

# NATIONAL RECOGNITION REPORT

## Preparation of Special Educators (2001 Standards)

NCATE recognition of this program is dependent on the review of the program by representatives of the Council for Exceptional Children (CEC).

### COVER PAGE

#### Name of Institution

Francis Marion University

#### Date of Review

MM DD YYYY

08 / 01 / 2012

#### This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

#### Program(s) Covered by this Review

Learning Disabilities

#### Grade Level<sup>(1)</sup>

K-12

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

#### Program Type

First Teaching License

#### Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

### PART A - RECOGNITION DECISION

**SPA Decision on NCATE recognition of the program(s):**

- Nationally recognized**
- Nationally recognized with conditions
- Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]

**Test Results (from information supplied in Assessment #1, if applicable)**

The program meets or exceeds an 80% pass rate on state licensure exams:

- Yes
- No
- Not applicable
- Not able to determine

**Comments, if necessary, concerning Test Results:**

Candidates scored near or at the state average. There was 100% passing rate.

**Summary of Strengths:**

Faculty analyzed data aligned with **CEC standards**, and indicated areas that could be strengthened. Faculty additionally recognize that this is a small program and interpretation of data is viewed with this in mind.

**PART B - STATUS OF MEETING SPA STANDARDS**

**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.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

Met previously.

**Standard 1. Foundations.** Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based **principles and theories**, relevant **laws and policies**, diverse and **historical** points of view, and **human issues** that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these **influence professional practice**, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how **issues of human diversity** can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the **relationships of organizations of special education** to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

The program indicates that Assessments 1 PRAXIS II, 2 Content Mastery Examination, 5 Teacher Candidate Work Sample and 6 Action Research Case Study provide evidence for this standard. These assessments have been re-aligned to measure each candidate's success in mastery of the standards and not just skill sets. The subareas of Assessment 1 that reflect this standard show candidate performance at national averages. Assessment 2 consists of multiple choice questions and the decision as to whether the candidate meets, partially meets or does not meet this standard depends on the number of errors in that question set. Assessment 5 has multiple elements that are said to address this standard, but all except one also address other standards, making it difficult to determine candidate performance on this one. The one element that only addresses this standard (Knowledge of Student skills and prior learning) seems to better address Standard 3. Data from three candidates are included in Assessment 6. Two of the three candidates met this standard in Spring of 2011, all candidates (7) met this standard in Fall of 2011. Overall, this standard is met.

**Standard 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.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

The program indicates that Assessments 1 Praxis II, 2 Content Mastery Exam, 3 Formative Language Work Sample, 4 ADEPT, 5 Teacher Candidate Work Sample, and 6 Action Research Case Study provide evidence for this standard. These assessments have been realigned to measure each candidate's success in mastery of the standards. Assessment 1 data show candidate performance around the national average for the subarea related to this standard. Assessment 2 demonstrates that the majority of candidates have met this standard. Assessment 3 has one element that addresses this standard, but it also reflects an additional standard, making it difficult to determine candidate performance on this one. Assessment 4 has planning elements that address this standard. The data indicate that all candidates received acceptable or target rating on this part of the assessment. Assessment 5 has one element addressing this standard. Most candidates meet this standard. Overall, this standard is met.

**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.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

The program indicates that Assessments 1 Praxis II, 2 Content Mastery Exam, 3 Formative Language Work Sample, 4 ADEPT, 5 Teacher Candidate Work Sample, 6 Action Research Case Study and 8 Secondary IEP Project provide evidence for this standard. See comments above regarding Assessments 1 and 2. The two elements of Assessment 3 related to this standard show positive candidate performance, but also are cited as providing evidence for another standard, making it difficult to determine candidate performance on this one. There are two elements of Assessment 4 cited as addressing this standard. The one said to only be addressing this standard seems more clearly related to Standard 5. Assessment 5 provides some clear evidence of candidate performance on this standard. Assessment 6 shows positive candidate performance on this standard. Finally, Assessment 8 also provides evidence.

Overall, the data indicate this standard is met.

**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.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment:**

The program indicates that Assessments 1 Praxis II, 2 Content Mastery Exam, 3 Formative Language Work Sample, 4 ADEPT, 5 Teacher Candidate Work Sample, 7 Functional Behavioral Assessment/Behavior Management Plan, and 8 Secondary IEP Project provide evidence for this standard. See comments above regarding Assessments 1 and 2. The one element of Assessment 3 related to this standard also provides data for another standard, making it difficult to determine candidate performance on this one. Assessment 4 provides clear evidence that candidates meet this standard. The elements of Assessment 7 and 8 related to this standard also provide evidence for others, making it difficult to determine candidate performance on this one. Overall, data indicate this standard is met.

**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.

Met                      Met with Conditions                      Not Met  
                                           

**Comment:**

The program indicates that Assessments 1 Praxis II, 2 Content Mastery Exam, 4 ADEPT, 5 Teacher Candidate Work Sample, 7 Functional Behavioral Assessment/Behavior Management Plan and 8 Secondary IEP Project provide evidence for this standard. See comments above related to Assessments 1 and 2. Assessment 4 provides clear data regarding candidate performance on this standard. The one element of Assessment 5 said to be related to this standard, also provides evidence for another standard making it difficult to determine candidate performance on this one. Assessment 7 provides clear evidence for this standard. See comment above regarding Assessment 8. Overall this standard is met.

**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**.

Met                      Met with Conditions                      Not Met  
                                           

**Comment:**

The program indicates that Assessment 1 Praxis II, 2 Content Mastery Exam, 3 Formative Language Work Sample, 4 ADEPT, and 5 Teacher Candidate Work Sample provide evidence for this standard. See comments above regarding Assessments 1 and 2. Assessment 3 is clearly aligned to this standard and provides evidence. The rubric elements are very dense making it difficult to determine what areas might be needed for candidate improvement. Assessment 4 only has one element related to this standard and it also provides evidence for another standard, making it difficult to determine candidate performance on this one. The elements of Assessment 5 related to this standard seem appropriate, but they also provide evidence for other standards. However, overall, the data indicate this standard is met.

**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.

Met                      Met with Conditions                      Not Met  
                                           

**Comment:**

The program indicates that Assessments 1 Praxis II, 2 Content Mastery Exam, 3 Formative Language Work Sample, 4 ADEPT, 5 Teacher Candidate Work Sample, 6 Action Research Case Study, 7 Functional Behavioral Assessment/Behavior Management Plan, and 8 Secondary IEP Project provide evidence for this standard. Note comments above related to Assessments 1 and 2. Assessment 3 provides some evidence. See comment above. Assessments 4 and 5 provide clear evidence of candidate performance on this standard. Assessment 6 provides some supporting evidence, but does not address this standard very specifically. Assessment 7 also provides some evidence. Assessment 8 only has one element related to this standard and it also addresses other standards making it difficult to determine candidate performance on this one. However, overall, the evidence indicates this standard is met and prior conditions were addressed.

**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.

Met                      Met with Conditions                      Not Met  
                                           

**Comment:**

The program indicates that Assessments 1 Praxis II, 2 Content Mastery Exam, 3 Formative Language Work Sample, 4 ADEPT, 5 Teacher Candidate Work Sample, 6 Action Research Case Study and 7 Functional Behavioral Assessment/Behavior Management Plan, provide evidence for this standard. See comments above related to Assessments 1 and 2. Although the rubrics in Assessment 3, 4 and 5 include formal assessments, the description of what candidates actually do focuses on informal assessment

procedures. This is also true for Assessment 6 and 7. There is no clear indication that candidates actually conduct formal assessments. This was not included in the conditions or comments of the previous report and the program has clearly met the conditions of that report, so this standard is cited as "met". However, the program should consider revision or clarification of assessments to ensure that there is evidence that candidates do master this content.

**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.

Met

Met with Conditions

Not Met

**Comment:**

The program indicates that Assessment 1 Praxis II, 2 Content Mastery Exam, 3 Formative Language Work Sample, 4 ADEPT, 5 Teacher Candidate Work Sample, and 6 Action Research Case Study provide evidence for this standard. See comments above regarding Assessments 1 and 2. Assessments 3 4 and 5 have multiple elements that clearly address this standard with positive candidate performance. Assessment 6 also provides some support that candidates meet this standard.

**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.

Met

Met with Conditions

Not Met

**Comment:**

The program indicates that Assessment 2 1 Praxis II, 2 Content Mastery Exam, 4 ADEPT, 6 Action Research Case Study and 7 Functional Behavioral Assessment/Behavior Management Plan provide evidence for this standard. See comments above related to Assessments 1 and 2. Assessments 4 and 6 provide clear evidence related to this standard. Assessment 7 provides some evidence, but it is not as explicit. Overall this standard is met.

## PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

### C.1. Candidates' knowledge of content

Assessments 1 and 2 are aligned with the standards and support knowledge level learning. Assessment 6 Action Research Case Study and Assessment 8 Secondary IEP project also support the candidate's application of this knowledge.

### C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Assessments 3 through 7 are performance based assessments which support the application of pedagogical and professional content, skills and dispositions.

### C.3. Candidate effects on P-12 student learning

Assessments 5 Teacher Work Sample, 6 Action Research Case Study, 7 Functional Behavioral Assessment, and 8 Secondary IEP projects provide the primary evidence of candidate's positive effects on P-12 learning.

## PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

### Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

This is a small program and analysis of the data and changes made based on the data indicate that faculty review data at least yearly and often after each semester. Faculty demonstrate an understanding that with small numbers of candidates data should be regarded cautiously. With the small numbers of candidates, faculty reteach or make changes to ensure candidate success.

## PART E - AREAS FOR CONSIDERATION

### Areas for consideration

Most assessments were cited as providing evidence for almost all standards. The program might consider focusing each assessment to reflect fewer standards, thus allowing them to provide more specific data for each standard. Also the program indicated that a rate of "partially met" was acceptable. The program might consider changing terminology to reflect that a rating in the middle range indicates acceptable performance and the candidate meets the standard, even though it is not the target performance. Also, with Praxis II, only submit aggregated scores rather than scores for each candidate. See comments for each standard, particularly Standard 8, for additional considerations.

## PART F - ADDITIONAL COMMENTS

### F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

All conditions from the previous report have been met.

### F.2. Concerns for possible follow-up by the Board of Examiners:

Because the number of candidates for this program is small, data should be reviewed to determine that most candidates continue to demonstrate positive performance on these assessments.

## PART G -DECISIONS



**Please select final decision:**

- ⑥ **National Recognition.** The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. **To retain recognition, another program report must be submitted mid-cycle (2 years in advance for a 5-year cycle and 3 years in advance for a 7-year cycle) before the next scheduled accreditation visit.** The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.*

**Please click "Next"**

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