

Section VI – Response to Conditions
KSC Undergraduate Special Education Certification Program

Keene State College has undergraduate and post-baccalaureate level special education certification programs. We were advised to submit two accreditation reports because the programs have some differences and serve different populations of teacher candidates. NCATE/CEC reviewed both programs and reviewed the reports in one National Recognition Report. Both programs were given National Recognition with Conditions. This Response to Conditions section provides the reviewer an overview of how we have responded to the conditions for the Undergraduate Special Education Program.

TERMS AND SUBSEQUENT ACTIONS FOR DECISIONS

Response to Conditions from Part G

- 1. Examine the number of assessments reported for each of the standards. Additionally, refine the alignment of the CEC Standards to each assessment to more clearly demonstrate the intent of the standard.**

For both the undergraduate and post-baccalaureate program, faculty reviewed the feedback and clarified the number of standards per assessment; key standards are emphasized for each assessment rather than including minor aspects of standards. The faculty agree that emphasizing key standards is helpful for teacher candidates to reflect on their growth and for us to conduct program review. We think that this work will improve assessment instrument reliability and validity.

In addition, the National Recognition report suggested that the program substitute rubrics for the assessments that did not define clear levels of performance for *Needs Improvement*, *Meets Expectations*, and *Exceeds Expectations*. The rubrics for Assessment # 1-6 were revised to demonstrate the alignment to the CEC Standards and the rating scales for Assessment 3, 4, and 5 were transformed to provide clarity for assessment purposes. The new Assessment #7 Dispositions and #8 Language were designed to clearly show the alignment with CEC. Previously, our assessments did not highlight the ten standards explicitly; this refinement has contributed to our use of data for program review.

Refer to Section II List of Assessments, Section III Relationship of Assessment to Standards, and Section IV Assessments #1-8.

Assessment #1 Special Education Portfolio is a both a formative and summative assessment artifact that encompasses all the CEC Standards. It is important to note that the State of New Hampshire Department of Education does not require Praxis II for certification. The revised rubric highlights the CEC Standards with the organization and the content of the portfolio.

For *Assessment #2 Documenting the Special Education Process*, *Assessment #3 Lesson Planning*, and *Assessment #4 Student Teaching*, the faculty have revised the rubrics and scoring forms with more emphasis on primary standards. The assignment has remained the same.

For Assessment #5 Lesson Delivery, Supervision, and Reflections, there is more emphasis on the primary standards and the rating scale has been replaced with a detailed scoring rubric.

Assessment #6 Functional Behavior Assessment/Behavior Intervention Plan already had a detailed rubric and now the CEC Standards are more clearly emphasized.

Assessment #7 Dispositions is a new assessment for our report but not a new assessment for the Keene State College Teacher Education program. Refer to Condition #4 below.

Assessment #8 Language Development, Differences, and Disabilities is a new assessment for our program and follows the requirements for alignment to CEC Standards with a detailed assignment and rubric with clear performance standards. Refer to Condition #4 below.

2. Data must be reported for all assessments. Data is to be aggregated.

Data have been collected and aggregated for the past two years (2006-2007 and 2007-2008). Data for Assessment #8 are not available because it is a new assessment; collection of the data will start in the Fall 2008 semester. Refer to Section IV Assessments 1-7.

Similar to many colleges who are shifting to outcomes-based assessments for teacher candidates and program evaluation, Keene State College has examined ways in which we can be more efficient and accurate in our work, extending our current use of an access data base for unit data. In the Summer of 2008, the Education Department adopted Tk20, an electronic assessment management system to assist with the data collection, the generation of reports, interpretation of findings, and ultimately the improvement of our teacher education program and the quality of our teacher education candidates. We are looking forward to this transition to Tk20.

Comment [DAB1]: I would add a statement that we have been using an Access database to process Unit-wide data, and now Tk20 will enhance and improve that work. This makes it sound like we've done nothing about data systems prior to summer 2008, which is not true.

3. Consider replacing or removing the “grades” assessment with an assessment that demonstrates candidate knowledge. This assessment can also just be eliminated and not replaced given the post-baccalaureate programs has 7 total assessments.

For both the undergraduate and graduate program, grades are not being used for aggregate data as they do not have useful information about candidate knowledge. All rubrics now include the terms *need improvement*, *meet expectations*, or *exceed expectations* as well as clear descriptors of what each means. Some grades have been maintained on rubrics where the assessment is used as part of course requirements. Refer to Section IV Assessments 1-8.

4. Modify or design assessments that meet Standards 6 and 10.

Based on feedback from CEC and our own analysis, we recognized the need to emphasize Standard 6 Language and Standard 10 Collaboration for both the undergraduate and graduate program.

Standard 6 Language

The special education faculty created Assessment #8 Language Development, Differences, and Disabilities that is used in EDSP 250 Context for Special Education, which is one of the foundation courses (formerly SPED 301). The application of this background knowledge is further developed in methods and student teaching. Refer to Section IV—Assessment #8 Language Development, Differences, and Disabilities for

details on the description of the assessment, how the assessment aligns to standards, an example of the work sample, the rubric for assessment, and the format for aggregate data.

Standard 10 Collaboration

The KSC Teacher Education Unit designed and has used a Dispositions assessment that has been used across all teacher education programs at the college for the last two years. This assessment emphasizes the collaboration skills that are emphasized in the CEC Standards. We determined that the formative nature of the dispositions assessment would help follow students throughout the undergraduate program and would provide comparable data for the post-baccalaureate program. Refer to Section IV Assessment #7 Dispositions for details on the description of the assessment, the rubric, the aggregate data, and future directions. As the new curriculum unfolds, an assessment focused on collaboration is under consideration.

Comment [DAB2]: I think we should strike this phrase.

Comment [DAB3]: I think adding a statement that as the new curriculum unfolds, an assessment focused on collaboration is under consideration would strengthen this response.