

Program Report for the Preparation of Special Education Professionals Council for Exceptional Children (CEC)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

Keene State College

2. State

New Hampshire

3. Date submitted

MM DD YYYY

09 / 10 / 2008

4. Report Preparer's Information:

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6. Name of institution's program

Undergraduate Special Education Program

7. NCATE Category

Special Education-General Curriculum

8. Grade levels⁽¹⁾ for which candidates are being prepared

K-12

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

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

Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized

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 changes in I-1 through I-8. Not a condition. FYI, new faculty added in section I-9 to returning faculty.

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)

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)

4. Description of the relationship ⁽²⁾ of the program to the unit's conceptual framework. (Response limited to 4,000 characters)

(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system ⁽³⁾. (Response limited to 4,000 characters)

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. 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.)

7. 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.

8. 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.

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾

(4) 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.

9. Faculty Information

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

Faculty Member Name	Ann Beaudry-Torrey
Highest Degree, Field, & University ⁽⁵⁾	M. Ed. Special Education, Keene State College
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Adjunct faculty, teach core courses, cooperating teacher for candidates in the field
Faculty Rank ⁽⁷⁾	Adjunct
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	- Professional learning communities - Differentiated instruction - Member: International Reading Association - Member: CEC - Member: ASCD - Literacy instructor
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	- 27 years teaching in P-12 schools as special educator, inclusive educator, regular educator

Faculty Member Name	Stephen Bigaj
Highest Degree, Field, &	Ph.D., Special Education, University of Connecticut

University ⁽⁵⁾	
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty and Graduate Program Director, teach courses, supervise and coordinate internships
Faculty Rank ⁽⁷⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	- Maraud, J. Bigaj, S., Chafouleas, S.M. & Simonsen, B., Mining the files: What key information can be included in a comprehensive summary of performance. Career Development for Exceptional Individuals. - Project Consultant and Grant Writer, Monadnock Center for Successful Transition - Editorial Board Member, The Journal for Vocational Special Needs Education
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	- Field supervisor for internships/student teaching experiences - In-service trainings to local school districts about transition planning and programming - NH Special Education Certification standards group

Faculty Member Name	Evie Gleckel
Highest Degree, Field, & University ⁽⁵⁾	Ed. D., Educational Analysis, Clark University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty, teach core courses and supervise in the field
Faculty Rank ⁽⁷⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	- Co-author, Collaborative Individualized Education Process: RSVP to IDEA. Pearson-Merrill-Prentice Hall. 2008. - Presenter: CCBBD, CLD, TED - PBIS Project consultant in NH - Past president of New England CCBBD
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	- In-service workshops in schools - PBIS consultant in area schools - Field supervisor in schools - Special Education teacher

Faculty Member Name	Nancy Lory
Highest Degree, Field, & University ⁽⁵⁾	Ed. D., Curriculum & Instruction, George Peabody College of Vanderbilt University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty, teach core courses
Faculty Rank ⁽⁷⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	- Author Life Story Books-Windows in the Lives of your Students and their Families (2005) - Court Appointed Special Advocate – guardian Ad Litem (CASA-GAL) - Presented on curriculum development and UbD model to college faculty - Diverse Voices from the Field Colloquium organizer - Researcher for Florentine Films
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	- Consultant with schools regarding CASA cases - Elementary/special education teacher - Early intervention specialist

Faculty Member Name	Deborah Merchant
Highest Degree, Field, & University ⁽⁵⁾	Ph.D., Special Education, Penn State University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty, teach core courses and supervise in the field, coordinate post-bac program
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	- Presentations – Current Issues in Special Education - Editorial board Member – Journal of Postsecondary Education and Disability - Panel Review Board Member – ETS Office of Disability Policy - Faculty Liaison – Camp Vision, Project eye-to-eye for students with learning disabilities
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	- Field supervisor for internships/ student teaching experiences - Special education administrator

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(6) e.g., faculty, clinical supervisor, department chair, administrator

(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

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)

Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment	Special Education Portfolio	Summative assessment based on collection of candidate and student work samples, other artifacts serving as	SPED 465 Student Teaching SPED 430/439 Methods/Practicum

(required)		evidence of performance, and reflections on submissions	
Assessment #2: Assessment of content knowledge in special education (required)	Documenting the Special Education Process/Individualized Education Program (IEP) Development	Case study with corresponding set of work samples	SPED 465 Student Teaching SPED 430/439 Methods/Practicum
Assessment #3: Assessment of candidate ability to plan instruction (required)	Lesson Planning	Work Sample	SPED 401 Instruction and Curriculum Design in Special Education SPED 465 Student Teaching SPED 430/439 Methods/Practicum
Assessment #4: Assessment of student teaching (required)	Student Teaching	Summative tool based on observations (formative feedback) and review of work samples	SPED 465 Student Teaching
Assessment #5: Assessment of candidate effect on student learning (required)	Lesson Delivery, Supervision, and Reflections	Observation data (anecdotal record and analysis of teaching event in relation to student outcomes) and reflections by candidate on what transpired and the results	SPED 430/439 Methods/Practicum
Assessment #6: Additional assessment that addresses CEC standards (required)	Functional Behavior Assessment (FBA) & Behavior Intervention Plan (BIP)	Case study with corresponding set of work samples	ESEC 387 Creating Social Contexts SPED 465 Student Teaching
Assessment #7: Additional assessment that addresses CEC standards (optional)	NEW ASSESSMENT: Teacher Candidate Dispositions Assessment	Rating with rubric of candidate based on observations of performance in classes and field	Used throughout Teacher Education Unit (admission through student teaching) to identify students who do not meet acceptable program standards and need improvement
Assessment #8: Additional assessment that addresses CEC standards (optional)	NEW ASSESSMENT: Language Development, Differences, and Disabilities	Set of case studies with corresponding work samples	EDSP 250 Context for Special Education (formerly SPED 301 Context for Special Education)

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.

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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.

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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.

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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.

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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.

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.

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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 preparation 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,

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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.

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.

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.

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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.

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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.

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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.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides 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.

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 that are addressed 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 a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. 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.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
 - (a) the assessment tool or description of the assignment;
 - (b) the scoring guide for the assessment; and
 - (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available

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

Assessment 1 - Portfolio

See **Attachments** panel below.

2. Assessment of content knowledge⁽¹⁵⁾ 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⁽¹⁶⁾. (Answer Required)

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

Assessment 2 - SPED Process IEP Work Sample

See **Attachments** panel below.

(15) Content knowledge in early childhood professional preparation includes knowledge of child development and learning (characteristics and influences); family relationships and processes; subject matter knowledge in literacy, mathematics, science, social studies, the visual and performing arts, and movement/physical education; as well as knowledge about children's learning and development in these areas.

(16) 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) or activities for other roles as special educators. 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. An example would be a differentiated unit of instruction

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

Assessment 3 - Lesson Planning

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 - Student Teaching

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, follow-up studies, and employer surveys. (Answer Required)

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

Assessment 5 - Supervision

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 - FBABIP Work Sample

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 - Dispositions

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

Assessment 8 - Language Development, Differences & Disabilities

See **Attachments** panel below.

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.

(Response limited to 12,000 characters)

Data collection and analysis have coincided with revisions to Keene State College's undergraduate programs including: 1) revamping general education, 2) changing all teacher preparation certification options, and 3) adopting a four-credit model for courses. Feedback from CEC along with findings from assessments have offered faculty perspective and direction to discuss program strengths and gaps in light of evidence-based practices, prominent reforms in the field of special education, and regulations

associated with the recent reauthorization of IDEA. As a result, the proposal for the courses in the revised undergraduate special education program continues to build on preparation offered through elementary and secondary teacher preparation programs, enhances current offerings in the special education option, and provides greater alignment with CEC Standards through expanded focus on content knowledge and professional and pedagogical skills.

As a result of CEC feedback, scoring guides for assessments were enhanced by expanding rating scale criteria into rubric formats; making distinctions clearer among the “exceed expectations, meets expectations, and needs improvement” categories. The increased clarity of the scoring criteria facilitated highlighting the predominant CEC Standards targeted by assessments and facilitated using data for evaluating both student outcomes and program effectiveness.

1. Content knowledge

The data gathered through Assessments 1 and 2 provide evidence of the content knowledge candidates acquire during their course of study. The KSC undergraduate courses address the range of content knowledge emphasized in CEC Standards 1, 2, 3, and 6 through learning experiences, readings, research, and field placements. Assessment 1: Portfolio (from practicum/ methods and student teaching) serves as a summative tool for the program. The data generated indicate that candidates represent their content knowledge through their choice, organization, and the identification of artifacts. The data suggest a need for candidates’ reflections to more explicitly address CEC Standards and to punctuate connections among content knowledge and field-based artifacts that represent their thinking, competence, and practice. Therefore, more structure is being put in place to enhance candidates’ articulation of how their content knowledge and practices are linked and demonstrated in Assessment 1.

Programmatically, attention is placed on helping candidates make connections among courses and tracing ways in which they understand content knowledge and then apply it to the range of professional tasks. One such link is illustrated in Assessment 8, which demonstrates how Standard 6 Language is targeted and how applications to case studies are systematically made. This lays the groundwork for candidates to use their knowledge of language to understand the academic and social challenges their students experience (see Assessment 2 and 6 for additional applications of Standard 6).

Assessment 2 is focused on the special education process and provides evidence of student competence and program effectiveness across CEC Standards. The data capture Standard 1 Foundations, in that the subtasks constitute the work done throughout the special education process in response to IDEA. The data suggest that some candidates struggle to plan assessment, analyze data and/or succinctly articulate components of the IEP. However, the data also demonstrate the quality of student work in response to completing the complex special education process. The data have provided direction for program improvement so course topics are more synchronized (for example in the assessment course and practicum/ methods) and emphasis is more focused on problem-based learning in earlier courses related to language (see Assessment 8), instructional planning, and learning environments (see Assessment 6) .

The comprehensive nature of the two assessment tools offers complementary samples of candidates’ content knowledge, thinking, problem solving, reflection, and application of the range of CEC and program standards. The data from these assessments provide direction for enhancing candidate performance and informing program development and improvement.

2. Professional and pedagogical knowledge, skill, and dispositions

Examination of the data generated provide solid evidence that candidates meet or exceed expectations across a number of criteria in Assessments 2, 3, 4, 5, and 6, thus demonstrating their preparedness to

apply content knowledge to their professional responsibilities, including:

- engaging in the special education process in its entirety from assessment planning through writing constructive IEP documents (see Assessment 2)
- designing effective, targeted, and comprehensive lessons that include key tasks/ assessments to evaluate and document student progress toward desired learning outcomes (see Assessment 3, 4, 5)
- evaluating lesson effectiveness in terms of student responsiveness, behaviors, and academic gains; examining how teacher explanations, questions, activity, use of material and the environment contributed to student outcomes (see Assessment 5)
- conducting functional behavior assessments and developing behavior intervention plans that demonstrate clear use of data to inform development of proactive, instructional, and intervention approaches to address student needs (see Assessment 6)

Assessment 4: Student Teaching indicates the extent to which the program meets its goals based on how candidates have demonstrated the range of competencies during their final field placement (student teaching). The data report that candidates meet or exceed expectations with regard to taking on the role of special educator; serving as evaluators, instructional planners, instructors, program coordinators (to the extent possible, given site and program possibilities), and collaborator/ professional. Based on reviewer feedback, the original rating scale used in this assessment has been reworked into a rubric and provides more detailed criteria against which to judge candidates' performance. Additionally, two years of data have been collected which will be used to revise the tool to work with and guide cooperating teachers and candidates at the student teaching level.

Assessment 7: Dispositions demonstrates that candidates meet or exceed expectations with regard to personal and professional attributes and actions required of special educators. However, the evidence falls short of generating direct insights with regard to the competencies relative to Standard 10 Collaboration in terms of working with parents/ caregivers, facilitating meetings, co-planning with colleagues, co-teaching in general education settings, and/ or advocating for students. While Assessments 2 and 5 supplement the Dispositions data, faculty feel that it is important to address collaboration in ways that more directly approximate what candidates are expected to do as special educators. In response, the data have encouraged faculty to add more experiences to address the critical area of collaboration – in all of its applications in the field. These experiences will appear in the new program in the Practicum/ Methods course and again in Student Teaching with an assignment and rubric that directly measures candidates' collaboration competence through simulations of facilitating evaluation, IEP, and parent/caregiver meetings and co-planning and co-teaching with general education teachers. The data generated will be used to document program and candidate effectiveness.

3. Student learning

Assessment 5: Lesson Delivery, Supervision, and Reflection provides the program with the most concrete evidence of candidates' attention to student learning. Candidates meet or exceed expectations in attending to student outcomes as evidenced by the multiple assessments used during lessons to track student understanding and progress and at the end of lessons to document outcomes. The supervision process allowed for documenting the ways in which candidates check for student understanding throughout lessons, use assessment data they collect, reflect on their performance, and respond to constructive feedback.

In addition, Assessment 6: Functional Behavior Assessment and Behavior Intervention Plan, provided data that elaborate on candidates' attention to student outcomes with a focus on social competence as a learner and community member in the classroom environment. Data show that most candidates meet or exceed expectations in figuring out what is impacting student behavior and determining how to support student participation, use of pro-social behaviors, and responsiveness to classroom demands. Candidates

meet or exceed expectations in documenting student progress to track the effectiveness of intervention plans, demonstrating their commitment evaluating student learning. The data further demonstrate that there is more work needed to address student challenges; candidates are encouraged to expand intervention plans, particularly related to designing a graduated set of interventions (universal, tertiary, and intensive) to promote engagement in general education classes as well as other settings.

Summary

Using assignments as sources of data allows us to substantiate student achievements, evaluate the effectiveness of instruction and learning experiences, and examine program effectiveness. The results gathered per semester have served as formative data, guiding our work to document candidate progress and competence, and informing us about the clarity of the assignments and rubrics and quality of our preparation of teachers of students with special needs.

- For candidates, there is documentation that most have met expectations for the key tasks required of special educators.
- For program evaluation and development, analysis of data allows us to examine whether preparation in foundation standards leads to applications in authentic contexts, whether direct instruction related to the performance-based assessments builds sufficiently, and whether there are direct connections among courses to facilitate candidates' progress. And finally, they help us determine whether the assessment tools, corresponding rubrics, and data generated are constructively informative.

Data have informed our approach about what to retain and improve within and across our courses. The data have provided direction for reconfiguring course content and linking with field placements, emphasizing the impact of language on academic and social competence of candidates (Standard 6), and extending content to more directly address different forms of collaboration (Standard 10). The identified program improvements are also designed to strengthen candidates' consideration of instructional planning, materials, and opportunities (Standards 4, 7), proficiency in working with challenging behaviors (Standard 5), and effectiveness as evaluators (Standard 8). We are committed to engaging in ongoing data collection and dialogue among faculty is a track for continuous improvement.

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

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4> (Response limited to 24,000 characters.)

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. 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.

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. Rather than creating our own specialty assessment, 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.

Please click "Next"

This is the end of the report. Please click "Next" to proceed.