

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

Trinity University, DC

Date of Review

MM DD YYYY

02 / 01 / 2013

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

Special Education Mild/Moderate

Grade Level⁽¹⁾

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:

Summary of Strengths:

Rubrics in this submission contained clearly aligned standards and elements indicating performance levels.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment:

It appears as though field experiences are sequenced and developmental and with students at various ages/grades who have a variety of Exceptional Learning Needs. While the program states that experiences are "embedded within coursework", it is unclear how and by whom these field experiences are supervised. While this was not listed as a "Must" in previous recognition decision, clarification would strengthen the report.

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
jn	jn	jn

Comment:

Program cites Assessments #1 (Praxis II), #2 (Presentation Project), and #8 (Portfolio Position Papers) as providing evidence for Standard 1. Assessments #2 and #8 have been explicitly aligned with Standard 1 making it obvious as to candidate strengths and needs related to the standard. While the Praxis II has been aligned by domain to Standard 1, candidate results do not clearly delineate strengths and needs because the only reported data is the pass rate overall rather than by standard.

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
jn	jn	jn

Comment:

Program cites Assessments #1 (Praxis II), #2 (Presentation Project), #4 (Student Teaching Evaluation), #5 (Impact on Student Learning Project), and #7 (Comprehensive Exam) as providing evidence for Standard 2. Rubrics are aligned to CEC Standards and data shows that candidates understand the development and characteristics of learners.

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
jn	jn	jn

Comment:

Program cites Assessments #2 (Presentation Project), #3 (IEP), #4 (Student Teaching Evaluation), #6 (Communication Case Study), #7 (Comprehensive Exam), and #8 (Portfolio Position Papers) as providing evidence for Standard 3. Rubrics are aligned to CEC Standards and results show that candidates understand and can plan for individual learning differences.

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
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Comment:

Program cites Assessments #1 (Praxis II), #3 (IEP), #4 (Student Teaching Evaluation), #5 (Impact on Student Learning Project), and #8 (Portfolio Position Papers) as providing evidence for Standard 4. Rubrics are aligned to CEC Standards and data shows that candidates understand how to implement a variety of instructional strategies.

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
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Comment:

Program cites Assessments #1 (Praxis II), #3 (IEP), #4 (Student Teaching Evaluation), #5 (Impact on Student Learning Project), #7 (Comprehensive Exam), and #8 (Portfolio Position Papers) as providing evidence for Standard 5. Rubrics are aligned to CEC Standards and data shows that candidates understand how to create positive learning environments for students.

6. Language. Special educators understand **typical and atypical language development** and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to **enhance language development and teach communication skills** to individuals with ELN. Special educators are familiar with **augmentative**,

alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide **effective language models** and they use communication strategies and resources to **facilitate understanding of subject matter for individuals with ELN whose primary language is not English.**

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Met with Conditions

Not Met

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Comment:

Program cites Assessments #1 (Praxis II), #2 (Presentation Project), #3 (IEP), #4 (Student Teaching Evaluation), and #6 (Communication Case Study) as providing evidence for Standard 6. Overwhelmingly, Assessment #6 provides the best evidence for Standard 6; however other assessments supplement information related to candidates skills in applying their understanding of typical/atypical language development, assistive technology, and interventions for individuals with ELN whose primary language is not English.

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.

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Met with Conditions

Not Met

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Comment:

Program cites Assessments #1 (Praxis II), #3 (IEP), #4 (Student Teaching Evaluation), #5 (Impact on Student Learning Project) as providing evidence for Standard 7. Rubrics are aligned to CEC Standards and data shows that candidates understand how to engage in effective instructional planning.

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
jn	jn	jn

Comment:

Program cites Assessments #1 (Praxis II), #2 (Presentation Project), #3 (IEP), #4 (Student Teaching Evaluation), #5 (Impact on Student Learning Project), and #7 (Comprehensive Exam) as providing evidence for Standard 8. Rubrics are aligned to CEC Standards and data shows that candidates understand how to implement a variety of assessment strategies as well as make data based decisions.

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
jn	jn	jn

Comment:

Program cites Assessments #1 (Praxis II), #4 (Student Teaching Evaluation), #5 (Impact on Student Learning Project), and #8 (Portfolio Position Papers) as providing evidence for Standard 9. Rubrics are aligned to CEC Standards and data shows that candidates engage in professional and ethical practice.

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

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Comment:

Program cites Assessments #1 (Praxis II), #2 (Presentation Project), #3 (IEP), #4 (Student Teaching Evaluation), #6 (Communication Case Study), #7 (Comprehensive Exam), and #8 (Portfolio Position Papers) as providing evidence for Standard 10. Assessment #4 provides primary evidence in terms of application of this standard. Additional assessments provide support related to candidates' understanding of best practices in collaboration theory. Rubrics are aligned to CEC Standards and results show that candidates know how to effectively collaborate with families and other professionals.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Data from Assessments #1-#8 provide sufficient evidence of candidates' content knowledge. Assessments #1 (Praxis II Scores), #2 (Presentations Project) and #7 (Comprehensive Exam) provide the strongest support.

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

Data from all assessments are listed as providing evidence of candidates' ability to apply pedagogical and professional content knowledge, skills, and dispositions although Assessments #3 (IEP), #4 (Student Teaching Evaluation), and #5 (Impact on Student Learning Project) provide the primary evidence.

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

Assessment #5 (Impact on Student Learning Project) provides the primary evidence that candidates can have the skills to assess impact on P-12 Student 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)

Based on results from the previous program report, it is obvious faculty have made a concerted effort to revise rubrics to ensure that they are more informative, useful, and explicitly aligned to and address CEC Standards.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

Clarification regarding the supervision of field experiences would strengthen the report and will need to be addressed in the next NCATE/CEC program review cycle. In the CEC's new standards that will be in place as of January 2013 the expectations for documentation specific to field experiences will be more explicit and who supervises and evaluates will need to be addressed in submissions in the next review cycle for this program.

PART F - ADDITIONAL COMMENTS

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

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

The background experiences, and contemporary professional experiences of the faculty who supervise and evaluate field experiences in special education should be ascertained in the NCATE review process to determine if individuals are qualified to supervise and evaluate special education experiences.

PART G -DECISIONS

Please select final decision:

- jⁿ **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.