Program Report for the Preparation of Special Education Teachers
Council for Exceptional Children (CEC)
2012 Standards - Option A

NCATE approved the CEC Standards in 2012. Programs can use either the 2001 or the 2012 standards through Fall 2014. Beginning in Spring 2015, programs submitting reports must use the 2012 standards.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

TRINITY WASHINGTON UNIVERSITY

2. State

WASHINGTON, DC

3. Date submitted

MM   DD   YYYY

03 / 09 / 2016

4. Report Preparer's Information:

Name of Preparer:

MEGHAN COSIER, PH.D.

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5. NCATE Coordinator's Information:

Name:

LYNN JOHNSON

Phone: Ext.

(202) 884 - 9560

E-mail:

JOHNSONLY@TRINITYDC.EDU

6. Name of institution's program

SPECIAL EDUCATION

7. NCATE Category

Special Education-General Curriculum

8. Grade levels[1] and Exceptionalities/Severity Levels for which candidates are being prepared

K-12

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(1) e.g. K-6, K-12

9. Program Type

- ◯ Advanced Teaching
- ⦿ First Teaching License
- ◯ Other School Personnel
- ◯ Unspecified

○ 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

NON-CATEGORIAL SPECIAL EDUCATION, K-12

14. Program report status:
○ Initial Review
○ Response to One of the Following Decisions: Further Development Required or Recognition with Probation
◉ Response to National Recognition With Conditions

15. Is your unit seeking
○ NCATE accreditation for the first time (initial accreditation)
◉ Continuing NCATE accreditation

16. 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 IV. 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 Preparation Standards. (Response limited to 4,000 characters)

Trinity Washington University (Trinity) offers a Master of Arts in Teaching program in Special Education (MAT/SPECED): The MAT is tailored to the needs of teachers who seek first-time teaching licensure and to be certified in Special Education. Candidates in the MAT Special Education program take 36 credit hours and qualify for an initial teaching certificate in non-categorical Special Education (K-12).

Trinity's program is offered in an urban setting with a high demand for teachers. As a result, the program often accepts individuals who are currently teaching at a charter school or private without a license or at a public school under a provisional license. The MAT/SPECED program accepts candidates teaching in several different school districts, including: Montgomery County, Maryland; Prince Georges County, Maryland; and the District of Columbia. Additionally, candidates who are not currently employed as teachers but are seeking SPECED certification are accepted into the program to become full-time Special Education teachers. The program is organized to be as supportive as possible to candidates who are working full-time.

Trinity is centrally located in the District of Columbia, and the program is approved by the District of Columbia's Office of the State Superintendent of Education (OSSE). OSSE has adopted the NCATE standards for program approval. Trinity's education programs are in compliance with NCATE and OSSE requirements.

As noted earlier, the program population includes teacher candidates from the entire Washington, DC, metropolitan area, including Maryland and Virginia. Each state has its own SPECED certification requirements in regard to Praxis exam qualifying scores.

Candidates graduating from Trinity's program, who wish to obtain certification in DC or Maryland, must take Praxis II in Special Education (#5354). Although Praxis II is a requirement for certification in DC and Maryland, Trinity does not require candidates to pass this exam as a graduation requirement. All SPECED candidates are required to participate in a supervised, semester-long student teaching experience.

Regarding data analyses, it is important for the reviewers to note that the MAT/SPECED program is small - averaging 9 graduates per year. As such, the number of candidates does not lend itself to Trinity presenting results in a statistically significant manner.

experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

Field (Clinical) Experiences prior to Student Teaching:

SPECED teacher candidates are required to complete a number of field experiences prior to their student teaching assignments. These field experiences are embedded within their course of study.

Candidates have early and ongoing contact with children and youth with special needs and educators who use well-regarded practices. Candidates spend a minimum of 100 hours in field experiences outside the classroom prior to student teaching, as described below. For example, courses such as EDCC 530: Educating Exceptional Children and Youth, EDCC 606:Assessment and Preparation of Individualized Learning Prescriptions, and EDTE 634: Teaching Students with Significant Disabilities have field experiences related to the content in the class, that is also aligned with CEC standards. The specific experiences and hours (and grade levels and focus on students accessing general curriculum and/or students accessing independence curriculum when applicable) for each course are:

EDCC 510: Human Growth and Development; 10 hours; Family Interview
EDCC 541: Foundations of Education; 10 Hours; Teach and Videotape a Lesson
EDCC 530: Educating Exceptional Children and Youth; 15 Hours; Observations of Supports and Services along the Continuum; K-focus; General and independence curriculum focus
EDCC 542: Classroom Management and Positive Behavior Support; 20 hours; Conducting Behavior Assessments and Development of Behavior Support Plan; Students with Emotional and Behavioral Disabilities; K-8 Focus; General and Independence curriculum focus
EDCC 606: Assessment and Preparation of Individualized Education Programs; 20 hours; Self-regulated Strategy Development Tutoring Project; Students Accessing General Curriculum; K-12 focus; General and independence curriculum focus
EDTE 627: Literacy Assessment and Instruction for Early and Emergent Readers; 30 hours; K-8 or emergent youth and adult readers focus; General curriculum focus
EDTE 629: Teaching Students with High Incidence Disabilities; 20 hours; Lesson Plan and Video for Students with Disabilities Accessing General Curriculum; K-8 Focus; Mathematics emphasis; General curriculum focus
EDTE 630: Career Education for Exceptional Children/Youth Human Relations in Special Education; 10 hours; Observation and Development of Transition Plan; Grades 9-12 Focus; writing focus; General and independence curriculum focus
EDTE 634: Teaching Students with Significant Disabilities; 15 hours; Observations of Supports and Services for Youth and Adults with Significant Disabilities; Grades 9-12 Focus; Literacy Focus; Independence curriculum focus

Student Teaching:

During their last semester prior to graduation and after the completion of all other required coursework and their comprehensive exam, SPECED candidates are required to complete Student Teaching in Special Education (EDTE 675), working with a certified Special Education teacher and a university supervisor during a 14-week period. Candidates also complete the Advanced Seminar in Teaching (EDTE 689) during this semester. During the internship, candidates complete their professional portfolios, impact on student learning projects, additional teaching videos, and a case study project, all of which are presented at the end of the seminar.

The classroom cooperating teacher (teacher mentor) and the university supervisor share the responsibility for supervising the candidate. University supervisors contact candidates prior to the first school visit to discuss requirements and evaluation procedures. When the supervisor is scheduled to visit, candidates are responsible for having materials prepared and available for review, including journals and college and career ready standards-based lessons and associated curricula.

Student teaching is evaluated using a document based on the Interstate New Teacher Assessment and Support Consortium (InTASC) standards that is aligned with the CEC Initial Teacher Preparation Standards. Candidates are required to demonstrate competency in the standards of both professional organizations.

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)**

Degree-seeking candidates are admitted to Trinity without regard to race, sex, religion, age, sexual orientation, national or ethnic origin, or disability. Applications from qualified candidates of diverse cultural, economic, and ethnic backgrounds are encouraged. In an effort to admit candidates with a record of academic achievement and promise, the following criteria guide the admissions process:

Criteria for Admission

Undergraduate Degree and Coursework: Candidates for admission must have completed a bachelor's degree from a regionally accredited college or university with a minimum cumulative GPA of 2.8 on a 4.0 scale. The Praxis I examination is a prerequisite for admission to the Master of Arts in Teaching (MAT) program; passing scores are based on the District of Columbia requirements.

Retention

Intervention Policy
Candidates are evaluated throughout their course of study by measuring growth in three areas: (1) academic performance, (2) interpersonal skills, and (3) ethical behavior.

1. Academic Performance: Candidates are expected to maintain a 3.0 (B) GPA throughout the academic program. When candidates fall below the expected GPA, they are counseled by their advisor and placed on probation for a semester, then revaluated. Continued poor

performance can lead to dismissal. The intervention policy for the School of Education can be found in the academic policy handbook. (hhttp://www.trinitydc.edu/academics/acadaff/academic_policies.html).

At midterm in each semester, faculty send alerts to candidates who are at risk of not successfully completing the class. These alerts are also forwarded to faculty advisors and the Dean, so that early interventions and support can be provided.

2. Interpersonal Skills: Candidates are expected to demonstrate effective interpersonal skills, including the ability to:
. Function effectively with fellow candidates and faculty;
. Be open and adaptable in relationships with fellow candidates, faculty, students, supervisors and school personnel;
. Demonstrate self-awareness by being open to self-examination, reflection, and commitment to personal growth; and
. Demonstrate a positive attitude toward the learning process.

3. Ethical Behavior: Candidates are expected to demonstrate awareness of and adherence to the ethical standards of the relevant professional associations both in field experiences and in the classroom.

Exit from Program:

Policies for graduation, leave of absence, and withdrawal can be found in the academic policy handbook. (www.trinitydc.edu/policies/EDU_Academic_Handbook.html)

4. CEC initial or advanced Preparation Standards and Specialty Sets used

Initial Preparation Standards, 2012
Initial Special Education Individualized General and Independence Curriculum Combined

5. 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.)

SPECIAL EDUCATION PROGRAM OF STUDY

See **Attachment** panel below.

6. 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.

7. 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[2]
2015	11	9
2014	5	4
2013	6	13

(2) 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.

8. 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	ANDRUSIK, KATRYNA
Highest Degree, Field, & University[3]	Ph.D., Special Education: Learning Disabilities; University of Maryland College Park; College Park, MD
Assignment: Indicate the role of the faculty member[4]	Adjunct Faculty
Faculty Rank[5]	
Tenure Track	∈ YES
	Member: IRA/ILA, CEC, ASCD McMackin, M.C., Rauchwerk, S., Cambone, J., Curtis, M.C., Andrusik, K., &

Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	Brown, D.N. (2013, April). Preparing urban teachers: Working outside the box. Phi Delta Kappan, 94 (7), 25. Andrusik, K.N. & Samuelsen, K.A. (2014, December). Academic discourse as pre-writing strategy: The efficacy of student talk on argument writing in an urban high school English class. Literary Research Association, Annual Conference, Marco Island, FL. Andrusik, K.N. & Montanaro, E. (2013, November). Preparing special educators in alternative programs: Cohort support, coaching, and clinical experiences. Council for Exceptional Children: Teacher Education Division, Annual Conference, Fort Lauderdale, FL. Lecture: Special Education Policy. Department of Teaching and Learning, Policy, and Leadership, University of Maryland, November 2012, 2013.
Teaching or other professional experience in P-12 schools[9]	Capital City Public Charter School, Instructional Coach and Curriculum Coordinator Baltimore City Public Schools, Reading Specialist, Inclusion Specialist, 6-12 English Teacher

Faculty Member Name	BOLDEN, MARK
Highest Degree, Field, & University[3]	Ph.D., Counseling Psychology; Howard University, Washington, DC.
Assignment: Indicate the role of the faculty member[4]	Full-time Faculty
Faculty Rank[5]	Assistant Professor
Tenure Track	✔ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	President, Washington, DC, Association of Black Psychologists, 2009, 2011-2012 Keynote Presentation: Trauma Prevention and Coping with Crisis: An African Caribbean-Informed Model for Parents, Administrators, and Children. Northern Caribbean University Psychology Department, Kingston, Jamaica 2012. Workshop series for School and Government Personnel related to suicides associated with Jamaican students' test-taking: Mindful Management of Anxiety and Stress: High-Stakes Test-Taking Strategies for Jamaican Student Success. 2012.
Teaching or other professional experience in P-12 schools[9]	

Faculty Member Name	COSIER, MEGHAN
Highest Degree, Field, & University[3]	Ph.D., Special Education; Syracuse University; Syracuse, NY
Assignment: Indicate the role of the faculty member[4]	Full-Time Faculty
Faculty Rank[5]	Assistant Professor
Tenure Track	✔ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	Member, Board of Directors, The Children's Guild District of Columbia Public Charter School Cosier, M. (2014). Using "narrative and numbers" to drive inclusive school reform: A case study. In S. Danforth (Ed.). Teaching in the shape of Justice: Becoming an inclusive educator. New York, NY: Pater Lang. Cosier, M., Gomez, A., Maghzi, K., & McKee, A. (2013). Smart phones permitted: How teachers use text messaging to collaborate in inclusive schools. Education and Information Technologies (Online First). doi: 10.1007/s10639-013-9288-2. Cosier,M., McKee, A., Gomez, A., & Derderian, C. (December, 2014). Making the common core state standards accessible to students with significant disabilities. Presentation. TASH Annual Conference, Washington, DC. Member, AERA, TASH (The Association for Persons with Severe Handicaps), CAL-TASH, VA-Tash
Teaching or other professional experience in P-12 schools[9]	San Diego Unified School District, Rosa Parks Elementary School: Special Education teacher, grades 2-3; Resource Specialist, grades 1-5 Albuquerque Public Schools, Kit Carson Elementary School: General Education teacher, grade 1

Faculty Member Name	CROWLEY, ABBY
Highest Degree, Field, & University[3]	Ed.D., Educational Administration; The Catholic University of America, Washington, DC
Assignment: Indicate the role of the faculty member[4]	Adjunct Faculty
Faculty Rank[5]	
Tenure Track	∈ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	Member CEC, ASTD, ASCD Trainer Training: Facts Conference, 2013, 2014
Teaching or other professional experience in P-12 schools[9]	Certificates Administration/Supervision, MD State Department of Education Elementary, Special Education K-12, MD State Department of Education

Faculty Member Name	DAWKINS, BETH KARA
Highest Degree, Field, & University[3]	Ph.D., Education -- Early Childhood, Families and Literacy; University of North Carolina at Chapel Hill; Chapel Hill, NC
Assignment: Indicate the role of the faculty member[4]	Full-Time Faculty
Faculty Rank[5]	Assistant Professor

Tenure Track	⊌ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	Member, NAEYC, Head Start Association Publications Reading Selection Strategies of Lower Income, Minority Students, November 2014 Reading Selection Strategies and Reading Achievement of Economically Disadvantaged, October 2014
Teaching or other professional experience in P-12 schools[9]	Licenses Birth thru Kindergarten, State of North Carolina Early Childhood, State of North Carolina Pre-K Teacher, Charlotte-Mecklenburg Schools Pre-K Teacher, American School Foundation of Guadalajara

Faculty Member Name	GREER, CYNTHIA
Highest Degree, Field, & University[3]	Ph.D., Higher Education Administration; Florida State University; Tallahassee, FL
Assignment: Indicate the role of the faculty member[4]	Full-Time Faculty
Faculty Rank[5]	Associate Professor
Tenure Track	⊌ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	Member, American Counseling Association; DC Counseling Association; National Association of Student Personnel Administrators; Southern Poverty Law Association Publications I Love Being Me -- Be the Author of Your own Story. Chapter in Expressive Arts Interventions for School Counselors. Fall 2014 Doris and the Dolls -- Little Patuxent Literary Review. June 2014 Presentations Problem Gambling Treatment and Post-Traumatic Growth Opportunities for Culturally Diverse Persons, Families and Communities. Co-Presenter, Maryland Center of Excellence on Problem Gambling. March 2014 Social Injustice and Trauma -- The use of Post-Traumatic Growth and the Positive Power of the Human Spirit. Howard University Counseling Conference and Maryland Counseling and Development Conference. 2012
Teaching or other professional experience in P-12 schools[9]	Middle School Teacher, Math, Science and Health; Scotland County Public Schools, North Carolina

Faculty Member Name	JOHNSON, LYNN
Highest Degree, Field, & University[3]	MA, English Education, Hunter College CUNY; New York, NY
Assignment: Indicate the role of the faculty member[4]	Administrator
Faculty Rank[5]	Associate Dean
Tenure Track	∈ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	Member, National Council of Teachers of English Member, Council on English Education Member, National Business Education Association Member, Eastern Business Education Association Member, NCATE Board of Examiners Member, NCATE Board of Program Reviewers Member, DC Board of Examiners Reader, SAHE Teacher Quality Grant proposals Reader, AACTE Conference presentation proposals
Teaching or other professional experience in P-12 schools[9]	New York State certification, English 7-12

Faculty Member Name	LITT, DEBORAH
Highest Degree, Field, & University[3]	Ph.D., Curriculum and Instruction; University of Maryland; College Park, Maryland
Assignment: Indicate the role of the faculty member[4]	Full-Time Faculty
Faculty Rank[5]	Associate Professor
Tenure Track	⊌ YES
Scholarship[6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years[8]	Proposal reviewer, conference submissions, Literary Research Association Field council representative, Literacy Research Association International Literacy Association (formerly IRA) representative to the National Joint Council on Learning Disabilities Member, Literacy Research Association, ILA, Society for the Scientific Study of Reading, NCTE, Reading Recovery Association of North America Publications and Presentations Literacy Teacher Education: Principles and Effective Practices. With Martin, S., & Place, N. Guilford Press. 2014 Can They Read This? Word Sorts for Teachers. Presentation at the Literacy Research Association Conference, Marco Island, FL December 2014 Promising Practices in Literacy Teacher Education. Session Discussant at the Literacy Research Association Conference. Marco Island, FL December 2014
Teaching or other professional experience in P-12 schools[9]	Advanced Professional Certificate, Elementary 1-6 and Middle School; Maryland State Department of Education Prince George's County Public Schools, Reading Specialist/Reading Recovery Teacher

Faculty Member Name	MORANT, TAMYKA
Highest Degree, Field, & University[3]	MAT, Teaching; Johns Hopkins University; Baltimore, MD
Assignment: Indicate the role of the faculty member[4]	Adjunct Faculty
Faculty Rank[5]	
Tenure Track	∈ YES
Scholarship[6], Leadership in	Member, NCTM, NWSA, AERA Consortium of Race, Class, Gender, Ethnicity Interdisciplinary Scholar-Fellow

Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years [8]	NWSA Women of Color Leadership Project-Fellow Publications/Presentations AERA: Towards a Portable Family Pedagogy. April 2014 NWSA Conference: Understanding the Multidimensionality of Mentorship for Underrepresented Scholars: A Labor of Love. November 2014
Teaching or other professional experience in P-12 schools [9]	Certificate/License MD Educator Advanced Professional Certificate; Maryland State Department of Education DC Public Schools, Instructional Coach Manager Community Academy Public Charter Schools, Instructional Coach Community Academy Public Charter Schools, Elementary Teacher Baltimore City Public Schools, Elementary Teacher

Faculty Member Name	STOCKS, JANET
Highest Degree, Field, & University [3]	Ph.D., Sociology; University of Pittsburgh; Pittsburgh, PA
Assignment: Indicate the role of the faculty member [4]	Administrator
Faculty Rank [5]	Dean
Tenure Track	∈ YES
Scholarship [6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years [8]	Member, Council on Undergraduate Research Member, American Educational Research Association Member, American Sociological Association Member, AAAS Science and Human Rights Coalition Chair, Board of Governors, National Conferences on Undergraduate Research 2006-2008 Anselm Strauss Award, for Nyman, Reinikainen & Stocks, 2013, awarded by the Qualitative Family Research Network, Research and Theory Section, National Council on Family Relations to recognize significant work in the area of family theory, methods, and research that comes from a qualitative tradition. November 2014 Chatlott Nyman, Lasse Reinikainen & Janet Stocks, 2013, Reflections on a cross-national qualitative study of within-household finances. Journal of Marriage and Family 75 (June): 640-650. June 2013 Janet Stocks, 2012, Characteristics of Excellence in Undergraduate Research at Different Institutions, in Undergraduate Research, Washington DC: Council on Undergraduate Research. 2012.
Teaching or other professional experience in P-12 schools [9]	

Faculty Member Name	TAUB SULLIVAN, DEBORAH
Highest Degree, Field, & University [3]	Ph.D., Anthropology; American University, Washington, DC. 2003
Assignment: Indicate the role of the faculty member [4]	Adjunct faculty
Faculty Rank [5]	
Tenure Track	∈ YES
Scholarship [6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years [8]	Birth-21 special education teacher, New York State Elementary education teacher, New York State TASH -- Inclusive Education Communication Work Group; TASH Connections Editorial Committee; IDEA Work Group. AAIDD -- Secretary of Education Committee National Universal Design for Learning Task Force -- Co-chair Collaboration to Promote Self-Determination -- Senior Advisor
Teaching or other professional experience in P-12 schools [9]	St. Mary's Public School System; Special Education teacher Center for Inspired Teaching, Coordinator for School Reform Project

Faculty Member Name	VAN DYKE, BARBARA
Highest Degree, Field, & University [3]	Ed.D., Innovation and Educational Leadership; Wilmington University, Dover Delaware.
Assignment: Indicate the role of the faculty member [4]	Adjunct faculty
Faculty Rank [5]	
Tenure Track	∈ YES
Scholarship [6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in the past 3 years [8]	Member, Alpha Delta Kappa
Teaching or other professional experience in P-12 schools [9]	Prince George's County Public Schools, Maryland; Compliance Specialist. Ensure compliance to IDEA for students with disabilities.

Faculty Member Name	WINTHER, CHRISTOPHER
Highest Degree, Field, & University [3]	M.Ed., Education; DePaul University; Chicago, IL
Assignment: Indicate the role of the faculty member [4]	Adjunct Faculty
Faculty Rank [5]	
Tenure Track	∈ YES
Scholarship [6], Leadership in Professional Associations, and Service [7]:List up to 3 major contributions in	Volunteer Moderator, DC Area High School ethics Bowl, Fall 2013 Volunteer Judge, Baltimore Network for Teaching entrepreneurship Business Plan Competition, Spring 2011

the past 3 years[8]	
Teaching or other professional experience in P-12 schools[9]	Certificate/License Network for Teaching Entrepreneurship Certified Teacher Village Learning Place, Lead and Assistant Teacher Boys' Latin Charter High School, Lead Teacher Truman College High School, Lead Teacher

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)	PRAXIS II	Licensure Assessment	Prior to Certification
Assessment #2: Assessment of content knowledge in special education (required)	PRESENTATION PROJECT	Project, Content Knowledge	EDTE 630 Career Education for Exceptional Children/Youth Human Relations in Special Education
Assessment #3: Assessment of candidate ability to plan instruction (required)	IEP	Case Study	EDCC 606 Assessment and Preparation of Individualized Learning Prescriptions
Assessment #4: Assessment of student teaching (required)	STUDENT TEACHING EVALUATION	Practicum Evaluation	EDTE 675 Supervised Student Teaching in Special Education
Assessment #5: Assessment of candidate effect on student learning (required)	ACTION RESEARCH CASE STUDY	Case Study	EDTE 689 Advanced Seminar in Teaching
Assessment #6: Additional assessment that addresses CEC standards (required)	COMMUNICATION CASE STUDY	Case Study	EDTE 634 Teaching Students with Significant Disabilities
Assessment #7: Additional assessment that addresses CEC standards (optional)	COMPREHENSIVE EXAM	Comprehensive Exam, Content Knowledge	Prior to Student Teaching

Assessment #8: Additional assessment that addresses CEC standards (optional)	PORTFOLIO POSITION PAPERS	Portfolio	EDTE 689 Advanced Seminar in Teaching

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. **Standard 1: Learner Development and Individual Learning Differences**

	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. (1.1) Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. (1.2) Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	☑	☑	☑	☑	☑	☑	☐	☐

3. **Standard 2: Learning Environments**

	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. (2.1) Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. (2.2) Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. (2.3) Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.	☐	☐	☐	☑	☑	☐	☑	☑

4. **Standard 3: Curricular Content Knowledge**

	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals use knowledge of general[15] and specialized[16] curricula to individualize learning for individuals with exceptionalities. (3.1) Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities (3.2) Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities (3.3) Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.	☐	☐	☐	☑	☑	☑	☑	☑

5. **Standard 4: Assessment**

	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. (4.1) Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias (4.2) Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities (4.3) Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities (4.4) Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	☑	☐	☑	☑	☑	☐	☑	☐

6. **Standard 5: Instructional Planning and Strategies**

	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies [15] to advance learning of individuals with exceptionalities. (5.1) Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. (5.2) Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. (5.3) Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. (5.4) Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities (5.5) Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams (5.6) Beginning special education professionals teach to mastery and promote generalization of learning. (5.7) Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	☑	☐	☐	☑	☑	☑	☑	☑

(17) Instructional strategies, as used throughout this form, include intervention used in academic and specialized curricula.

7. **Standard 6: Professional Learning and Ethical Practice**

	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. (6.1) Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice (6.2) Beginning special education professionals understand how foundational knowledge and current issues influence professional practice (6.3) Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services (6.4) Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. (6.5) Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring (6.6) Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.	☑	☑	☐	☑	☐	☐	☑	☑

8. **Standard 7: Collaboration**

	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. (7.1) Beginning special education professionals use the theory and elements of effective collaboration (7.2) Beginning special education professionals serve as a collaborative resource to colleagues (7.3) Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators	☐	☑	☐	☑	☐	☐	☑	☐

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: For each program assessment listed in Section II, use one file to provide a description of the assessment of not more than two pages along with the program assessment, scoring rubric, and data tables.

Taken as a whole, the program assessments must demonstrate candidate mastery of the CEC Preparation Standards. The program assessments used must be required of all candidates. Assessments, scoring guides, and data should be aligned with the CEC Preparation Standards. This means that the concepts in the CEC Preparation Standards should be apparent in the program assessments and in the scoring guides to the same depth, breadth, and specificity as in the CEC Preparation Standards. Data should also be aligned with the CEC Preparation Standards. The data should be presented at the same level it is collected. For example, if a rubric is used to collects data on several elements each relating to specific CEC Preparation Standard, then the data should report the data on each of the elements rather than reporting a single cumulative score.

In the description of each program assessment below, CEC has identified potential program assessments that would be appropriate. Program assessments have been organized into the following three areas to be aligned with the elements in CAEP's unit standard 1:
• Content knowledge (Program assessments 1 and 2)
• Pedagogical and professional knowledge, skills and dispositions (Program assessments 3 and 4)
• Focus on student learning (Program assessment 5)

While faculty may align state credentialing assessment (Program Assessment 1) to numerous CEC Preparation Standards, it may not be cited as the sole assessment for any CEC Preparation Standards.

Note that in special education, the primary content knowledge for the professional discipline includes and is inextricable from professional knowledge. Therefore, program assessments that combine content and professional knowledge will be considered "content knowledge" assessments for the purpose of this report.

For each program assessment, the report developer should prepare one document that includes the following items :
(1) Two-page narrative including:
• A brief description of the program assessment and its use in the program;
• A description of how this program assessment specifically aligns with the standards for which it is cited in Section III. Cite CEC Preparation Standards by number, title, and/or standard wording.
• A brief analysis of the data findings;
• An interpretation of how that data provides evidence for meeting standards, indicating the specific CEC Preparation Standards by number, title, and/or standard wording;

(2) Program assessment documentation including:
• The program assessment tool itself or a rich description of the program assessment (often the directions given to candidates);
• The scoring guide or rubric for the program assessment; and
• Candidate performance data derived from the program assessment in tables that display the scores in alignment with the CEC Preparation Standards.
• The responses for e, f, and g (above) routinely should be limited to the equivalent of five text pages each. Exceptionally, some program assessment instruments or scoring guides may go beyond five pages.

1. CONTENT KNOWLEDGE

Data from required state licensure tests or professional examinations of content knowledge CEC Preparation Standards addressed in this program assessment could include Standards 1 through 7. If the state does not require a credentialing test(s) or professional examinations in the content area, another program assessment must be presented to document candidate attainment of content knowledge.

Provide assessment information as outlined in the directions for Section IV.

ASSESSMENT 1 PRAXIS II

See **Attachment** panel below.

2. CONTENT KNOWLEDGE

CEC Preparation Standards addressed in this program assessment could include Standards 1 through 7. 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 [18].

Provide assessment information as outlined in the directions for Section IV

ASSESSMENT 2 PRESENTATION PROJECT

See **Attachment** panel below.

3. PLANNING: PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

Assessment that demonstrates candidates can effectively plan instruction as individualized for a single individual. CEC Preparation Standards that typically could be addressed in this assessment include but are not limited to Standards 1, 2, 3, 4, 5. Examples of program assessments include the evaluation of candidates' abilities to develop individualized lesson or unit plans, individualized educational plans, needs assessments, or intervention plans.

Provide assessment information as outlined in the directions for Section IV.

ASSESSMENT 3 IEP

See **Attachment** panel below.

4. TEACHING: PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. CEC Preparation Standards that typically could be addressed in this program assessment include but are not limited to Standards 1, 2, 3, 4, 5 and 7. The program assessment instrument used in student teaching or the internship should be submitted.

Provide program assessment information as outlined in the directions for Section IV.

ASSESSMENT 4 STUDENT TEACHING EVALUATION

See **Attachment** panel below.

5. EFFECTS ON STUDENT LEARNING

CEC Preparation Standards that typically could be addressed in this program assessment include but are not limited to Standards 4-7 Examples of program assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

Provide program assessment information as outlined in the directions for Section IV.

ASSESSMENT 5 ACTION RESEARCH CASE STUDY

See **Attachment** panel below.

6. ADDITIONAL PROGRAM ASSESSMENT

Examples of program assessments include evaluations of field experiences, case studies, portfolio tasks, and licensure tests not reported in 1.

Provide program assessment information as outlined in the directions for Section IV.

ASSESSMENT 6 COMMUNICATION CASE STUDY

See **Attachment** panel below.

7. ADDITIONAL PROGRAM ASSESSMENT

Examples of program assessments include evaluations of field experiences, case studies, portfolio tasks, and licensure tests not reported in 1.

Provide program assessment information as outlined in the directions for Section IV.

ASSESSMENT 7 COMPREHENSIVE EXAM

See **Attachment** panel below.

8. ADDITIONAL PROGRAM ASSESSMENT

Examples of program assessments include evaluations of field experiences, case studies, portfolio tasks, and licensure tests not reported in 1.

Provide program assessment information as outlined in the directions for Section IV.

ASSESSMENT 8 PORTFOLIO POSITION PAPERS

See **Attachment** 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)

Content Knowledge

The results of the most recent program review suggest that the candidates would be better prepared with more "content area" curriculum covered throughout the courses. As special educators, they will need to be familiar with grade level content in English Language Arts, Mathematics, and other content areas in order to make the content in all areas of study accessible for students with disabilities. Thus, one significant change to the course content in three courses is a focus on improving knowledge of the College and Career Ready Standards and associated curriculum in Language Arts, Mathematics, and other content areas.

Beginning in fall 2015, EDTE 629: Teaching Students with High Incidence Disabilities (formerly known as Teaching Students with Learning Disabilities and Emotional Disturbances), will include content on teaching mathematics to students with disabilities. Not only will this involve pedagogical approaches (describe below), it will also introduce students to some content area knowledge, so that they are familiar with the scope and sequence of the District of Columbia Common Core State Standards. Similarly, EDTE 634: Teaching Students with Significant Disabilities (formerly known as "Teaching Students with Intellectual Disabilities") will cover the Common Core State Standards and Language Arts curriculum. The focus will be on how to adapt and extend these standards and curricula for students with more significant disabilities. Lastly, EDTE 630: Career Educational for Exceptional Children/Youth Human Relations in Special Education will include content related to writing curricula as a way to introduce candidates to curricula and methods used in schools. In addition, the program of study was revised to include EDTE 627: Literacy and Assessment for Early and Emergent Readers in order to address the area of content knowledge more thoroughly.

Professional and Pedagogical Knowledge, Skills, and Dispositions

Pedagogical Skills in Teaching Reading, Writing, and Mathematics
As mentioned above, our program would be strengthened by providing candidates with more on content area knowledge. In addition, our program would be strengthened by providing more specific instruction in pedagogical approaches to teaching reading, writing, and mathematics. Although we cover pedagogy in these areas, including more detailed approaches throughout the program will allow the candidates to provide intensive intervention for students with disabilities. Thus, beginning fall 2015, the Program of Study includes a course on emergent literacy and beginning reading (EDTE 627: Literacy and Assessment for Early and Emergent Readers). In addition, we added supplemental materials to EDTE 634 and 630 (listed above) that focus on specific intervention approaches for mathematics and writing respectively.

Positive Behavioral Supports
The results of the program review suggest that our candidates require more intensive instruction in using positive behavioral supports and effective classroom management strategies. Therefore, beginning in fall 2015, the Special Education Program of Study includes a course on positive behavioral supports and classroom management (EDCC 542: Classroom Management and Positive Behavior Supports). This course reviews the history, theory, and implementation of providing positive behavioral supports to children with and without disabilities in a context of ethical interaction and reflective practice. Candidates will learn a variety of observational and planning tools for construction of authentic and responsive intervention strategies that lead to productive and inclusive learning communities.

Assessment
Results of the program evaluation indicate that candidates could use more support in monitoring and record keeping, and use of assessment for decision-making. Thus, a new assessment course was developed and included in the program of study (EDCC 606: Assessment and Preparation of Individualized Education Programs). This course includes an emphasis on selection of assessments for students with a wide range of exceptionalities, as well as progress monitoring and interpretation of assessments.

Student Learning
Results of the program evaluation indicate that candidates possess the skills and knowledge to have a positive impact on student learning; using pre- and post-test scores as evidence. The program of study was revised in fall 2015 to include two new courses, EDCC 606: Assessment and EDTE 627: Literacy and Assessment for Early and Emergent Readers, that contain assignments that require the use of an

evidence-based intervention and pre- and post-test scores.

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

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx

(Response limited to 24,000 characters.)

Each condition in the original report was addressed in this current submission. This includes: a) clarity related to field experiences, grade levels, and disabilities addressed in each course; b) alignment with the specialty set (Initial Special Education Individualized General and Independence Curriculum Combined Specialty Set); c) modification of assessment eight to include more "process-based" questions; d) assessment six alignment with current CEC standards; and e) modification of assessments to provide sufficient evidence for standards 2 and 3.

A. Clarity Related to Field Experiences

Clarity related to the field experience hours, grade level focus, and disability focus was added to the context statement and is provided below. The description below also shows the focus on specific curricular areas.

Candidates have early and ongoing contact with children and youth with special needs and educators who use well-regarded practices. Candidates spend a minimum of 100 hours in field experiences outside the classroom prior to student teaching, as described below. For example, courses such as EDCC 530: Educating Exceptional Children and Youth, EDCC 606:Assessment and Preparation of Individualized Learning Prescriptions, and EDTE 634: Teaching Students with Significant Disabilities have field experiences related to the content in the class, that is also aligned with CEC standards. The specific experiences and hours (and grade levels and focus on students accessing general curriculum and/or students accessing independence curriculum when applicable) for each course are:

EDCC 510: Human Growth and Development; 10 hours; Family Interview
EDCC 541: Foundations of Education; 10 hours; Teach and Videotape a Lesson
EDCC 530: Educating Exceptional Children and Youth; 15 hours; Observations of Supports and Services along the Continuum; K-focus; General and independence curriculum focus
EDCC 542: Classroom Management and Positive Behavior Support; 20 hours; Conducting Behavior Assessments and Development of Behavior Support Plan; Students with Emotional and Behavioral Disabilities; K-8 Focus; General and Independence curriculum focus
EDCC 606: Assessment and Preparation of Individualized Education Programs; 20 hours; Self-regulated Strategy Development Tutoring Project; Students Accessing General Curriculum; K-12 focus; General and independence curriculum focus
EDTE 627: Literacy Assessment and Instruction for Early and Emergent Readers; 30 hours; K-8 or emergent youth and adult readers focus; General curriculum focus
EDTE 629: Teaching Students with High Incidence Disabilities; 20 hours; Lesson Plan and Video for Students with Disabilities Accessing General Curriculum; K-8 Focus; Mathematics emphasis; General curriculum focus
EDTE 630: Career Education for Exceptional Children/Youth Human Relations in Special Education; 10 hours; Observation and Development of Transition Plan; Grades 9-12 Focus; writing focus; General and independence curriculum focus
EDTE 634: Teaching Students with Significant Disabilities; 15 hours; Observations of Supports and Services for Youth and Adults with Significant Disabilities; Grades 9-12 Focus; Literacy Focus; Independence curriculum focus

B. Alignment with the Initial Special Education General and Independence Curriculum Combined Specialty Set

Alignment with the specialty set is noted in each Key Assessment document in the rubric and data table. It is also noted in the narrative description of data.

C. Modification of Key Assessment 8 to include more "process-based" questions.

The conditions indicated that Key Assessment 8 was more "product" than "process" based. Thus, we modified the position paper requirements for position papers number two and three to reflect more process-based methods in choosing instructional strategies for lessons based on College and Career Ready Standards, and establishing effective learning environments.

D. Alignment of Key Assessment 6 with Current CEC Standards and Specialty Sets

Assessment 6 was aligned with current CEC standards and Specialty Sets. Alignment is shown in the rubric and data table for the assignment and is reflected in the narrative description and analysis of data.

E. Modification of Key Assessments to Provide Specific Evidence of Standards 2 and 3

Standard 2: Key Assessments 4, 5, 7 & 8 align with Standard 2: Learning environments. Each Key Assessment document includes specific alignment to Standard 2 specialty sets. Each Key Assessment document includes specific alignment with the specialty sets in the rubric, data table, and narrative description and analysis of data. Key Assessments 4, 5, 6, 7, & 8 provide evidence of Standard 3: Curricular Content Knowledge. Each Key Assessment document includes specific alignment with the specialty sets in the rubric, data table, and narrative description and analysis of data.

Please click "Next"

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