have met the standard.

Standard 4: Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

- (4.1) Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias
- (4.2) Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities
- (4.3) Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities
- (4.4) Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Met

Met with Conditions

Not Met



Comment:

Assessments 1,2,4,5,7, and 8 are provided as evidence for this standard. Assessment 1, Pennsylvania Educator Certification Test (PECT) includes three sets of data which show that candidates' scores average about the state average. A chart shows how CEC standards compare to the test components. This assessment is evidence for this standard.

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Assessment 5, Learner Evaluation includes a brief description of the assignment, with a rubric that aligns with two CEC standards. Three sets of data are provided and most candidates meet or exceed the expectations.

Assessment 7, BIP is completed after a FBA. A brief description of the assignment is provided along with a rubric which aligns with CEC standards. Three sets of data are included and most candidates successfully complete the assessment. In some cells, a some what high percentage of candidates do not meet the requirements and only limited is included relating to how the candidates' abilities can improve.

Assessment 8, Case Study requires candidates to use information to plan and utilize three interventions. A brief description is provided and a rubric aligns with CEC standards and a specialty set. Three sets of data are included and most candidates meet or exceed expectations.

The evidence provided for this standard demonstrates that candidates have met the standard.

Standard 5: Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

(5.1) Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

(5.2) Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

(5.3) Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

(5.4) Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities

(5.5) Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams

(5.6) Beginning special education professionals teach to mastery and promote generalization of learning.

(5.7) Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Met



Met with Conditions



Not Met



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The evidence provided for this standard demonstrates that candidates have met the standard.

Standard 6: Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

(6.1) Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice

(6.2) Beginning special education professionals understand how foundational knowledge and current issues influence professional practice

(6.3) Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services

(6.4) Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

(6.5) Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring

(6.6) Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Met



Met with Conditions



Not Met



Comment:

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The evidence provided for this standard demonstrates that candidates have met the standard.

Standard 7: Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

(7.1) Beginning special education professionals use the theory and elements of effective collaboration

(7.2) Beginning special education professionals serve as a collaborative resource to colleagues

(7.3) Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators

Met



Met with Conditions



Not Met



Comment:

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The assessment evidence provided demonstrates that candidates meet or exceed this standard.

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of the candidate during a field experience. Three sets of data are provided and the rubric aligns with the CEC standards. A clear description of the actual assessment is needed. Some candidates (fewer than 5%) did not meet some cell components.

The evidence provided for this standard demonstrates that candidates have met the standard.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

The state license test and practice for that test both provide evidence that candidates have content knowledge. Other assessments also provide additional evidence.

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

Developing lesson plans and the assessment of candidates' during the clinical internship both directly assess this knowledge.

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

Assessment 5 specifically addresses the candidates' effect on student learning by having candidates assess and teach a lesson in order to change a behavior or learning outcome.

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)

Assessment 2 includes comments which show that test scores were used to improve student performance. Two areas, reading interventions and cultural influences had an average below the required 80 % (76%) for one set of data. More emphasis was placed on those areas within courses.

Assessment 3, the lesson plan, also includes comments about how results are used. It is interesting that the issue of exceeds vs meets is considered. Some components of the plan were not met by some candidates and this issue was not addressed. Assessment 4 does not include how changes will be made based on some candidates not meeting expectations.

Overall, the program does show that it uses data to alter program assessments.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

More specific, detailed descriptions of how data will be used to improve the program could be included. Results are considered but sometimes without a specific description of how changes will occur.


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 CAEP site visitors:

PART G -DECISIONS

Please select final decision:

-  National Recognition. The program is recognized through the semester and year of the provider's next CAEP accreditation decision in 5-7 years. The Recognition Report will serve as program level evidence for the accreditation cycle it has been initiated. To retain recognition and to gather new evidence for the next accreditation cycle, another program report must be submitted mid-cycle 3 years in advance of the next scheduled accreditation visit. The program will be listed as Nationally Recognized through the semester of the next CAEP accreditation decision on websites and/or other publications of the SPA and CAEP. The institution may designate its program as Nationally Recognized by the SPA, through the semester of the next CAEP accreditation decision, in its published materials. National recognition is dependent upon CAEP 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.