

SECTION VI – RESPONSE TO CONDITIONS

KSC Post-Baccalaureate Special Education Certification Program (PB SPED)

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 chart as you review this report.

New Courses	Old Courses (in previous report)
EDUCSP 501 Foundations in Special Education	SPED 301 Context for Special Education
EDUCSP 502 Curriculum and Instructional Design	SPED 401 Curriculum and Instructional Design
EDUCSP 520 Assessment and Evaluation in Special Education	SPED 520 Assessment and Evaluation in Special Education
EDUCSP 525 Transition Planning and Programming	SPED 525 Transition Planning and Programming
EDUCSP 560 Internship in Special Education I	SPED 560 Internship in Special Education I
EDUCSP 565 Internship in Special Education II	SPED 565 Internship in Special Education II

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.

Refer to 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.

Refer to 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