

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 of Pennsylvania

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 Visual Impairment

Grade Level⁽¹⁾

PK-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 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:

For the two years for which test score information is provided, the candidate pass rate was 87% and 82%. Pennsylvania allows a lower required passing score when a candidate has a 3.5 GPA. For the two years, three candidates passed with the lowered score.

Overall, the candidates' scores average slightly lower than state and national scores.

Summary of Strengths:

The candidates have a variety of field experiences and the responsibilities increase as the candidates gain experience and knowledge.

Most assessments include all required components, a description of the assessment, a rubric which is aligned with CEC and the specialty standards and the required three sets of data.

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:

A variety of experiences are sequenced by developmental abilities of the candidate. The type of responsibility increase as the candidate moves through the program. A field experience occurs almost every semester. Experiences are supervised by faculty. No information is provided as to how the sites are selected. 65 hours are required prior to the clinical internship semester. During the semester long clinical internship the candidates are exposed to all the responsibilities of a classroom teacher and meet on campus as a class.

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:

The following assessments were submitted as evidence for this standard.

1. Praxis II
2. Comprehensive Final Exam
6. IEP
8. Case Studies/Educational Programming

Assessment 1, Praxis II, does provide partial evidence for this standard. A list of the categories are included but no match is provided to show alignment to CEC standards. Candidates do pass at the required level as shown by the two years of data.

Assessment 2, Comprehensive Final Exam, provides partial evidence for this standard. The exam includes two components, a two hour closed book and a six hour open book. Data is provided for 24 candidates in two data sets. Scores are listed by test item, including 26 multiple choice and fill in the blank and 27 short answer. Three items had some candidates who did not meet the expectation, but overall most candidates exceeded the expectation. An actual copy of the test is provided and each item shows alignment to a standard or specialty set standard. Most of the items assess knowledge and a few require demonstration of a skill. Candidate scores for the overall assessment are not provided. A rubric is not included.

Assessment 6, IEP, provides evidence for this standard. A rubric aligns with standards and two sets of data are provided. All but one candidate met or exceeds all criteria.

Assessment 8. Case Studies/Educational Programming provides evidence for this standard, includes a rubric aligned with CEC standards and two sets of data.

This standard is met.

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:

The following assessments were submitted as evidence for this standard.

1. Praxis II
2. Comprehensive Final Exam
4. PDE 430, Assessment of Student Teaching/Intern Performance
5. Learner Evaluation

Assessment 1, Praxis II, does provide partial evidence for this standard. A list of the categories are included but no match is provided to show alignment to CEC standards. Candidates do pass at the required level as shown by the two years of data.

Assessment 2, Comprehensive Final Exam, provides partial evidence for this standard. The exam includes two components, a two hour closed book and a six hour open book. Data is provided for 24 candidates in two data sets. Scores are listed by test item, including 26 multiple choice and fill in the blank and 27 short answer. Three items had some candidates who did not meet the expectation, but overall most candidates exceeded the expectation. An actual copy of the test is provided and each item shows alignment to a standard or specialty set standard. Most of the items assess knowledge and a few require demonstration of a skill. Candidate scores for the overall assessment are not provided. A rubric is not included.

Assessment 4, PDE 430, Assessment of Student Teaching/Intern Performance, provides evidence for this standard, includes a rubric which aligns with CEC standards, and provides three sets of data. All data sets showed that candidates met or exceeded expectations.

Assessment 5, Learner Evaluation, also provides evidence for this standard. A rubric is aligned with CEC standards and the specialty set and three sets of data are included. Only one student in two cells did not meet or exceed the standard.

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:

The following assessments were submitted as evidence for this standard.

1. Praxis II
2. Comprehensive Final Exam
3. Lesson plan
4. PDE 430
8. Case Studies/Educational Programming

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Assessment 3, lesson plan, is evidence for this standard. A rubric is included which aligns with CEC standards and three sets of data are provided. Overall, candidates meet the expectation, although there are a few students who did not meet the requirement for a few portions of the assessment.

Assessment 4, PDE 430, Assessment of Student Teaching/Intern Performance, provides evidence for this standard, includes a rubric which aligns with CEC standards, and provides three sets of data. All data sets showed that candidates met or exceeded expectations.

Assessment 8. Case Studies/Educational Programming provides evidence for this standard, includes a rubric aligned with CEC standards and two sets of data.

This standard is met.

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:

The following assessments were submitted as evidence for this standard.

1. Praxis II
2. Comprehensive Final Exam
4. PDE 430
5. Learner Evaluation
7. Vision Assessment: Functional Visual assessment/Learning Media assessment

Assessment 1, Praxis II, does provide partial evidence for this standard. A list of the categories are included but no match is provided to show alignment to CEC standards. Candidates do pass at the required level as shown by the two years of data.

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Assessment 5, Learner Evaluation, also provides evidence for this standard. A rubric is aligned with CEC standards and the specialty set and three sets of data are included. Only one student in two cells did not meet or exceed the standard.

Assessment 7. Vision Assessment: Functional Visual assessment/Learning Media assessment, provides evidence for this standard. Two sets of data are included with a rubric which aligns to CEC and specialty set standards. Only one candidate did not meet all components.

This standard is met.

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



Comment:

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This standard is met.

Standard 6: Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and 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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This standard is met.

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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PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Based on the assessments provided, candidates demonstrate content knowledge.

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

Based on the assessments provided, candidates can apply the knowledge.

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

One assessment is provided which relates to candidates effect on 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)

Within the narrative for several assessments, it is evident that assessment results are utilized. An explanation is provided for the few times when a candidate did not meet or exceed a standard. Suggestions of candidates are considered and changes are made when it is relevant.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

Review the results of the state test to determine why candidates are scoring lower than state and national scores.


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.