

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 / 11 / 2008

4. Report Preparer's Information:

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6. Name of institution's program

Post Baccalaureate Special Education Certification Program (PB SPED)

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

General Special Education K-12 (New Hampshire)

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 TO SECTION, SEE PREVIOUS REPORT

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)

The Internships in Special Education I and II are designed to facilitate candidate development of knowledge and skills in a flexible, integrated, and seamless fashion. Candidates build skills as they progress through the program by completing work sample assignments, reviewing evaluations of skills on the Field Work Evaluation form, and documenting this work in their Special Educator Portfolio.

All candidates complete foundational summer coursework and within these courses students have early field experiences including site visits to special education programs and student case studies for a total of 10-15 hours. All candidates have had significant previous work in schools. They also complete preliminary work on their portfolios to prepare them for the Internship I and II experiences. The Internship I and II experiences are equivalent in clock hours to the undergraduate special education program and are distributed over the entire academic year. Since this is a one year program, candidates' field experiences are concentrated in the internship and connected to concurrent coursework. The internship clock hour requirement was approved by the Director of Keene State College (KSC) Teacher Education and Graduate Studies and meets state certification guidelines for field experiences in special education (see below). For Alternative IV candidates who work in a special education teaching position, the time on-the-job is utilized to meet the initial certification in special education competencies. Candidates are required to attend a seminar throughout the year which focuses on problem solving and skill development. Below are the clock hours required for combined Internships I and II:

Minimum Clock Hour Requirements

Candidate does not have current or prior teacher certification - 700 hours (25 hrs per wk/ 28 wks, I & II)

Minimum Clock Hour Requirements

Candidate has current or prior teacher certification - 400 hours (14 hrs per wk/28 wks, I & II)

In order to formalize the Internship experience all candidates and site representatives work during the summer to complete a Post-Baccalaureate Special Education Internship I Cooperative Agreement between the cooperating school district and KSC. All candidates in PB SPED are assigned a KSC Supervisor and a site based Cooperating Professional which now mirrors all field experiences at KSC. Previously, site based personnel were referred to as Mentors. Cooperating Professionals possess required knowledge and skills in special education, and KSC faculty members consult with school district personnel (e.g., advisory board members, school principals, special education directors) to select Cooperating Professionals that are a good fit for each candidate. This is one of the most important steps in the program because KSC relies on solid collaboration with school districts to support the success of candidates. Cooperating Professionals are required to attend training sessions at KSC to assist with the evaluation of a candidate's performance in relation to KSC competencies.

The program quickly establishes a baseline of special education skills as candidates enter the fall Internship I experiences. The baseline knowledge and skills are assessed in the beginning of Internship I through a self assessment of knowledge and skills in the context of CEC Standards. This self-assessment is revisited again at the end of Internship I and again at the end of Internship II in connection with the final portfolio exhibition and evaluation. The KSC Supervisor coordinates all aspects of the experience and works closely with the candidate and Cooperating Professional.

The fall Internship I experience focuses on foundation instruction (Standards 4 and 7), language (Standard 6), and assessment (Standard 8) skills. Social and behavior issues (Standard 5) are introduced in the context of the work on instruction and assessment. Foundational collaborative and professional behaviors are also assessed during Internship I. Further special education content knowledge is explored through the Special Education Process Work Sample (program Assessment #2). This extensive case study experience shows candidates strengths and weaknesses in knowledge and skills in an applied manner. Candidates also concurrently take the Assessment and Evaluation in Special Education course (EDUCSP 520) during the Internship I experience which helps to connect the knowledge they are gaining about assessment with the students they are working with in the field. This has proven to be a very effective way for candidates to attain foundational assessment knowledge and skills as it gives candidates a context to connect this work.

At the end of the Internship I experience, candidates and a KSC supervisor meet to discuss and document growth in special education skills. The portfolio tool and the field work evaluation tool are used to stimulate this discussion (see next section for KSC faculty role in evaluation of candidate). In the spring Internship II experience candidates extend their instruction and assessment skills established in the fall and build on their strengths and focus energies on improving weaker skill areas. These skill strengths and weaknesses are documented in the Internship Action Plan which includes activities all candidates will complete during Internship II as well as individually designed activities to either extend special education skills or target areas for improvement. This approach helps KSC faculty to fill competency gaps for candidates and provides more advanced candidates an opportunity to extend their special education work. It is important to note that all candidates complete a series of work samples during the Internship II. An emphasis on social and behavior issues (Standard 5) and collaboration (Standard 10) takes place during the Internship II. All candidates take a specialized course in transition planning (EDUCSP 525) where, as in EDUCSP 520, candidates learn about transition content knowledge and skills while they complete the field experience.

KSC Supervisors provide the primary evaluation of the candidate during the field experience which includes a field work evaluation for Internship I and II, Portfolio evaluations, observations, and work sample evaluations. The Cooperating Professional also completes a field work evaluation during Internship I and II, observations, and provides preliminary evaluations on various work samples for the Internship. Candidates are also required to self-assess their skills in the context of the field experience. The Cooperating Professional documents and self-assessments are submitted to a KSC Supervisor, who reviews all documents to make final evaluations of performance during the field experience. The KSC Supervisor follows up with the Cooperating Professional and candidate throughout the Internship to obtain an accurate picture of candidate performance.

The culminating experience for the program and internships involves a portfolio exhibition which takes place at the end of the Internship II. At this session, students discuss their growth as a beginning special educator in the context of sharing artifacts that demonstrate competence. Cooperating Professionals are also invited to attend this final experience. All candidates have an exit interview with the KSC supervisor at the end of the Internship II to discuss future goals for professional development, job prospects, as well as review the year's progress.

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)

NO CHANGE

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

NO CHANGE

(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)

NO CHANGE

(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	Stephen Bigaj
Highest Degree, Field, & University ⁽⁵⁾	Ph.D. The University of Connecticut
Assignment: Indicate the role of the faculty member ⁽⁶⁾	PB SPED Program Co-Coordinator Teach courses and internship Secondary Special Education coordination
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⁾	<ul style="list-style-type: none"> • Manuscript: Madaus, J., Bigaj, S., Chafouleas, S.M., & Simonsen, B. (in press). Mining the files: What key information can be included in a comprehensive summary of performance. Career Development for Exceptional Individuals; • Project Consultant, Monadnock Center for Successful Transitions (NH Developmental Disabilities Council and US Department of Labor grant project, co-wrote proposal); • Editorial Board Member, The Journal for Vocational Special Needs Education
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	<ul style="list-style-type: none"> • Supervisor of PB SPED Internship, Special Education Practicum and Student Teaching (undergraduate program); • Inservice training to local high school special education staff about transition planning and programming; • NH Special Education Certification K-12, General Special Education, LD, and ED (2003)

Faculty Member Name	Nancy S. Lory
Highest Degree, Field, & University ⁽⁵⁾	Ed.D. George Peabody College of Vanderbilt University 1983 Field: Education
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Co-program designer; Faculty member who teaches courses in program
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⁾	<ul style="list-style-type: none"> • Manuscript: Live Story Books: Windows into the Lives of Your Students and Their Families (unpublished, 2005); • Court Appointed Special Advocate (CASA) - Guardian ad Litem (2005-06); • Internal Consultant -- KSC Integrative Studies Institute (2006)
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	<ul style="list-style-type: none"> • Special Education Teacher -- 1971-75 -- public school & federally funded program; • Clinic Coordinator, KSC, 1975-1979 (demonstration center for teaching students with learning disabilities and emotional disabilities, and preschoolers with disabilities)

Faculty Member Name	Ann Beaudry-Torrey
Highest Degree, Field, & University ⁽⁵⁾	MEd. 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. Teach EDUC SP 501: Foundations of Special Education & EDUC SP 502: Curriculum & Instruction
Faculty Rank ⁽⁷⁾	Adjunct
Tenure Track	<input 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	Daniel G. Lafleur
Highest Degree, Field, & University ⁽⁵⁾	Ph.D. Counseling Psychology, University of Massachusetts, Amherst
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Teaches SPED 520, Assessment and Evaluation for Special Educators
Faculty Rank ⁽⁷⁾	Adjunct Faculty
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⁾	
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	<ul style="list-style-type: none"> • 1999-2001 School psychologist Winchester, NH; • 2001-2005 Special Ed Coordinator, SAU #38; • 2005-present School psychologist Keene School District

Faculty Member Name	Edward McCaul
Highest Degree, Field, & University ⁽⁵⁾	Ed.D, University of Maine
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Adjunct faculty, Internship I teaching and supervision
Faculty Rank ⁽⁷⁾	Adjunct Faculty
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⁾	<ul style="list-style-type: none"> • Editorial Review Board, Journal of Research in Rural Education; • Presenter on Adequate Yearly Progress, MA Director's Association; • Technical Assistance Consultant, NH Dept. of Education
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	30 years of experience in education and special education. Currently, Director of Pupil Personnel Services, Gardner, MA, public schools

Faculty Member Name	*Deborah Merchant NOTE: New Faculty member hired August, 2007
Highest Degree, Field, & University ⁽⁵⁾	PhD, Special Education, Penn State University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty, teach core courses and supervise in the field, co-coordinate post-bac program
Faculty Rank ⁽⁷⁾	Assistant Professor

Tenure Track	€ 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 (required)	Content-Based Portfolio Review	Portfolio	Candidates provided ongoing assessment of content-based portfolio throughout the program (beginning with a final assessment administered at completion of the program)
Assessment #2: Assessment of content knowledge	Special Education Process Work	Case Study, Work	Assessment administered

in special education (required)	Sample	Sample Method	Internship I (fall)
Assessment #3: Assessment of candidate ability to plan instruction (required)	Lesson Planning Work Sample	Work Sample Method	Assessment administered during Internship I (fall)
Assessment #4: Assessment of student teaching (required)	Special Education Internship: Field Work Evaluation	Comprehensive Field Experience Evaluation	Preliminary assessment administered upon completion of Internship I; final assessment for program upon completion of program (Internship II, spring)
Assessment #5: Assessment of candidate effect on student learning (required)	Formative Assessment and Instruction Work Sample	Case Study, Work Sample Method	Assessment administered during Internship II, spring
Assessment #6: Additional assessment that addresses CEC standards (required)	Functional Behavioral Assessment and Behavioral Intervention Plan Work Sample	Case Study, Work Sample Method	Assessment administered during Internship II, spring
Assessment #7: Additional assessment that addresses CEC standards (optional)	Teacher Candidate Dispositions Assessment	Rating of Dispositions	Assessment administered during the Internship I, fall
Assessment #8: Additional assessment that addresses CEC standards (optional)	Language Development, Differences, and Disabilities	Case Study and Reflection project	Assessment administered during the Summer Session I, EDUC SP 501, Foundations in Special Education course

(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	#2	#3	#4	#5	#6	#7	#8
<p>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.</p> <p>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.</p>								
<p>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.</p> <p>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.</p>								

<p>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.</p> <p>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.</p>	b	b	e	e	e	e	e	e
<p>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.</p> <p>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.</p>	b	e	b	b	b	b	e	e
<p>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.</p>	b	e	e	b	b	b	e	e

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.	b	b	e	b	e	e	e	b
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, 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.	b	b	b	b	b	b	b	b
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.

b	b	e	b	b	b	e	e

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.

b	e	e	b	e	e	b	e

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.								
<p>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.</p> <p>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.</p>	b	e	e	b	e	e	b	e

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 avail

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 - Content-Based Special Educator Portfolio Review
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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 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 Work Sample

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 - SPED Internship Field Work Evaluation

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 - Formative Assessment & Instruction Work Sample

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 - Teacher Candidate Dispositions Assessment

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)

The PB SPED program conducted a thorough curriculum review based on recommendations from the initial CEC SPA review. Significant revisions to assessments took place to provide more accurate descriptions in scoring guides and rubrics as well as to align and target more closely assessments to standards (see Section IV). A curriculum proposal for a change to the PB SPED program will be submitted for KSC review in Fall, 2008 which will include moving this program from post-baccalaureate certification to graduate initial certification including an M.Ed. This program will build on the assessment system established for our undergraduate and PB SPED program as well as add a graduate special education research and capstone component to enhance the critical thinking and research skills of candidates who receive special education certification. With the movement in the field of special education to the use of evidence-based practices this will be an important addition to our existing PB SPED program.

The revised as well as new assessments (Assessments 7 and 8) provide more thorough coverage of CEC Core Standards and will help guide our future program development. In the revised assessments, a strong attempt was made to align each of the new assessments to the CEC Core Standards. Also, Assessment 2, Grades in Core Courses, was deleted as a program assessment and the Special Education Process Work Sample (formerly the IEP Work Sample Assessment 7 in previous report) was moved to the Assessment 2 slot. This was a suggestion from the initial CEC SPA review.

Data is provided for Assessments 1-7. Assessment 8 is a new assessment targeting Standard 6:

Language and will be initiated in the newly-proposed graduate initial certification and M.Ed. program as well as the Undergraduate Special Education Program.

1. Content knowledge

The grade scores from the previous report and the additional data from the Content Based Portfolio Review and Special Education Process Work Sample, show evidence of overall candidate mastery of special education content knowledge. Currently, New Hampshire does not require the PRAXIS II test for certification so we have utilized these two comprehensive assessments to measure content knowledge of our candidates.

The assessment tools that are utilized to assess content knowledge are comprehensive and systematic and provide an accurate picture of the content knowledge for PB SPED candidates. The Special Education Process Work Sample has traditionally been used as an assessment in the Undergraduate program and was adopted in its entirety for the PB SPED program. It has been descriptively aligned to the standards to more accurately assess content knowledge of our candidates. As we move to a significant curriculum proposal in connection to the PB SPED program, we will utilize the data related to content knowledge to make important curricular adjustments. One important change will be the addition of a new course, Positive Behavior Supports, to insure that we have solid content knowledge coverage related to Standard 5. Much of this course content was integrated into the internships.

2. Professional and pedagogical knowledge, skill, and dispositions

The two year set of data for each program assessments show that candidates achieve solid mastery of CEC knowledge, skills, and dispositions. The interpretation section for each of these assessments provides specific insights into how well candidates have achieved mastery of standards in the PB SPED program (see Section IV). We have improved assessments to be more descriptive and aligned them accurately to standards. Assessments 1 (portfolio), 2 (special education process), and 4 (field work evaluation) are comprehensive in nature and provide broad program improvement data. The other assessments provide encouraging data related to candidate's instruction and assessment skills.

It is important to note that assessments were redesigned to address Standard 6: Language and a new assessment will be instituted (Assessment 8) to provide foundational content knowledge related to this standard area. We are excited about this assessment as comments from our previous SPA review, information from instructors, and two years of data showed we needed to develop a more targeted assessment for Standard 6.

Assessment 7, Teacher Candidate Dispositions Assessment, is a KSC Unit assessment that was included as a new program assessment. This, in combination with our revised Field Work Evaluation rubric, provided us with solid evaluation data related to Standards 9 and 10. Overall, candidates appear to be strong in the areas of collaboration and professional behaviors, but we plan to meet as a program faculty to discuss ways to more specifically tailor or extend the dispositions assessment to special education. We are looking forward to accumulating more data to make accurate program evaluation decisions in the future as the existing two years of data with small sample sizes limits our interpretation.

3. Student learning

Assessment 5, Formative Assessment and Instruction Work Sample, provides solid data on the impact of candidates' teaching on student learning. The data tracking components of this work sample provide clear data-based evidence of a candidate's impact on student learning. Candidates showed mastery of CEC skills related to standards 4, 7, and 8 through this assessment. Results from this assessment show that candidates can demonstrate, in the various components of the assessment, the link between evidenced based interventions they use and the impact of these on student learning. The assessment tool was rewritten in a rubric fashion to more accurately align to the standards as well as provide for a more

rich description of the outcomes related to the work sample. Based on the use of this work sample and data, we will need to improve and refine how we teach candidates to track student improvement based on curriculum-based assessment techniques. Again, we look to the data in future years as well as qualitative feedback from various stakeholders to make improvements in the area of student learning.

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 from the perspective of the Post-Baccalaureate Special Education (PB SPED) program.

In Fall, 2007 a PB SPED program curriculum proposal was submitted and approved to reflect a new Education Department special education prefix, 500 level designations, and new titles for specific courses. Course descriptions were also adjusted to be in line with undergraduate program changes. The chart below reflects the changes in program courses including course prefixes and course titles. Please reference this table as you review this report.

* Table A: New Courses & Old Courses (See Section I Part 7 for attachment of table).

An additional curriculum proposal for a change to the PB SPED program will be submitted for KSC review in Fall, 2008 which will include moving this program from post-baccalaureate certification to graduate initial certification including an M.Ed. This program will build on the assessment system established for our undergraduate and PB SPED program and add a graduate special education research and capstone component to enhance the critical thinking and research skills of candidates who receive special education certification. With the movement in the field of special education emphasize evidence-based practices, this will be an important addition to our existing PB SPED program.

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 programs, faculty systematically examined the feedback and clarified the number of standards per assessment; key standards are now emphasized for each assessment rather than including minor aspects of standards. Alignment adjustments were made where appropriate. Faculty agreed that emphasizing key standards is helpful for teacher candidates to reflect on their growth and for program review. We also believe that this work will improve assessment instrument reliability and validity.

Assessment 1, Content Based Portfolio Review; Assessment 2, Special Education Process Work Sample (formerly IEP Work Sample); and Assessment 4, Special Education Internship: Field Work Evaluation provide a broader assessment of candidate competency across CEC standards and minor alignment issues were addressed. It is important to note that New Hampshire does not require PRAXIS II for certification. In its place, the Assessment 1, Content Based Portfolio Review is intended to provide a broad content knowledge assessment across all standards. Therefore, this assessment is evident within each standard. (see Section III).

As is evident in Section IV, Assessments 3, 5, 6, 7, and 8 were examined, refined, and in the case of Assessment 8 developed to clearly target specific standards. The alignment of assessments to standards for Standards 7 and 8 remain similar as SPA reviewers commended the program for selecting assessments that address the range of instructional planning and assessment skills required by special educators (see Initial Review Response, Standards 7 and 8, pages 7-8). For an overall understanding of how we refined the alignment to standards see Section II-List of Assessments and Section III-Relationship of Assessment to Standards.

Additionally, faculty in both the Undergraduate and PB SPED program worked to revise rubrics to more descriptively demonstrate the intent of the standards assessed by that rubric. The scoring guide for Assessment 2, Special Education Process Work Sample was reworked and more descriptively targeted to standards. In the previous report, this work sample was referred to as the IEP Work Sample. The PB SPED program adopted, in its entirety, the Undergraduate version of this work sample and substituted it for the previous Assessment 2, Grades for Core Courses. (see Section IV, Assessment 2)

Assessment 3, Lesson Plan Work Sample; Assessment 4, Special Education Internship: Field Work Evaluation; and Assessment 5, Formative Assessment Work Sample were all refined to more accurately align to standards and a more descriptive rubric was developed for each tool. The components of each assessment remained unchanged as well as the description for each assessment. (see Section IV, Assessments 3, 4, and 5)

The new Assessment 7, Teacher Candidate Dispositions Assessment provides a specific assessment of candidate observed collaborative (Standard 10) and professional behaviors (Standard 9) and is also a KSC Unit assessment that is applied to all certification programs. (see Section IV, Assessment 7)

Assessment 8 Language Development, Differences, and Disability was designed to clearly assess candidate knowledge related to Standard 6. Standard 6 is addressed in other program assessments, and we determined that a newly-designed assessment will more accurately support our understanding of candidate mastery of this standard. (see Section IV, Assessment 8).

See Section I, Part 2 for a complete description of PB SPED program alignment to the Field Experiences and Clinical Practices Standard as this was “met with condition”. The description in Section I thoroughly outlines the developmental and sequential aspects of the field experiences and clarifies the role faculty play in the process of evaluation PB SPED candidates. See also Section IV, Assessment 4, Special Education Internship: Field Work Evaluation, assessment documentation that has been reworked to clearly address this alignment to the field experiences standard.

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

Data has been collected for the past two years (2006-2007 and 2007-2008) and aggregated for Assessments 1-7. In the PB SPED program, data for Assessment 8 is not provided as this will be a new assessment and will be incorporated into the program in the Summer, 2009. A data chart for how this

assessment will be displayed is provided. In Summer, 2008, the Education Department adopted Tk20, an electronic assessment management system to assist with the data management of PB SPED program assessment data. (see Section IV Assessments 1-8 and Section V, Use of Candidate Results to Improve Candidate and Program Performance.)

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.

Assessment 2, Grades in Core Courses, was replaced with the PB SPED Assessment 7, IEP Work Sample. Since the last report, Assessment 7 was renamed, Special Education Process Work Sample. This move more mirrors the program assessments in the Undergraduate Special Education program as the Undergraduate program used Assessment 2 IEP Work Sample in the previous report as well as in the current set of assessments. Both programs now utilize the same Assessment 2 and two years worth of data was also reported. (see Section IV Assessment 2)

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 the PB SPED program.

Standard 6: Language

The special education faculty created Assessment 8 Language Development, Differences, and Disabilities that is used in EDUCSP 501 Foundations in Special Education which is one of the foundation courses in the PB SPED program (formerly SPED 301). The application of the background knowledge related to language from this assessment is enhanced and developed during the Internships and is assessed in components of Assessment 1, Portfolio; Assessment 2, Special Education Process Work Sample; and Assessment 4, Internship Evaluation. Standard 6 has been difficult to assess individually in the PB SPED program as it is embedded in many of our activities and assignments. We recognize that it is critical for language concerns to be considered in both instructional and assessment activities in the program. The newly developed Assessment 8 allows us to specifically assess candidate knowledge in the context of Standard 6.

See Section IV, 8 Language Development, Differences, and Disabilities for details related to 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 aggregating data. Also refer to Assessments 1, 2, 4, and 6.

Standard 10: Collaboration

The KSC Teacher Education Unit has created a Dispositions assessment that is used across all teacher education programs at KSC. This assessment clearly assesses foundational collaboration skills that are emphasized in the CEC Standards. Rather than creating our own specialty assessment, we adopted the use of this assessment for the PB SPED program to assist us in the assessment of foundational collaborative skills of candidates. It is used throughout the program at various junctures, but reported for program assessment purposes at the end of Internship I. Additionally, Assessment 4, Special Education Internship: Field Work Evaluation, has been more descriptively aligned to Standard 10 and is used to provide more specific assessment of observed collaborative behaviors (program assessment data for this assessment is reported at the end of Internship II). These two assessments will provide us with a more accurate developmental assessment of the standard from the perspective of directly observing collaborative behaviors and subsequently assessing collaborative skills. (see Section IV, Assessment 4 and 7)

Please click "Next"

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