## Program Report for the Preparation of Special Education Teachers

**Council for Exceptional Children (CEC)**

**Option C**

**NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION**

### COVER SHEET

1. **Institution Name**
   Edinboro University of Pennsylvania

2. **State**
   PA

3. **Date submitted**
   MM DD YYYY
   03 / 15 / 2011

4. **Report Preparer’s Information:**
   - **Name of Preparer:** Dr. Donna Murphy
     - **Phone:** Ext. (814) 732-2417
     - **E-mail:** dmurphy@edinboro.edu
   - **Name of Preparer:** Dr. Lisa Brightman
     - **Phone:** Ext. (814) 732-1328
     - **E-mail:** lbrightman@edinboro.edu

5. **NCATE Coordinator’s Information:**
   - **Name:** Dr. Lisa Brightman
     - **Phone:** Ext. (814) 732-1328
     - **E-mail:** lbrightman@edinboro.edu

6. **Name of institution’s program**
   Special Education

7. **NCATE Category**
   Special Education-Elementary

8. **Grade levels(1) for which candidates are being prepared**
   Grades K-12

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(1) e.g. K-6, K-12
9. Program Type
- Advanced Teaching
- First Teaching License
- Other School Personnel
- Unspecified

10. Degree or award level
- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?
- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

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

Special Education

14. Program report status:
- Initial Review this cycle, Continuing Recognition
- Response to One of the Following Decisions: Further Development Required or Recognition with Probation
- Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?
- Yes
- No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of CEC standards. (Response limited to 4,000 characters)
No significant changes have been made to the program since the last submission.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)
No significant changes have been made to field and clinical experiences since the last submission. All requirements have remained the same. Please review the previous report to obtain a description of field and clinical experiences required for the program.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)
The only change in the program is the Grade Point Average (GPA). Students are now required to maintain a GPA of 3.0 instead of 2.8 as stated in the previous report.

4. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

SPED Program of Study
5. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

6. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master’s, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers(2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>473</td>
<td>50</td>
</tr>
<tr>
<td>2008-2009</td>
<td>445</td>
<td>52</td>
</tr>
<tr>
<td>2007-2008</td>
<td>435</td>
<td>37</td>
</tr>
</tbody>
</table>

(2) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

7. Faculty Information
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Highest Degree, Field, &amp; University(3)</th>
<th>Assignment: Indicate the role of the faculty member(4)</th>
<th>Faculty Rank(5)</th>
<th>Tenure Track</th>
<th>Scholarship(6), Leadership in Professional Associations, and Service (7): List up to 3 major contributions in the past 3 years(8)</th>
<th>Teaching or other professional experience in P-12 schools(9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criswell, Susan</td>
<td>Ed.D in Curriculum &amp; Instruction from West Virginia University</td>
<td>Teaching Faculty Supervisor of Student Teachers</td>
<td>Full Professor</td>
<td>YES</td>
<td>Advisory Board of Barber National Institute Board of Directors of PAC-TE Treasurer of PAC-TE</td>
<td>Certifications held: Instructional I - Special Education Supervisory I - Special Education Supervisor of Special Education Student Teachers</td>
</tr>
<tr>
<td>Faieta, Jean C.</td>
<td>Ed.D. in Special Education from West Virginia University</td>
<td>Teaching Faculty Supervisor of Student Teachers Director of Assessment Lab</td>
<td>Full Professor</td>
<td>YES</td>
<td>Training on Paraeducators and the concept of Highly Qualified Consultant for Professional Writing and Progress Monitoring in Millcreek Township School District Facilitator of Secondary Literacy Council of I.U. #5, Northwest Tri-County Inservice Trainer of Effective Inclusion Practices for Erie, Crawford, and Warren Counties</td>
<td>Certifications Held: Instructional I - Special Education Supervisory I - Special Education Reading Specialist Speech Pathology and Audiology Strategy Intervention &amp; Content Enhancement National Professional Developer Supervisor of Special Education Presenter of diverse Special Education inservices for area schools</td>
</tr>
<tr>
<td>Kasper, Juanita</td>
<td>Ph.D in Special Education from Kent State University</td>
<td>Teaching Faculty Supervisor of Student Teachers</td>
<td>Assistant Professor</td>
<td>YES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See Attachments panel below.
### Scholarship, Leadership in Professional Associations, and Service

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Murphy, Donna M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D in Special Education from University of Virginia</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Teaching Faculty · Head of Graduate Special Education Programs · Coordinator of Online Special Education Program</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Full Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>b YES</td>
</tr>
</tbody>
</table>

**Scholarship**
- Author of Special Ed. Program NCATE/CEC Report & Coordinator of Departmental NCATE/CEC Initiatives
- Author of in-progress prospectus for text book
- Co-author of Three Year Plan for Graduate Programs at Edinboro U. (Spring 2005)
- Member of Graduate School Advisory Council and School of Education Council of Edinboro U.
- Presenter at Course Showcase of 21st Annual Distance Learning Conference in Madison, WI (Summer 2005)

**Teaching or other professional experience in P-12 schools**
- Certifications Held: Instructional I - Special Education Instructional I - Elementary Education Supervisor of Special Education Student Teachers

### Scholarship, Leadership in Professional Associations, and Service

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Thompson, Ruth Nash</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D in Special Education from Kent State University</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Teaching Faculty</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Full Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>b YES</td>
</tr>
</tbody>
</table>

**Scholarship**
- Advisory Board, Lakeshore Community Services Grant Evaluator for PASSHE Consultant in Early Childhood/Special Education & Functional Behavior Assessment Plans for local agencies

**Teaching or other professional experience in P-12 schools**
- Certifications Held: Instructional I - Special Educ. & Elementary Educ. · Supervisory I -- Special Education · Reading Specialist Recent Clinical Supervision & Inservice: · Presenter of occasional Special Education & technology inservices/worksshops for Edinboro U. & the surrounding community

### Scholarship, Leadership in Professional Associations, and Service

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Nientimp, Mary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Masters in Special Education from Edinboro University of Pennsylvania</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Part-time teaching faculty Supervisor of student teachers and field students Coordinator of Field Internships</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Instructor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>c YES</td>
</tr>
</tbody>
</table>

**Scholarship**
- Advisory Board, Lakeshore Community Services Grant Evaluator for PASSHE Consultant in Early Childhood/Special Education & Functional Behavior Assessment Plans for local agencies

**Teaching or other professional experience in P-12 schools**
- Certifications Held: Instructional I - Special Education Supervisor of Special Education Student Teachers and Interns

### SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the CEC standards. All programs must provide...
a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. In this section, list the 6-8 assessments that are being submitted as evidence for meeting the CEC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program. (Response limited to 250 characters each field)

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment</th>
<th>Type or Form of Assessment</th>
<th>When the Assessment Is Administered</th>
<th>Since the previous submission is this assessment New</th>
<th>Since the previous submission is this assessment Substantially changed</th>
<th>Since the previous submission is this assessment Not Substantially changed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1: Licensure assessment, or other content-based assessment (required)</td>
<td>PRAXIS II</td>
<td>Licensure</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Assessment #2: Assessment of content (required)</td>
<td>Special Education Grades (GPA)</td>
<td>Grades taken from SPED 215, SPED 309, SPED 315, SPED 441 and SPED 451</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #3: Assessment of candidate ability to plan (required)</td>
<td>Adapted Lesson Plan</td>
<td>Lesson Planning</td>
<td>SPED 441 Teaching Strategies I</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Assessment #4: Assessment of clinical practice (required)</td>
<td>PDE 430 Form</td>
<td>Clinical Experience Evaluation</td>
<td>Student Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #5: Assessment of candidate effect on student learning (required)</td>
<td>Instructional Assessment Plan</td>
<td>Impact on Student Learning</td>
<td>Student Teaching</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Assessment #6: Additional assessment (required)</td>
<td>Teacher Candidate Performance Profile</td>
<td>Clinical Experience Evaluation</td>
<td>Student Teaching</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Assessment #7: Additional assessment that addresses CEC standards (optional)</td>
<td>Individualized Education Plan</td>
<td>Case Study</td>
<td>SPED 325 Curriculum in Special Education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This was previously submitted as Assessment 2. It has been moved to Assessment 5

This was previously submitted as Assessment 7. It has been moved to Assessment 6
(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each CEC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple CEC standards.

1. 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.

Information should be provided in Section I (Context) to address this standard.

2. CONTENT STANDARDS

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.

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.

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 preparation program is preparing candidates.

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.

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.

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.

Beginning special educators demonstrate their mastery 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.

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.

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.

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.

Beginning special educators demonstrate their mastery of language for and with individuals with ELN 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.

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...
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 preparation program is preparing candidates.

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.

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 preparation program is preparing candidates.

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.

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 preparation program is preparing candidates.
guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE’s unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

1. A two-page narrative that includes the following:
   a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
   b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording;
   c. A brief analysis of the data findings;
   d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;

2. Assessment Documentation
   e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
   f. The scoring guide for the assessment; and
   g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. State licensure tests or professional examinations of content knowledge. CEC standards addressed in this entry could include all of the standards. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. Provide assessment information (items 1-5) as outlined in the directions for Section IV. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

See Attachments panel below.

2. Assessment of content knowledge in special education. CEC standards addressed in this assessment could include but are not limited to Standards 1 and 2. Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

See Attachments panel below.

(13) A portfolio is a collection of candidate work. The information to be reported here requires an assessment of candidates’ content knowledge as revealed in the work product contained in a portfolio. If the portfolio contains pieces that are interdependent and the portfolio is evaluated by faculty as one assessment using a scoring guide, then the portfolio could be counted as one assessment. Often the assessment addresses an independent product within the portfolio rather than the complete portfolio. In the latter case, the assessment and scoring guide for the independent product should be presented.
3. Assessment that demonstrates candidates can effectively plan classroom-based instruction (e.g., unit plan). CEC standards that could be addressed in this assessment include but are not limited to 7. Examples of assessments include the evaluation of candidates’ abilities to develop lesson or unit plans or a differentiated unit of instruction.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 3 Adapted Lesson Plan

See Attachments panel below.

4. Assessment that demonstrates candidates’ knowledge, skills, and dispositions are applied effectively in practice. CEC standards that could be addressed in this assessment include but are not limited to 4, 5, 6, 7, 8, 9, and 10. The assessment instrument used in student teaching and the internship or other clinical experiences should be submitted. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 4 PDE 430 Form

See Attachments panel below.

5. Assessment that demonstrates candidate effects on student learning. CEC standards that could be addressed in this assessment include but are not limited to 4, 5, 6, 7, and 8. Examples of assessments include those based on student work samples, portfolio tasks, case studies, and follow-up studies. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 5 Instructional Assessment Plan

See Attachments panel below.

6. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 6 Teacher Candidate Performance Profile

See Attachments panel below.

7. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 7 IEP Project

See Attachments panel below.

8. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty’s interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning. In addition, for each assessment listed in Section II, describe why or why not the assessment has been changed since the program was submitted previously.
Until recently, the Special Education Program of Edinboro University of Pennsylvania had not modified its requirements significantly since our successful application for accreditation in 2005/2007. The overhaul of Pennsylvania’s teacher certification requirements, however, has led to extensive changes that began towards the end of our data collection period for this 2011 report. Although no course changes were in effect during the period in question, we did undertake other changes that impact our program:

- We are no longer part of the Department of Special Education and School Psychology; rather, our program has merged with the Department of Early Childhood Education, to become the Department of Early Childhood Education and Special Education. Data from this new dual major will not be available until at least 2013.
- We no longer offer stand-alone Special Education teacher certification, because teachers now entering the field in Pennsylvania with that designation are no longer considered “highly qualified” in any but Life-Skills Support classrooms. The data herein, therefore, represent only candidates who completed a dual-certification program in Special Education and Elementary Education, since so few students remain interested in a straight Special Education major.
- Because our rapidly decreasing data about straight Special Education majors are also no longer relevant at the graduate level, and because we have never offered a dual-certification program at that level, we are not seeking reaccreditation of our post-baccalaureate program in this application, as we did in the past. We do intend to do so again, however, next time around with a new graduate program in Special Education.

Our next re-accreditation application will reflect the many changes dictated by the Pennsylvania Department of Education that are just now taking effect in our program at both the undergraduate and graduate, including many new courses and an increase in practicum experiences.

**Content Knowledge**

As we noted in Assessment 1 of this report, the PRAXIS is Pennsylvania’s teacher licensure exam. The Special Education PRAXIS II assesses candidates’ knowledge, skills, and dispositions across all 10 CEC professional standards. The CEC standards can be roughly classified into the three PRAXIS Special Education Categories: (a) Standards 2, 3 and 6 appear to fall under Understanding Exceptionalities, (b) Standards 1, 5, 9, and 10 seem to fit best under Legal and Societal Issues, and (c) Standards 4, 7, and 8 best reflect Delivery of Services.

We are pleased with our candidates’ performance on the PRAXIS II exam. Our Special Education teacher candidates continue to outperform state averages in each of the three broad categories.

Compared to the PRAXIS data from 2001-2004 that we presented in our last report (2005 NCATE/CEC Report), scores from 2006-2009 are equal to or higher than the earlier scores for all but one area for one year—i.e., during the 2007-2008 academic year, candidates scored an average of 75% for the Legal and Societal Issues category, while several years before they had scored an average of 78% for that category. That difference minor, especially when one considers that PRAXIS scores in the previous report ranged from only 70% to 78%, whereas this time around, four of the nine scores reported for our candidates across three academic years were 80% or higher. Moreover, the concern we had expressed in our previous report that the area receiving the lowest scores was Understanding Exceptionalities, which averaged to 71.5%, was alleviated this time around, when the average score for that area was 80%.

This report includes data regarding the grade point averages for several courses required in this major. An analysis of the grades obtained for five core Special Education courses: 215, 309, 315, 441, and 451 reflects content knowledge and skill development identified within the CEC standards has been obtained with the majority of the teacher candidates obtaining a minimum GPA of 3.14 in most of these courses.

**Professional and Pedagogical Knowledge, Skills, and Dispositions**

All of our assessments address pedagogical knowledge, skills, and dispositions. Most are comprehensive: Assessment 1 (the PRAXIS II state licensure exam, which is typically taken Senior year), Assessment 4 (the state PDE 430 Student Teaching evaluation form), Assessment 5 (the Unit-designed Instructional Assessment Plan, which is completed during Student Teaching), and Assessment 6 (the Unit-designed Teacher Candidate Performance Profile, which is completed during all practicum experiences).

The course projects are somewhat narrow in focus: Assessment 3 involves the development of a comprehensive Adapted Lesson Plan for a hypothetical language-arts classroom in which three exceptional students with diverse learning and behavioral characteristics have been included, and Assessment 7 requires the development of an Individualized Education Plan that is based upon the results of the candidates’ prior assessment of a student with a disability.

This is the first accreditation review for which we present a seventh assessment—course grades from five core, required courses in our program: SPED 215 (“Psychology of Exceptional Children,” the introductory survey course), SPED 309 (“Behavior Management in the Classroom,” an introduction to established behavior management techniques), SPED 315 (“Assessment in Special Education,” a methods course involving common formal and informal instruments used in the field), SPED 441 (“Teaching Strategies I,” a methods course that focuses on research-based instruction, lesson planning, universal design and differentiation, oral language development, and the teaching of Reading, Writing, and Spelling), and SPED 451 (“Teaching Strategies II,” which applies the skills, knowledge, and dispositions learned in SPED 441 to teaching Math and content-area subjects, and to more comprehensive planning).

Overall results of our assessments indicate that we have a strong program in recognized pedagogical knowledge, skills, and dispositions.
Specific areas of potential weakness—such as the need to clarify the problematic components of the Lesson Development section of the ALP—were noted in the narrative sections of those assessments.

Effects on Student Learning and on Creating Environments that Support Learning

This is an area of assessment that until our last review had received little attention in our program, which was typical of other programs across the country. Our Instructional Assessment Plan was designed specifically to include ways to measure the impact of our candidates' knowledge, skills, and dispositions on the performance of their students during Student Teaching. The “Analysis of Student Learning” component of the project focuses the candidates’ attention on the relationship between their lesson and their students’ performance. This instrument provides us with field-based data that allows us to examine our candidates’ impact on student learning. Items in our Teacher Competency Performance Profile also measure impact on students’ performance. Our Special Education teacher candidates continue to score well on both of these instruments—and, in fact, to outperform Unit averages.

In conclusion, we believe that we are maintaining a solid Special Education teacher preparation program that we continuously strive to improve, using the standards of CEC, NCATE, INTASC, and PDE as guideposts. Preparing this report has revealed many areas of strength, and some areas in need of attention. We have committed ourselves to re-examining our new course outlines, syllabi, and projects in light of our latest assessment data—and the assessment instruments themselves—to ensure that we continue to fully prepare our candidates in all areas identified by CEC as being fundamental to professionals in the field.

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

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx

(Response limited to 24,000 characters.)

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